

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is related only with human beings. Language which a child acquires first is called his first language or mother tongue. S/he acquires her/his first language naturally and it is his/her basic need to live in her/his own culture and society. The term 'acquisition' is related to the process of acquiring and developing the first language. A child develops his/her first language subconsciously and naturally. Each and every child acquires language. Language acquisition is inevitable and essence of human beings. There is no specific purpose of language acquisition rather; it is subconscious, process essential for living.

There are two schools of thought which describe how language acquisition is possible. These two schools represent opposing views about how language acquisition takes place by children. They are:

- a. Empiricism and
- b. Rationalism

Empiricism is a term used in philosophy and when it is used in psychology it is termed as behaviorism. This school of thought holds the belief that human mind is totally blank by birth and it is popularly known as 'tabula-rasa' which means 'a blank sheet of paper'. It means that there are no linguistic elements in the child's mind at the time of birth and language acquisition starts from empty state of mind and develops linearly bit by bit. According to the empiricism, language is acquired through observation, imitation and repetition, memorization and reinforcement. This view emphasized that all living

creatures including human beings are endowed with intelligence. Thus, language learning is an active process.

Rationalism, on the other hand, is termed as mentalism in human psychology. This school of thought does not believe in the strong role of external situations in language acquisition. It believes that human mind is already pre-occupied with a set of fundamental principles of language containing the elements common to all human languages. Such a set of fundamental principles of languages is transformed genetically. All or most portion of language is acquired by means of intuition and introspection. There is special capacity to acquire language which is termed as Language Acquisition Device (LAD) which contained only in human mind. This view believes that all the linguistic elements are already there in a dormant state in human mind and the role of exposure and experience is that of activating them.

1.1.1 Language Learning and Purpose

Learning is defined as the modification of behaviour or a retainable change in behaviour resulting from experience, training and practice. The term 'language learning' applies to a conscious process of accumulating knowledge of the vocabulary and grammar of a language. It involves developing the skill of interacting with foreigners to understand them and speak their language. The concept of language learning is linked with the traditional approach to the study of language and today it is still generally practiced in high schools worldwide. Language learning is a progressive and cumulative process, normally tied to a pre-planned syllabus that includes memorization of vocabulary. It seeks to transmit to the student knowledge about the language, its functioning and grammatical structure with its irregularities. It is contrast with the student's native language knowledge that hopefully will produce the practical skills of understanding and speaking the language. So language learning is artificial, optional and more difficult process which has no uniformity.

As we discussed above, language learning is optional and artificial, it has certain needs and purposes. When a person learns a second or foreign language s/he has certain needs and purposes. There may be different purposes of learning a second language. According to Sthapit (2000, p. 17) there are different purposes of learning language. He makes a question "for what purposes is the language being learned?" It is being learned for:

- Theoretical purposes (i.e. for knowing about the language) or for practical purpose (i.e. for knowing the language)?
- Integrative purposes (i.e. for integrating oneself into the community of people who speak the target language) or for instrumental purposes (i.e. as a means to an end, the end being doing something through the target language)?
- General purposes (i.e. for day to day communication) or for specific purposes (e.g. for professional or academic purposes)?
- Communication within a community or across community?
- National communication or international communication?

1.1.2 Factors Affecting Language Learning

We know that there are thousands of languages in the world. In this age of globalization; people need to learn more than one language. Mostly, people learn second or third or more languages if the community is bilingual or multilingual.

Language is naturally acquired by normal human beings because of the innate mechanism in the brain. Every normal human being acquires his first language successfully in about the same age. It may not happen while learning or acquiring second language because there are different factors which affect learning differently. Learning differs in a number of ways which affect L2

acquisition, in particular their rate of development and their ultimate level of achievement. The ways in which learning differ are potentially infinite as they reflect the whole range of variables relating to the cognitive affective and social aspect of human beings. Some of the influencing factors or variables which affect learning a second language are listed below:

- age
- feedback
- personality
- instructional materials.
- learning environment
- procedure
- methods of teaching

There are many other factors which directly or indirectly affect learning a second language.

1.1.2.1 Age

‘Age’ is an important factor which affects in acquiring/learning language. Children pick up their first language effortlessly, naturally and subconsciously, whereas adults have to struggle with a new language. It is said that it is critical period for language learning. According to critical period hypothesis, the ability to learn a language naturally and effortlessly is linked to cerebral plasticity, it remains around the age of ten or twelve years when puberty sets in. After this period it is difficult to acquire native-like competence.

A person starts learning from his birth and keeps on to death. S/he passes her/his life through different developmental stages and in each stages; there seem different stage-wise problems which s/he has to face. These problems may be developmental, cognitive, social, political, economic, geographical etc. which play dominant role in affecting learning process.

1.1.2.2 Learning Environment

The term 'learning environment' refers to the situation in which the language is learned. Good environment is always necessary for better learning. Learning situation should be quiet; teacher should be perfect and helpful for the learner; necessary materials should be available; and strong background support should be provided for the learner to make effective learning. Suitable environment should be created according to the student's needs, interests, level, capacity and background. Learners should get a chance to co-operate and interact in the indoor as well as outdoor environment.

1.1.2.3 Feedback

The term 'feedback' denotes the information about the output that is provided for further information. There is contradiction between the views of behaviorism and mentalism about the role of feedback on second language learning. Behaviourism believes that feedback plays a crucial role in language learning.

There are two types of feedback:

a. Positive feedback

Positive feedback means encouraging the learners' behaviour that they have shown. This feedback motivates the learners to learn more and encourages them to show the actions in an improving way.

b. Negative feedback

Negative feedback demotivates the learners towards errors and mistakes. It provides the information to reduce errors and mistakes done by the learners.

1.1.2.4 Procedure

'Procedure' is the method and technique that are applied for language teaching. Generally, a method is determined or selected on the basis of objectives of

teaching and learning. The availability of teaching aids, the nature of the context, the size of the class, etc. More methods and techniques can be used even in a single class.

1.1.2.5 Personality

Personality refers to the characteristics and qualities of a person seen as a whole that make somebody different. Personality is broadly divided into two types:

- a. Extrovert
- b. Introvert

Extrovert learners are outspoken, sociable and adventurous; where as introvert learners are shy, quiet and avoid risks. Extroverts learn language faster and better than introverts.

1.1.2.6 Methods of Teaching

The methods by which students are taught have strong effect on language learning. Methods should be student-centered, to arouse interest in them, making them creative and curious to learn more to make them find it motivating otherwise, if the method is boring, they will probably become discouraged.

1.1.2.7 Instructional Materials

Teaching and learning materials are very important for effective teaching and learning. Different audio cassettes, audio-visuals materials should be used for interesting, effective and better learning. It is regarded that teaching and learning materials are two wheels of the same cart.

1.1.3 Importance of the English language in Nepal

Language is a way by which human beings communicate. It is regarded as a means of human communication. It is the unique property of human beings which plays important role to distinguish human from other animals. Language is used as an effective means to express feelings, ideas, emotions and thoughts. Sapir (1921) states, "Language is purely human and non-instinctive method of communicating ideas emotions and desires by means of system of voluntary produced symbols" (as quoted from Yadava, 2001, p.21). Language, therefore, is at the centre of human life and it is used for various purposes such as academic, official, personal, social and so on.

There are 4000 to 5000 living languages in the world. Among them English has been recognized as a widely used language for global communication. It is the national language of 29 countries and it is also an official language of 15 other countries such as South Africa and Canada. Barriers of race, colour and creed are no hindrance to the continuing spread of the use of English. Besides being a major vehicle of debate at the UN and the language of command for NATO, it is the official language of international aviation. Furthermore, 60 percent of the world's radio programmes are broadcasted in the English language.

Similarly, The English language is used in every walk of day to day life. Half of the world's scientific literature is written in English language. It also works as the link language because it is used to communicate with the people who are of different linguistic backgrounds. By giving emphasis and importance of the English language, Nehru states "The major window for us to the outside world, we dare not close that window, and if we do it will spell peril for the future" (as quoted from Broughton et al.1994, p.3).

The status of the English language in Nepal is as clear as daylight. It is spoken and used by a relatively small but extremely influential portion of country's population in the domain of government administration, law, military, higher education, commerce and mass media. The English language in Nepal serves as a gateway to success, to further education and to white collar jobs. It is the language of higher education and not the home language of the population except in the upper strata of society where it is spoken as a status symbol. Socially, the English language adopted as a foreign language has had a significant impact both economically and educationally. It has occupied an important place even in the formal education system of Nepal. No one can deny the fact that English has multi-usage in teaching and learning process. Similarly, the educationalist pleads for the teaching of English as a window of the world. Therefore, the English language is taught as the compulsory subject from the first grade of our education system.

1.1.4 Motivation: Introduction and Importance

The word 'motivation' is borrowed from English word 'motive', which is derived from ancient Latin word 'mover' which means 'to move'. There are several words in English vocabulary refer to motivation: wants, striving, desire, need, motive, goal, aspiration, drive, aim, wish, ambition, hunger, thirst, love.

In simple term, motivation deals with the 'why' of behaviour. It refers to internal states of the organisms that lead to the instigation, persistence energy and direction of behavior. Simply, motivation includes goal direction and energizing of behaviour.

The American educator's encyclopedia defines motivation as:

A psychological concept in human behavior that describes a predisposition reward a particular behavior to satisfy a specific need (Dejnozka and Kapel 1991, p.61).

To quote Pintrich and Schunk (1996):

Motivation refers to the process where by goal directed activity is investigated and sustained. Motivation is an important quality that affects all classroom activities because is can influence both learning of new behaviours and performance of previously learned behaviour. Learning and performance are related to reciprocal fashion to motivation because what are does and learns influences ones subsequent task motivation (p. 4).

Similarly, psychologist Heckhausen (1991) defines:

Motivation as a global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences, and then implements it with some measure of energy, along a particular path (p.9).

Similarly, separating various levels of motivation, Bandura (1991) provided the following definition:

Motivation is a general construct linked to a system of regulatory mechanisms that are activating functions. At the generic level it

encompasses the diverse classes of events that move one to action.

Level of motivation is typically indexed in terms of choice of courses of action and intensity and persistence of effort. Attempts to explain the motivational sources of behaviour therefore primarily aim at clarifying the determinants that govern the selection, activation, and sustained direction of behaviour toward certain goals (p.69).

From the above definitions, we can say that motivation is a factor which affects learner's learning process as well as his/her performance of learned behaviour.

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second language learning. Learning a language is a difficult task. Several contextual factors, i.e. L1 proficiency, level of similarity between L1 and L2, and attitudinal and motivational factors make L2 learning a difficult process. Motivation is an important factor in L2 achievement and attitude is more than ability. It provides the main incentive to initiate learning a foreign language and later the determination to preserve and sustain the learning process. The importance of motivation in human activity has been recognized in the field of social psychology and education for decades (Noels, Pelletier & Vallerand, 2000). As far as second language learning is concerned motivation is believed to be at least as important as language aptitude in predicting second language achievement (Gardener & Clement, 1990).

The original impetus in second language motivation research comes from the social psychology since learning the language of another community simply can not be separated from learner's social disposition towards the community in question. It is true that the motivation affects learning language. There is

strong motivation to learn L1 because of importance of communication for satisfying basic needs but learners' motivation is necessarily weak in learning a second language. So it is necessary to arouse the motivation in learner.

Motivation plays a significant role in the process of learning a second language. The core of motivation is what might be called passion. Passion, which relates to a person's goals and desire, is intrinsic. Successful learners know their preference, their strengths and compensate for weakness. Successful language learning is linked to the learner's passion. Learners need quality, instruction, input, interaction, and opportunities for meaningful output not only to make progress, but also to maintain motivation for language learning.

Since learners have different purposes for learning the language. It is important for language instructors to identify the purposes and the needs of the students and develop proper motivational strategies. Students should understand; why they need to make an effort? How long they must sustain an activity? How hard they should pursue it? And how motivated they feel towards their pursuits? Motivation fluctuates. It is very challenging to keep language learners' motivated at a higher level all the time. While teaching a second language, instructors must take into consideration that each learners' interests and expectations are different. For this reason, Wilkins (1972) says, "Motivation is a term which occurs in discussion of second rather than first language learning" (p. 180).

1.1.5 Instrumental and Integrative Motivation

Gardener and Lambert (1972) introduced the notion of instrumental and integrative motivation. In the context of language learning, instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes, such as employment or travel. Where as integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. Wilkins (1972) draws a basic distinction between an

integrative and instrumental motivation orientation to second language learning. He further says by distinguishing these two types of motivation, the instrumentally motivated learner requires the language as a means to some other ends whereas for the integrative learners the language and all that it brings by way of culture is in itself (p. 184). Similarly, Brown (2001) states that:

Motivation refers to the intensity of one's impetus to learn. And integrative orientation simply means the learner is pursuing a second language for social and cultural purposes, and within that purpose, a learner could be driven by a high level of motivation or a low level. Likewise, in an instrumental orientation, learners are studying a language in order to further a career or academic goal. The intensity or motivation of a learner to attain that goal could be high or low (p.75).

When anyone learns a foreign language instrumentally, s/he needs it for operational purposes: to be able to read books in the new language, to be able to communicate with other speakers of that language, for example, the tourist, the salesman and the science student are instrumentally motivated to learn the English language. When anyone learns a foreign language for integrative purposes, s/he is trying to identify much more closely with a speech community which uses that language variety, s/he wants to feel at home in it, s/he tries to understand the attitude and the world view of that community. The immigrant in Britain and the second language speaker of English though gaining mastery of different varieties of English are both learning English for integrative purpose.

1.1.6 Intrinsic Motivation and Extrinsic Motivation

People who are intrinsically motivated work on the tasks because they find them enjoyable. Task participation is its own reward and does not depend on explicit rewards or other external constraints. In contrast, extrinsic motivation is motivations to engage in an activity as a means to end. Individuals, who are extrinsically motivated, will result in desirable outcomes such as a reward, teacher praise, or avoidance of punishment.

It is tempting to think that intrinsic and extrinsic motivation as two ends of continuum such that the higher the intrinsic motivation, the lower the extrinsic motivation, but in fact, there is no automatic relation between intrinsic and extrinsic motivation. For any given activity, an individual may be high on both, low on both, medium on both, high on one and medium on the other and so forth. It is more accurate to think of intrinsic and extrinsic motivation separate continuums each ranging from high to low.

Another point is that intrinsic and extrinsic motivation is contextual. They characterize people in relation to activities and the same activity can be intrinsically or extrinsically motivating for different people.

1.1.7 The Anatomy of Motivation

When a person wants to learn something, he does it much more effectively, for example, we see children mechanically go through the motions of studying without learning very much because they have little interest or have an active disinterest in what they are studying. Thus they have little motivation for learning it. Some of the factors that influence people to be eager for, indifferent, or disposed against learning are shortly discussed below:

1.1.7.1 Willingness and Set

Motivation is fundamentally dependent on an individual's needs and drives which produce willingness to learn. But further, these needs and drives, acting in specific combination, focus the willingness. When a person wants to learn a thing, other activities do not attract his/her efforts. Instead, there is a buildup in him of expectancy and then tension, which comprise a set for learning. This causes a mobilization of energy. It is expended when the particular learning is accomplished. When the effort is successful, the tension is relieved also; failure or inability to act generally brings frustration, because the tension is not released.

1.1.7.2 Aspiration Level

'Aspiration level' involves both the difficulty to the learning tasks a person is willing to undertake and the amount of work s/he is willing to try to do them in a given time. In short, aspiration level is the specific learning goals a person sets for himself.

Aspiration level itself is defined fairly by capacity and ability related with previous success or failure. Success or failure is the more dynamic element because of strong ego involvement; success being accompanied by the glow of a sense of personal worth and failure causing feelings of inadequacy. Student's aspiration level is particularly influenced by his/her successes and failures. And confirmed by the following generalized findings of numerous experiments on how students' relate to learning goals are:

- i. What a student plans to do and does to educate him is fairly likely to provide success, being based on sound knowledge of his/her capacities and abilities. Weak students tend to take courses in which they can succeed. Excellent students tend to select studies appropriate to their better minds.

- ii. The experience of success with tasks usually results in raising the level of aspiration. If a student has succeeded in doing nine problems in a given time, s/he is likely to be prompted to say, "I think that I'll try 10 this time". That is, his/her success encourages him/her to try harder, to keep going and growing. In this way, a large success usually results in a large increase in aspiration level and a small success in a small increase.
- iii. Failure usually leads to three kinds of reactions in the choosing of goals:
 - a. Avoiding the situation which has led to failure
 - b. Lowering the aspiration level.
 - c. Maintaining levels of aspiration inconsistent with failure; raising the goals or keeping them the same.

Students, who set realistic goals for themselves, in terms of their past work, tend to be successful academically; while those who set unrealistic goals tend to be less successful. Incidentally, goals are generally most motivating when they are set by those who must reach them.

1.1.7.3 Attitudes

People's attitudes toward learning situations, their feelings for or against them affect learning correspondingly. This is because attitudes are a basic component of motivation. More specifically, being in a situation which s/he likes motivates the learner to do what is necessary to sustain that situation. That is, to learn; being in a situation s/he finds unpleasant disposes him/her not to learn.

Social attitudes also affect motivation in this way: there are many areas such as politics and religion. In which the reception of ideas and facts is toned by an individual's social attitudes. A person is more receptive to information that supports his/her point of view and less receptive to that which is opposed to it.

In short, we are motivated by our attitudes to learn and remember that which confirm us. This is important in education because many topics come up, and must come up, in school in which students and teachers are thus emotionally involved.

1.1.7.4 Anxiety

‘Anxiety’ is taken as an element of motivation. Anxiety has the strong concern associated with working hard to learn. It is true that when one is working hard to learn, s/he is in a state of pressure and tension because of the concentration of energy required for this activity.

But this is not anxiety in the true sense; anxiety actually is a state of pervasive fearfulness and over concern. Anxiety is not conducive to effective learning. Rather it usually interferes with learning, diffusing the energy which must be channeled through strong motivation if learning is to be effective. Thus anxious students are not task oriented; indeed, they have interfering interests. That prevents them from developing drive for doing their learning tasks at all.

Finally, fearful and rigid as they are, anxious students have poor personal relationships their friends and with their teachers. This is an especially important fact in today's classroom where group activities based on the emotionally uninhibited communications that flow from good personal relationships.

1.1.8 Nature of Motivation

Many theorists and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factorial one.

Oxford and Shearin (1994, p.43) analyzed a total of twelve motivational theories or models including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

- i. Attitudes (i.e. sentiments towards the learning community and target language)
- ii. Beliefs about Self (i.e. expectancies about one's attitude to succeed, self efficiency and anxiety)
- iii. Goals (i.e. perceived clarity and relevance of learning goals and reasons for learning)
- iv. Involvement (i.e. extent to which the learner actively and consciously participates in the learning process)
- v. Environmental Support (i.e. extent of teacher and peer support and the integration of cultural and outside of class support into learning experience)
- vi. Personal Attributes (i.e. aptitude, age, sex and previous language learning experience).

1.1.9 Conditions that Enhance Motivation

Different conditions may enhance motivation in learners for learning.

According to Olivia (1972) the conditions that enhance motivation are as follows:

- i. Students learn when they conceive themselves as capable individuals.
- ii. Students learn when they are dealing with materials geared to their level.
- iii. Students learn when they see purpose in their activities.
- iv. Students often do not like easy or trivial work. They grumble at difficult class work but they respect demanding education.
- v. Students learn when they see their studies an important.
- vi. Students are motivated if they live in a secure environment.

- vii. Students are motivated if they have the opportunity to express their psychological needs for success, recognition and approval.
- viii. Students are motivated if they feel that the learning is for them and not for the teacher.
- ix. Students are motivated when the subject matter is interesting.
- x. Students are motivated when they have some opportunity to make decisions, enter into the planning and feel responsibility for participating.
- xi. Students are motivated when they experience more success than failure. If they feel incapable they will give up (p. 269-270).

1.1.10 Foster House: An Introduction

Children constitute the most potential human resources of the nation. They represent nation's development and future. If children have been provided full opportunity for learning, growth and development of their personality and potential in all dimensions; the society will definitely advance into a higher stage of development. Without development conditions, their social and psychological growth will seriously hinder and it eventually results in the retardation of the growth of the society as a whole. This is why the civilized and progressive societies give utmost care and importance to creating conditions for children to grow and develop as responsible and capable citizens.

To retain the child's value and importance, there are various organizations, which work for the child. Among them, SOS Nepal, CWIN, Voice of Children and Tuhura Home are a few organizations which work for the betterment of child future in Nepal. It also works as a fostering future of the child. SOS Children's village, Bhaktapur is one of the organizations. It takes action for children as an independent non-governmental social institution. It works for

children who are orphaned, abandoned or whose families are unable to care for them. It is dedicated to helping generations of children have a better life. Similarly, Tuhura Home Nepal, is another institution dedicated to provide a safe place for orphaned children to play and be educated. Foster care house is the house, where children are brought up by their foster parents and it ensures the maximum development of child's all round development such as physical, emotional, educational and so on.

1.2 Review of the Related Literature

A few studies have been carried out on students' motivation level of learning the English language in the Department of English Education and elsewhere. These studies are briefly mentioned below:

Spolsky (1969) studies attitudinal aspects of second language learning and found the importance of attitude as one of the factors explaining degree of proficiency a student achieves in learning a second language. Similarly, Olivia (1972) carried out a study on secondary school today and found eleven different factors that enhance motivation. Those factors are learner's conceiving themselves as capable of individuals dealing with materials geared to their level. When they see purpose in their activity, when they see their study as important if they live in a secure environment, when the subject matter is interesting. Bashyal (2000) has carried out a research on 'A study on the strategies prevalent in creating motivation in teaching English in higher school in Nepal' by selecting 50 students of five different schools of Palpa. His study concentrate on the factor that led to better motivation for learning a L2 found that there are many factors such as physical atmosphere, learner, teacher and textbooks which may affect students' motivation while learning the English language. Likewise, Moivaziri (2004) conducted a research entitled,

‘Motivational orientation in English language learning: A study of Iranian undergraduate students. The objective of his study was to analyze and determine various socio-psychological orientations of undergraduate students studying General English in universities of Sirijan. The finding of his study revealed that Iranian students were both instrumentally and intergratively motivated towards learning English.

Chand (2007) conducted a research entitled 'Motivation towards learning English by the teenagers in Nepal' and the objective of his study was to investigate the teenager's motivation towards learning English. The study was based on the primary data, i.e. one hundred students of different campus and institution of Kathmandu district. The findings of this research works are students learn English for different purpose like: to get good job to pass exam, to be a complete person because English is an international language.

Similarly, Shams (2008) has carried out a research entitled ‘Students’ Attitudes, Motivation and Anxiety towards English Language Learning’ by selecting 77 students of grade 8th. The objective of her study was to investigate students’ attitudes, motivation and anxiety towards the learning English language as a second language in the multilingual context of Karanchi, Pakistan. The finding of the research highlighted that students have positive attitudes and high level of enthusiasm towards the English language and its learning. Then, the results also emphasized girls to have a slightly higher degree of positive attitudes and motivation comparable to the boys.

There were some researchers previously carried out on students' motivation of learning English. There bases of analysis were also different. The researcher found no research has been carried out focusing marginalized children. Here, researcher has made an attempt to focus those children who are in foster care house. Thus, it can be a new and innovative venture in itself.

1.3 Objectives of the Study

The study had the following objectives:

- a) To find out and analyze the causes of motivation of the secondary level students of foster care house towards learning English.
- b) To identify gender-wise causes of those students' motivation towards learning English.
- c) To list some pedagogical implications.

1.4 Significance of the Study

English is an essential subject of school curriculum. So, every student should study it and gain better achievement. For the better achievement, there should be high level of motivation toward learning English. This study will be helpful to know the present educational status of the foster care children and their causes of motivation towards learning English. Similarly, this study will be very fruitful to those who want to work in the field of child care sectors. Furthermore, this study will be helpful to improve the English classroom situation and also helpful to create motivational factor for students to learn English. This study will be useful to give the direction to curriculum planners, subject specialist, teachers and other concerned personnel. At last, this study will be beneficial for further researches in this field.

CHAPTER-TWO

METHODOLOGY

Methodology includes details about the various logistic procedures, the researcher followed while carrying out their research. The researcher adopted the following strategies to accomplish the research.

2.1 Sources of Data

The study was heavily based on primary sources of data though secondary sources of data also provided some significant information and support.

2.1.1 Primary Sources of Data

The primary sources of data for this research were secondary level students of foster care house.

2.1.2 Secondary Sources of Data

The secondary sources were the related books e.g. Gardener and Lambert (1972), Broughton et al. (1994), Reynolds (1996), Wilkins (1972), journals, articles and related thesis in the Department of English Education, T.U. and many other references.

2.2 Population of the Study

The population of this research was the secondary level students of foster care house from the Kathmandu Valley.

2.3 Sample Population

The sample population was the ninety students of secondary level from the three foster care houses of the Katmandu Valley.

2.4 Sampling Procedure

The researcher selected three Foster care houses purposively for the sample of study from the Kathmandu Valley. He selected the sample students in equal numbers from each selected foster care house. Thirty sample students were selected from each of the three foster care houses studying in secondary level by using a random sampling procedure. Among them, the researcher selected equal number of boy and girl students i.e. five each from each grade of secondary level. So, the sampling procedure of this research was disproportionate, stratified random sampling.

2.5 Tools of Data Collection

Every study requires tools to collect data. The collection of data for the study was done with the help of two sets of questionnaires. First set was the questionnaires having objective type of questions i.e. close ended questions and the second set was the subjective types of questionnaire i.e. open ended questions.

2.6 Process of Data Collection

For data collection, the researcher visited the foster care houses and after getting permission from the concerned authorities, he contacted the target population, i.e. the students and established rapport with them. Then the researcher distributed the questionnaires to the secondary level students of foster care house. The researcher facilitated and cleared the confusion that comes up in understanding the statement. Afterwards, the researcher collected those questionnaires and data were tabulated for the study.

2.7 Limitations of the Study

The study had the following limitations:

- a. The sample population of this study was only ninety students of foster care house studying in secondary level.
- b. The students were selected only from three foster care house of the Kathmandu Valley.
- c. The data collection was limited to written set of questionnaire having 35 questions.
- d. The study was further limited to the analysis of the response obtained from the respondent only.
- e. The study was restricted to the students' level of motivation towards learning English only.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

After collecting all the questionnaires, the data was processed, analyzed and interpreted. The three alternatives (a), (b) and (c) for ‘agree or strongly agree’, ‘no opinion’ and ‘disagree or strongly disagree’ respectively were put to be filled as a students’ own opinion or responses with the given statements. The students’ responses were counted and tabulated separately according to different foster care house. Responses were changed into percentage on the basis of numbers and percentage of the responses; the data were analyzed and interpreted. If there was 50 percent more responses in the alternative (a) it was taken as ‘agree’ and if there was 50 percent or more response in (b) and it was taken as no opinion. Similarly, it was taken as disagree if there was 50 percent or more in the alternative (c). If there was below 50 percent responses in any of the categories or statements in that case it was taken as indifference.

The raw data was processed and was put in a tabular form and it was converted into percentage according to the following topics and sub-topics in which the questionnaires were asked.

3.1 Causes of Motivation Towards Learning the English Language

Tabulation of responses of this topic is given below on the basis of following sub-topics. Different statements asked under these sub-topics are appended in appendices part.

The following table presents the different causes of motivation of the foster care students towards learning English. The table comprises three different sub-

topics i.e. 'Guardians/ friends' encouragement', 'degree of instrumentality' and 'degree of integrativeness'.

Table No. 1
Causes of Motivation

S.N.	Statements	Responses		
		A	B	C
i.	Guardians/friends' encouragement	65%	30%	5%
ii.	Degree of instrumentality	70%	15%	15%
iii.	Degree of integrativeness	75%	20%	5%

Regarding the first sub-topic of above table No.1, there were seven statements under the sub-topic 'Guardians/friends encouragement'. In each statement, more than 65 percent of students agreed, only 5 percent chose disagree and 30 percent of students had no opinion.

Similarly, in the second part of this section, i.e. under 'Degree of instrumentality', there were five different statements asked to the students. The table indicates that majority of the students i.e. 70 percent agreed and 15 percent disagreed with the statement and 15 percent of students had no opinion.

There were altogether six statements under the third sub-topic 'degree of integrativeness'. In each statement more than 75 percent of students agreed. Only 5 percent students chose disagree and 20 percent had no opinion on each part of this section.

As a whole, the above result indicates that students learn the English language for various reasons i.e. to get good job in future, to go abroad, to pass in exams

and this result presents that the majority of students are positively motivated towards learning English.

3.1.1 Other Causes of Motivation Towards Learning English

The following table shows the other causes of motivation and attitudes of students towards learning English. Under this topic, there were four different sub-topics and 30 different statements asked to the students.

Table No. 2

Status of Other Causes of Motivation

S.N.	Statements	Responses		
		A	B	C
iv	Attitude toward English people	54%	16%	30%
v	Attitude toward learning English	60%	30%	10%
vi	Interest in foreign language	50%	34%	16%
vii	Desire to learn English	70%	18%	12%

The above table No.2 shows that more than 54 percent of students agreed with the statement under the fourth sub-topic ‘attitude towards English people’ and 10 percent of students disagreed and 30 percent of students had no opinion.

Likewise, the fifth sub-topic ‘attitude towards learning English’ contains six statements. It shows that more than 60 percent of students agreed with each statement but only 10 percent of students chose disagree and 30 percent of students had no opinion.

Similarly, altogether ten statements were asked to the students under the sixth sub-topic of the above table. It shows that 50 percent of students agreed with the each statement and only 16 percent of students expressed disagreement with it.

At last, there were seven different statements in the seventh subtopics of the above table no.2, i.e. ‘desire to learn English’. It indicates that more than 70 percent of the students chose agree while only 10 percent of the students disagreed with the statements under the seventh sub-topic.

The above result highlights that majority of the students have positively motivated towards learning English and they have positive attitude towards English people, interest in foreign language and desire to learn the English language.

3.1.2 English Class Anxiety and Motivational Intensity

There were two subtopics in table no.3. Under the subtopic of ‘English class anxiety’ and ‘motivational intensity’ altogether 11 statements were included.

Table No. 3

Status of English Class Anxiety and Motivational Intensity

S.N.	Statements	Responses		
		A	B	C
viii	English class anxiety	28%	11%	61%
ix	Motivational intensity	14%	12%	74%

Table 3 shows the ‘English class anxiety’ of the secondary level students of foster care. Only 11.1% of the students agreed that it embarrasses them to

volunteer answers in the English lessons. In short, regarding the English class anxiety of the students, only 14% students agreed and more than 61 percent of students disagreed with the given statements under this section.

In the ninth sub-topic of the table no.3, i.e. 'motivational intensity', 74 percent of the students disagreed and only 14 percent of the students agreed with the statements. This result shows that most of the students have higher level of motivational intensity towards learning English.

3.2 Gender wise Causes of Motivation

To find out the gender wise causes of students' motivation towards learning the English language, raw data was processed, analyzed and interpreted.

Tabulation of responses of different topic is given below, on the basis of following statements. Different statements which were asked under these subtopics are appended in appendices.

3.2.1 Gender wise Attitude and Desire Towards English Language and People

The following table shows the gender-wise attitude and desire to learn English and about the English people. The table comprises three different sub-topics i.e. attitude towards learning English, attitude towards English people and desire to learn English respectively.

Table No. 4
Status of Gender wise Attitude and Desire Towards English Language and People

S.N.	Statements	Responses					
		a		b		c	
		F	M	F	M	F	M
i	Attitude towards learning English	70%	60%	10%	20%	20%	25%
ii	Attitude towards English people	52%	80%	24%	10%	24%	10%
iii	Desire to learn English	80%	90%	5%	7%	15%	3%

There were altogether seven statements under the subtopic 'Attitude towards learning English'. In each statement, more than 70 percent of female students and 60 percent of male students agreed and only 20 percent of female students disagreed while for the same statement 25 percent of male students disagreed.

Likewise, in the second part of the subtopic, i.e. under 'Attitude towards English people', there were 5 different statements were asked to the students. The table shows that more than 52 percent of female students and more than 80 percent of male students were agreed with the statements of this section. This result shows that most of the male students have positive attitude towards English people in comparison to female students.

Furthermore, in the third part of the subtopic, i.e. under 'Desire to learn English', there were 8 different statements asked to the students. The table shows difference between male and female students' responses, where more than 80 percent of female students agreed that they had keen desire to learn

English and more than 90 percent of male students agreed with the same statements given under this section.

As a whole, above result indicates that majority of the male and female students have very positive attitude towards the English language and English people, similarly they had keen desire to learn English.

3.2.2 Degree of Instrumentality

The following table shows the item wise analysis of ‘degree of instrumentality’ towards learning English by comparing male and female students’ responses. It contains five statements and the responses given by secondary level students of foster care.

Table No. 5
Status of Degree of Instrumentality

S.N.	Statements	Responses					
		a		b		c	
		F	M	F	M	F	M
a.		60%	70%	10%	10%	30%	10%
b.		42%	65%	21%	14%	30%	21%
c.		91%	95%	4%	3%	5%	2%
d		30%	50%	27%	22%	43%	28%
e		80%	90%	10%	6%	10%	4%

Regarding the first statement of table no.5, more than 60% of the female students agreed that ‘they want to learn English for getting a good job’ while 70% of the male students agreed with same statement.

Similarly, in the second statement 49% of the female students agreed that they have a keen interest in getting higher study in English but 65% of male students agreed with same statement.

In the third statement of the above table, more than 95% of the male students and 91% of female students agreed that they want to learn English because they want to pass examination.

Similarly, 30% of female students and 50% of male students agree that they want to travel abroad, which was the fourth statement of the above table.

At last, regarding the 5th statement more than 90% male students and 80% of female students agree that the English language is the working language of their future career.

3.2.3 Degree of Integrativeness

The following table shows item wise analysis of the ‘degree of integrativeness’ towards learning the English language. It comprises six different statements and their responses which were given by the secondary level students of foster care.

Table No. 6
Status of Degree of Integrativeness

S.N.	Statements	Responses					
		a		b		c	
		F	M	F	M	F	M
a.		65%	78%	17%	12%	18%	10%
b.		58%	67%	12%	13%	30%	20%
c.		48%	70%	24%	18%	28%	12%
d.		70%	60%	15%	10%	15%	30%
e.		73%	70%	18%	15%	9%	15%
f.		66%	65%	23%	12%	11%	23%

The first statement of table No.6 indicates that, more than 65% of the female students agreed the statement, 'I study English or acquaintance with people in touch with the latest trends in the west', while 78% of the male students agreed with same statement

The second statement of the above table indicates that 58% of female students and 67% of male students want to learn English for thanking and behaving like English speaking people.

Similarly, in the third statement, more than 60% of male students and 70% of female students agreed that they study English to improve their social status.

Regarding, the fourth statement more than 70% of male students and 73% of female students want to learn English to get to know English people better

At last, in the fifth statement of the following table which shows that 48% of female students and 70% of male students agreed with the statement, ‘they learn English for acquiring new ideas and broadening ones outlook’.

3.2.4 English Class Anxiety

The following table shows the ‘English class anxiety’ of the secondary level students of foster care and it contains five statements and the responses which were given by the students.

Table No. 7

Status of English Class Anxiety

S.N.	Statements	Responses					
		a		b		c	
		F	M	F	M	F	M
a.		72%	20%	8%	12%	20%	68%
b.		65%	21%	5%	9%	30%	70%
c.		60%	15%	6%	5%	34%	80%
d.		61%	20%	7%	11%	32%	69%
e.		18%	50%	20%	12%	30%	70%

The 1st statement of the Table no.6 shows that 72 percent of female students and only 20 percent of male students agreed that it embarrasses them to volunteer answers in the English lessons; but 68 percent of male students and only 20 percent of female students disagreed with the same statement.

Likewise, the 2nd statement of the table highlights that 65 percent of female students and only 21 percent of male students agreed that they felt shy when they speak English in the classroom, but more than 70 percent of male students disagreed with it while only 30 percent of female opined the same.

Similarly, the 3rd statement was 'I got nervous and confused when I am speaking in English lessons.' more than 60 percent of female students were in favour of this but only 21 percent of male students had same opinion.

To the 4th statement, i.e. 'I always feel that other students speak better English than I do', more than 69 percent of boy students and only 32 percent of girl students disagreed with it. On the other hand, more than 61 percent girl students agreed but only the 20 percent of boy students agreed in the same statement.

In the last statement of the subtopic, only 50 percent of male students and 18 percent of female students agreed that they never felt confident when they speak in English lessons, but more than 70 and 30 percent of male and female students disagreed with the same statement under this section respectively.

As a whole, above result shows that the majority of female students agreed that they had very high anxiety level in English class i.e. they feel very anxious when they were in English class but at the same time male students feel less anxious in English class.

Similarly, there were altogether nine different subjective questions which tried to ask students' opinions, comments and suggestions on various topics that were set considering the objectives of this research. Those opinion, comments and suggestions given by students are included in the findings and recommendations later.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The study's findings are encouraging in that they suggest not expectedly, a link between the motivation of individual pupils and the nature of their school environment, especially at the attitude of its management. From the analysis and interpretation of collected data, certain outcomes were derived. The outcomes were the findings of the study. It was summarized as follows.

- A.** The secondary level students of foster care are motivated into learning English for the following causes:
- a) To Study abroad
 - b) Greater job opportunities outside his/her native area
 - c) Social, missionary or military purposes
 - d) Trade and commerce
 - e) Academic purposes
 - f) Being a complete person
 - g) Becoming a friendly with English speaking people
- B.** Findings which lead to the gender-wise causes of motivation towards learning English are as follows:
- a) The majority of the girl students opine that they want to learn the English language for integrative purpose i.e. to improve their social status, for thinking and behaving like English speaking people, to get to know English people better etc

- b) Most of the boy students opine that they are instrumentally motivated to learn the English language i.e. to get a good job, to get higher study in English, to pass in exam etc
 - c) The majority of the girl students opine that they feel more anxious, less confident and more likely to adopt a surface approach to learn the English language.
 - d) The majority of the girl students show a slightly higher overall motivation on each statement than the boys.
 - e) The majority of the girl students express more excitement in meeting and listening to people who spoke English and studying the English language being an enjoyable experience.
 - f) Girl students are devoted greater effort to learn the English language than the boys.
- C.** The majority of students seem to have positive attitude towards -
- a) learning the English language
 - b) the English language learners
 - c) the English language teachers
 - d) the English language culture and people
 - e) the English language scope
- D.** The majority of the students opine that English classes are not interactive or most of the classes are the teacher centered.
- E.** The majority of the students opine that though they study hard, they get few marks in the exam so they are worried.

- F.** Most of the students have not the opportunity of watching English movies, listening to English news and, textbooks and other materials that can be helpful in learning language.
- G.** Some of students believe that their teachers are not capable of motivating them.
- H.** Most of the students believe that they are weak in listening and cannot speak English well.
- I.** Most of the students have not enough time to study well.
- J.** Most of the students have economic problem so they are unable to pay good attention in learning.
- K.** Most students believe that English textbooks referred to are not sufficient to fulfill the objectives and needs.
- L.** Most of the students do not believe that methods and techniques used in teaching by the teachers are useful to the lesson and topic.
- M.** Most of the teachers do not use sufficient teaching/learning materials while teaching.
- N.** The majority of the students opine that the teaching/learning environment in Nepal is not good.

On the basis of the findings of the research work I have come to the conclusion that the causes of motivation towards English language learning is different from boy to girl students i.e. boys are instrumentally motivated while girls are integratively motivated

4.2 Recommendations

Since motivational orientation of students is considered as a significant factor and it should be considered in teaching and learning English. Many teachers believe that by sticking to the language materials and trying to discipline their

refractory students; they will manage to create a classroom environment that will be helpful to learning. Nevertheless, these teachers seem to lose sight of the fact that, unless they accept their students' personalities and work on those minute details that constitute their social and psychological make-up, they will fail to motivate them therefore teachers can improve their methods of teaching by considering the domain of motivation. I propose the following recommendations which, I assume, will be helpful to teachers in improving students' motivation and hence feeling more motivated them to teach English as a foreign language.

- A.** Positive attitudes towards the speakers of the English language, towards learning the English language, towards the English language class and towards the English language teacher improve motivation. Motivation to get to know members of the second language community and perhaps to become a member of that community is said to be stronger than having a desire to complete the English language course. So, the teacher should impress the student's mind in such a way that he develops a positive attitude.
- B.** We should clarify the rationale for learning English as a foreign language, as well as make the students familiar with the objectives of the course they are to study. This will help improve motivation for the student and overcome the feeling that English is an unnecessary obstruction in their academic life.
- C.** Counseling and other interaction classes should be run frequently on a certain time gap on different topics like objectives, textbooks, teaching/learning materials, classroom environment, etc which make the students aware of different things those they should face and encourage them and create motivation.

- D.** In respect to the teachers, they should be encouraged to be more co-operative and should be made feel that their job is not only to finish the courses, but to teach adequate language skills to the students. For this, the course should be shortened considerably so that students have more time to practice what they have learnt.
- E.** Teachers should try to group students in different sections according to their abilities so that the good and average students are separated. This will give the students the opportunity to voice their problems without feeling shy of others.
- F.** Some course books of English require advance teaching/learning materials i.e. audio, audio-visual, visual, etc like cassettes, computer, OHP, etc which are not available in most of the schools and campuses in Nepal so that such course books should be simplified in our context.
- G.** Since each class has no less than eighty/ninety or hundred students, the teacher should discover the way of handling big classes. One solution to this is to divide the class into small groups and make them do group works. Sometimes students tend to participate more in those activities that are under their own control and even the weakest student tries to communicate when there is group interaction. Mostly, the teacher should try to make the class interactive or make the students more speakers and fewer listeners.
- H.** Important points should be written on the board, so that the students know what is being taught and feel motivated to listen to what the teacher is saying.
- I.** Students should be reminded from time to time that English is not a hard subject and they are capable of learning it, if they really want to.

- J.** The teacher should encourage the students to learn more and more vocabularies and pronunciation in practice of interaction and communication. He should create such an environment where they can interact and communicate with practice of new and new vocabulary and pronunciation.
- K.** Testing and evaluation should be done frequently. Simple questions should be asked and good marks should be given them to encourage and inspire them.
- L.** Simple questions should be asked in the class and while giving assignment and should agree and inspire/encourage their responses instead of rejecting or discouraging them.
- M.** The teacher should behave the students as a helper or a cooperator but not as a traditional teacher who thinks himself as a ruler or a commander.
- N.** The teacher should encourage the students to speak in English mostly outside the class and watch and listen English movies and news respectively.
- O.** Finally, our English language needs should be assessed, and our teaching programme should be regulated through training of teachers, production of intensive course materials and practical research into teaching/learning problems.

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Appendix

Questionnaire for Students

Dear informants,

These questionnaires for students have been prepared to collect data for the research work entitled "*Motivation of the Students of Foster Care towards Learning English*" which is carried out under the guidance of Mr. Bhesh Raj Pokhrel, Lecturer, Central department of English Education, faculty of Education, T. U., Kirtipur, Kathmandu. The researcher hopes that you all cooperate with him to fill up these questionnaires by taking part and provide the data for his research study which will be invaluable contribution to accomplish this research work.

Thank you

Researcher

Babu Ram Basnet

T.U. Kirtipur, Kathmandu

School's Name:

Student's Name:

Class:

Sex: Male () Female ()

Part-One

1. Write 'a' if you 'strongly agree', write 'b' if you have 'no opinion' and write 'c' if you 'disagree or strongly disagree' in the parenthesis with the given statements. Some questions require you to write a free response. You are free to comment on any other questions as well:

1. Friends' and Guardians' Encouragement

- i. My friends/guardians want me to learn the English language. ()
- ii. My friends/guardians would be pleased with me if I could speak English fluently. ()

- iii. My friends/guardians help me in doing English homework. ()
- iv. My friends/guardians give me gifts when I get good marks in the subject of English. ()
- v. My friends/guardians communicate with me in English. ()
- vi. My friends/guardians urge me to seek help from my teacher if I am having problems with my English subject. ()
- vii. My friends/guardians consider the learning of English as a waste of time. ()

2. Degree of Instrumentality

- i. Studying English can be important for me because I think it will someday be useful in getting a good job. ()
- ii. I have a keen interest in getting higher study in English. ()
- iii. I study English to pass my English exams. ()
- iv. Study of English can be important for me because it helps me while traveling abroad. ()
- v. I study English because it is the international language. ()

3. Degree of Integrativeness

- i. I study English for acquaintance with people in touch with the latest trends in the west. ()
- ii. I study English for thanking and behaving like English speaking people. ()
- iii. I study English to improve my social status. ()
- iv. I study English to get to know English people better. ()
- v. I study English for becoming friendly with English speaking people. ()

4. Attitude towards English people

- i. I have a favorable attitude towards English people. ()
- ii. Most of English people are honest and sincere. ()
- iii. English people are honest and sincere. ()

- iv. The more I get to know the English people, the more I want to be fluent in English. ()
- v. English people are hard working. ()

5. Attitude towards learning English

- i. Learning English is really great. ()
- ii. English is an important part of school programme. ()
- iii. I think that learning English is boring. ()
- iv. I want to learn as much English as possible. ()
- v. I love learning English. ()
- vi. I really enjoy learning English. ()

6. Interest in foreign language

- i. If I visited another country, I would like to be able to speak the language of the people there. ()
- ii. Event though I don't need to speak other languages, it is important for Nepalese people to learn other languages. ()
- iii. I wish I could speak another language. ()
- iv. I want to read the literature of a foreign language, rather than a translation. ()
- v. I often wish I could read newspapers and magazines in another language. ()
- vi. Studying another language is an enjoyable experience. ()
- vii. If I planned to stay in another country, I would make a great effort to learn the language even if I could manage in Nepali. ()
- viii. I would study a foreign language in higher study even if it was not compulsory. ()
- ix. I enjoy meeting and listening to people who speak other languages. ()
- x. I would really like to learn a lot of foreign language. ()

7. Desire to learn English

- i. During English class I would like to have as much Nepali as possible spoken. ()
- ii. If I had the opportunity to speak English outside the school, I would never speak it. ()
- iii. If I could decide whether or not to study English I would definitely drop it. ()
- iv. If I had the opportunity to watch an English play, I would not go. ()
- v. If I knew enough, I would never read English magazines and newspapers.
- vi. I find studying English of no interest at all. ()
- vii. I think English should be removed from the syllabus. ()

8. English class Anxiety

- i. It embarrasses me to volunteer answers in the English lessons. ()
- ii. I am afraid the other students will laugh at me when I speak English. ()
- iii. I get nervous and confused when I am speaking in English lessons. ()
- iv. I always feel that other students speak better English than I do. ()
- v. I never feel confident when I speak in English lessons. ()

9. Motivational Intensity

- i. If English were not taught in school. I would not care to learn English at all. ()
- ii. On the average, I spend no time doing my home study for my English course per day. ()
- iii. When it comes to English homework, I just skim over it. ()
- iv. Considering how I learn English, I can honestly say that I really try to learn English. ()
- v. When there is an English programme on T.V., I never try to watch it. ()
- vi. I never go to library to borrow English books. ()

Part-two

Please write your opinions, comments and suggestions as the following questions demand.

1. Do you take English language positively? Why or why not?
2. Do your friends have positive or negative feeling towards English language?
3. What are the problems that you feel while learning English?
4. Are methods, techniques and other teaching learning materials used by your teachers are sufficient and good enough? If not what should be done? Give suggestions.
5. What can be done by your teacher to make English language teaching and learning more sufficient and enjoyable?
6. Is present examination and evaluation system in your English class is good? If not what can be done?
7. Do you think you could be a good English learner?
8. What is the most motivating factor to learn English for you?
9. How learning English help you to enhance your future career?