

# CHAPTER ONE

## INTRODUCTION

This is a research entitled Exploring **Influencing Factors of Motivating Students in Learning English**. This section of research thesis consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1 Background on the Study

English can be difficult when taught in a foreign language (FL) setting, where authentic language input may not be readily available outside the classroom (MacIntyre et al. 2001, p. 462). The English language became an international language due to historical, political and economic reasons. The spread of the British Empire during the colonial age and the economic power and cultural influence of the United States gave English this prominent position among other languages.

Motivation plays an essential role in learning and it affects various fields of education (Kellen, 2003). Also, there are extensive educational literature which is related to the student's motivation for learning and the instructional strategies affecting the student's motivation (Keller, 1984; 1987; 2010; Oliver & Reeves, 1996; etc.). However, it appears that there is little research on undergraduates' perception on the use of educational technology. Also, the research about the relationship among the motivational factors of the ARCS model for the use of technology (Keller, 2010) is lacking.

Dean and Dagostino (2007) has pointed out that there were lack of instruments that could validly measure motivational level. In addition, previous studies related to the ARCS model and the motivational instrument such as the

Instructional Material Motivational Survey (IMMS) only focused on the information searching and instructional gaming (Dempsey & Johnson, 1998; Klein & Freitag, 1991). However, it is not easy for educators to motivate students to learn in the university. Some of the students may be absent from the course because they may feel boring about the courses. Then, it would affect the effective learning for the students.

According to Yu-mei (2009) motivation is one of several important factors that may influence students 'English achievement'. Motivation is further defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 1991, p.51).

As stated by Dörnyei (2001, p.8) motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it ".Similarly Brown (1994, p.152) defines motivation as a term that is used to define the "success or the failure of any complex task".

Motivation to learn is the involvement and commitment of the student to learn and acquire eminence academic grades that can facilitate them in their future occupational carrier (Gottfried, et al. 2001; Murdok and Miller, 2008).

Motivation is mainly of two types that can be related with the academic achievement of the students. These two types of motivations are characterized by extrinsic and intrinsic motivations. Intrinsic motivation is narrated to the inner abilities of the students to interact with their environment in order to achieve their required and predetermined goals. Conversely extrinsic motivation refers to the fact that people are motivated towards the external sources through assorted kinds of rewards and grades (Tanveer, et al. 2012).

This study was conducted to investigate the factors that motivate students in learning the English language. As the English language has emerged as an important language in the Nepalese context, this has implications for students to achieve goals related to attaining high status and good career positions in

society besides other benefits. Therefore, it is deemed important that the aim of this study to investigate the factors behind students' motivation to learn the language can help provide the necessary input to the respective authorities to help motivate students in learning the language effectively. The findings of this study revealed that all the four factors investigated motivated students to learn English. Motivation is a large contributing element to learner achievement in language acquisition; however, certain factors can be more influential depending on the learning environment.

Motivation plays an important role in foreign language learning. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge.

The purpose of the study was to find out the Influencing Factors of Motivating Students In Learning English because English motivation and improve the efficiency of English learning and teaching in School. If a student is given motivation, student can learn a language better and can last the learning enthusiasm longer. Without motivation nobody can achieve the long-term goal of learning a language. High achievement-motivation is one of factors that cause successful learning may cause high motivation as well. Foreign language teachers want to stimulate students' learning motivation very much. How do we promote students' motivation in learning English? So we should have a general understanding of learning motivation in order to understand students to learn behaviors comprehensively.

## **1.2 Statement of the Problem**

Learning a language is influenced or affected by several factors and area of there is motivation. Learning the language is a long-time process involving great effort and exertion and completing school tasks demands full attention of

the students who are often distracted by various more appealing or less complicated activities interfering with the incipient motivational state. Therefore, it should be noted that one of the major determinants of self regulated learning and thus satisfying results of the process of the target language acquisition is the student's ability to maintain and control their motivation.

Therefore, learners must be inspired to perceive their motivation as arisen from within themselves, and hence to see themselves as agents of their motivation and learning. This understanding of the concept is actually closely related to the intrinsic motivation construct as it is also associated with self-started and self conducted learning which leads to greater autonomy of the student and thus desired motivational state.

Most of the classes have large number of students. It becomes difficult to follow diverse experimental methods to teach because they are unworkable to control the large number of students and maintain the balance of interactions with all of them within the stipulated time. All the classrooms do not provide the facilities of LCD, computer, and internet. Hence, the teachers have to be satisfied with the traditional teaching. Now-a-days the need to communicate in English is emphasized everywhere. It stresses the functional use of the English language.

Hence, most of the students were interested in the study English language and not the English literature. They basically use it in the first class of a new course to give the students a chance to be familiar with each other. They ignore the other benefits of using a warm up activity in classroom. For example: it can motivate the students to participate in class activities, activate the students' background knowledge, help the teachers introduce a new topic in interesting way or help get the students' attention.

Motivation is one of the most essential aspects determining success in learning the English language. On the contrary, attitudes towards a specific language

could be either favorable or unfavorable. It is also important to recognize aspects that internal motivation in English language learning; however, it is also important to take into consideration extrinsic motivation, even though this form of motivation is unstable.

Motivation can affect proficiency in a particular language, but this connection is characterized by mutual causation because unfavorable and favorable learning attitudes and experiences can affect the learners' motivation. A motivated learner may boost his efforts to become proficient in a particular language, but a learner who is consistently incapable of fulfilling his/her learning goals may become less motivated.

Motivation plays a very important role in enhancing the students' English learning performance. Dornyei (1998) put stress on the influence of motivation, which is considered as a key to learning a second language (L2) and one of the biggest factors affecting language learners' success. It is widely accepted that the more motivated learners are, the more successful they would be at learning the second/foreign language.

The learners who choose English subject as major and study it as a foreign language are concerned towards the motivational factors that play a major role in academics, development of skills and practicing English language in day-to-day use. The present research explored the parental, environmental, and teacher's attitude- related motivational factors among learners, and helped to understand which strategies can enhance ESL/EFL learning most among these factors.

This paper is an analytic study of the influencing factors of motivation on English language learning by drawing on observations of researchers in the field. It aims at exploring the types of motivation factors that affect students in learning English as a second language. It also focuses on the possible reasons why the countries are still reluctant to cultivate learners' motivation to learn English as a second language

### **1.3 Objectives of the Study**

The study will have the following objectives:

- i. To find out the factors that motivate of secondary level students towards learning English.
- ii. To suggest some pedagogical implications.

### **1.4 Research Questions**

The following research questions of this study :

- i. What are the factors that influenced the students learning to be motivated?
- ii. What are the major extrinsic and intrinsic factors that motivate the students in English language learning?
- iii. How do students view about their classes for creating learning motivation?

### **1.5 Significance of the Study**

This study is significant to students because motivation is an important construct in examining any cases of learning difficulties that students may face and highlighting any conflicting or mismatching tendencies with those of teachers practices (Kern, 1995). Analyzing students' motivation enables educators and policy makers to understand students' expectations of, commitment to, success in, and satisfaction with their language classes. The findings of the study will identify students' academic preferences and the factors that motivate them within the language learning process which will assist EFL teachers and administrators to promote learning motivation, since educators are expected to understand students' preferences for language learning in order to enhance their success.

This study will helpful to create motivational factors for students to learn English. Similarly, this study will highly significant for the EFL practitioners mainly who want to undertake research in the field of student's motivation. So, I have taken this study as my topic as research study, to enhance the students in

learning English by getting the fruits of motivation. Not only this, this study will be useful to give the direction to curriculum planners, subject specialists, teachers and others concerned personnel. At last, this study will be beneficial for further researches in this field.

## **1.6 Delimitations of the Study**

The study had following limitations:

- i. The population of this study was limited to the secondary level students of Kathmandu district.
- ii. The study was limited to grade ten students.
- iii. The study was limited to eighty students only.
- iv. The study was limited to 5 Institutional and 5 Community schools.
- v. The study was limited to only perception of students towards intrinsic and extrinsic motivation in English language learning,
- vi. The data was collected only through checklist and questionnaire.

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

The key terms used throughout this study have been defined in order to make the study more comprehensible. The terms listed below had the following specific definitions

**Motivation:** In this study the word has been used to refer to internal drive that encourages somebody to perform certain actions in particular situation. The factor determines a person's desire to do something. In second language and foreign language learning, learning may be affected differently by different types of motivation.

**Achievement Motivation** The need to perform well or the striving for success, evidenced by persistence and effort in the face of difficulties.

**Intrinsic Motivation**

The motivation which is concerned with the factors such as physical condition, methods, and teachers inside the classroom is known as intrinsic motivation

**Extrinsic Motivation**

It is motivation to act that comes from the external environment outside of the person when we are motivated extrinsically, we act with the anticipation of rewards grades, praise, money, time off from work

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter deals with review of related theoretical literature, review of empirical researches, implication of reviews for the study and conceptual framework of the study.

#### **2.1 Review of Related Literature**

This section deals with different theoretical perspectives related to my study.

##### **2.1.1 English as a Global Language**

English is well known as a global or an international lingua franca. The contribution of English to globalization is often appreciated. The world is taken as a global village and English language is taken as a global language. To support this argument, we can cite here Crystal's view (1997, p.2), He says "A language achieves a genuinely global status when it develops a special role that is recognized in every country. A quarter of the world's population speaks English for various purposes in various manners and ways. Different varieties of English are used in the globe".

English has its worldwide presence and the spread is unprecedented. The growth of English as the world's primary language for wider communication is rapidly spreading around the world arena. It has different status in different countries in the world. For example, English as the Native language, as second language and as foreign language. The most influential model by Kachru (1985 as cited in Sharma, 2012, p.30) includes three circles of English use .

- ) Inner circle: It comprises the native speaker countries like USA, Britain, Australia where English is spoken as a native language.

- ) Outer circle: it includes English as a second language countries like India, Nigeria, Singapore etc.
- ) Expanding circle: It represents those countries where English is learnt as a foreign language like Poland, Japan, Hungary, Nepal, and so on.

Due to the global spread of English, it is regarded as a global language. Any language that has its global status means that is used more as a language for learning about the world and communicating with the world peoples than as the language of native speakers. A global language is the one that is used more often as a lingua franca than as a native language. In this sense English has now gained the global status and English has been established as a global language. Harmer (2007) (as cited in Sharma, 2012, p. 27) presents number of factors that have ensured the wide spread use of English. These factors include:

- ) A colonial history
- ) Economics
- ) Information exchange
- ) Travel
- ) Popular culture

It is a matter of significance to include here that there are number of debates regarding the status of English language, English is taken as a killer language which is a threat on the global linguistic diversity. It creates socio-economic inequalities among the countries. Contrary to this, it is also widely accepted as the medium for educational career, tool for status advancement and employment opportunities. In the similar way, the English language has its wider spread in different areas and for different purposes as employment, practices, classroom pedagogy, science and technology business, medicine, economics, games, sports and so on.

In this regard, English language is one of the strong media to connect ourselves throughout the world and its activities.

### **2.1.2 Motivation**

Motivation is commonly thought as an inner drive, impulse, emotion or desire that moves one to a particular action. Motivation refers to the choices people make as to what experiences or goods they will approach or avoid, and the degree of effort they will exert in that respect. Gardner and Lambert (1972, as cited in Ellis 1985, p 117) define 'motivation' in terms of the L2 learner's "overall goal or orientation, and 'attitude' as the persistence shown by the learners in striving for a goal".

Motivation is a term frequently used in both educational and other research contexts. In educational contexts, motivation is what triggers us to act to learn English, to learn to teach English, or to teach it. This basic explanation acknowledges the four elements that it includes:

- \* The reasons why we want to learn
- \* The strength of our desire to learn
- \* The kind of person we are
- \* The task and our estimation of what it requires of us. (McDonough, 2007, pp. 369-371)

According to Mackey, (1965, p.122), the reason a person wants to learn a second language and how much he wants to learn it, how well and in what manner, may determine the amount of effort he is willing to put into it.

Psychologists have claimed that practice without willingness gives poor results. There are different views on motivation.

According to Kelly (1946), "Motivation is the central factor in the effective management of the process of learning. Some type of motivation must be present in all learning". Petri (1986 p.87), discusses that motivation is the "concept we use when we describe the forces acting on or within an organism

to initiate and direct behavior. As stated by Lile (2007) there are two types of motivation, viz. intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation from within the student." It occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important or they feel that what they are learning is significant. On the other hand, an extrinsic motivation comes into play when a student is compelled to do something or act in a certain way because of factors external to him or her (like money or good grades). According to Lile, (2007 p. 34) an extrinsically motivated student studies and learns for the reasons such as a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like failing grade.

These definitions of motivation show us the wide areas of motivation. This is a catch all for explaining the success or failure of virtually any complex task. It is easy in foreign language learning to claim that a learner were successful with the proper motivation. Such a claim is of course not erroneous, motivation is a key to invest one's effort to achieve the goal that will create, foster and maintain success.

Gardner (2010) defines motivation as the driving force in any situation. According to him, this construct is made up of three elements. First, the motivated individual expends effort to learn the language by such things as completing assignments and doing homework. Second, the motivated individual wants to achieve the goal and expresses a desire to learn the language, strives to achieve success, and enjoys the task of learning a language. The main idea here is that a motivated individual displays effort, desire and affect while non motivated individuals may lack one or more of these elements.

Thus, motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teacher, counselors, school administrators, and parents. Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation.

### 2.1.2 Types of Motivation

Motivation creates a kind of enthusiasm and curiosity in learning which play significant role in learning. It is a psychological factor so, well motivated learners learn better in comparison with less motivated learners. Similarly, Glatthorn, (1995, as cited in Christopher, 2013, p. 15) states, "Motivation refers to the strength of the inner drive to achieve professional goal." Furthermore, Christopher *ibid* added that, "Motivation stimulates appropriate behavior required to insure that teachers perform their duties."

While talking about motivation, in some cases it is interchangeably used with attitude. According to Gardner (1985, as cited in Ellis, 1994 p. 512), "attitude is the combination of effort plus favorable attitudes towards learning the language." Similarly, he adds that 'motivation' refers to the directed effort individuals make to learn the language. In this sense, orientation and motivation are indirectly related whereas; achievement and motivation are related directly Gardner (*ibid*), claims that motivation constitutes a causative variable. Most of the studies suggest that learners are strongly motivated by their achievement. It is also clear that interest and self direction are the prime concern of the motivation and play crucial role to take place any kinds of learning. In the words of Gardner and Lambert (1972, as cited in Ellis, 1985, p. 117), "Motivation is the L<sub>2</sub> learners' overall goal or orientation". In this regard, Brown (1994, p. 153) views that, Motivation is something that can like self-esteem, be global, situational or task oriented. Learning a foreign language clearly requires some of all three levels of motivations.

From the above mentioned ideas, we can conclude that motivation is a kind of inner drive which inspires or encourages a learner to learn language or to achieve the mastery over language learning.

To talk about the types of motivation, it is classified differently by different scholars, Gardner and Lambert (1972), classify it as integrative motivation and instrumental motivation. Integrative motivation is invariably related to L<sub>2</sub>

achievement. To quote Ellis (1994, p. 513), "measures of motivation (and, in particular, integrative motivation) are related to the amount of effort and persistence that individual displays in classroom context." In this sense, it is the desire shown by the L<sub>2</sub> learners to be like valued members of the target language community. Integrative motivation has been shown to be strongly related to L<sub>2</sub> achievement. It combines with instrumental motivation to serve as a powerful predictor of success in formal context. Learners with integrative motivation are more active in class and are less likely to drop out.

Instrument motivation, on the other hand, is the desire to achieve proficiency, in the target language for practical reason or for functional purpose. Most of the researcher like; Suslu (2006), Kizilaslan (2010), Alam and Farid (2011), Christopher (2013), talk about the financial (economic) aspect in case of instrumental motivation. It is also found that instrumental motivation is highly effective in language learning than the earlier one. Lukmani, (1972, as cited in Ellis, 1994) states that an instrumental motivation was more important than an integrative motivation. The social situation helps to determine both kind of motivation in learners. To sum up, the idea, learners, with an instrumental motivation are successful in comparison with the integrative motivation which is also the major disadvantage of instrumental motivation.

Similarly, Brown (1981) distinguishes three types of motivation such as global motivation, situation and task motivation, which is related to performing the particular learning task.

Different scholars classified motivation in their own ways. Normally, all types of motivation are categorized into extrinsic and intrinsic motivation. Students have both intrinsic and extrinsic needs. A student who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self actualization. Internal motivators are inside the individual. These are things that make him want to do a good job for his own reasons which as pride of accomplishment a desire to

live up to the expectations of a respected supervisor etc. On the other hand, extrinsically motivated students may perform the activity in order to obtain some reward. External motivators are things outside the individual that cause him to work such as wages, the desire to avoid discipline from the boss and so on. Extrinsic motivation plays an important part in people's life. In this regard Reeve (2001, p. 95) states:

Motivation can come from two sources, the extrinsic and intrinsic. People may be motivated by factors in the external environment such as pay, supervision, benefits and job perks. This is referred to as extrinsic motivation. They may also be motivated by the relationship between worker and the task. This type of motivation is called intrinsic motivation.

Motivation is extrinsic as well as intrinsic and some psychologists stress the importance of extrinsic motivation. Working for externally determined rewards is extrinsically motivated behavior. Intrinsic motivation cannot sustain all activities. Extrinsic motivation is often necessary for persistence of motivated behavior. Broadly the above discussed types of motivation are categorized into extrinsic and intrinsic. They are mentioned as follows:

#### **(A) Extrinsic Motivation**

Extrinsic motivation refers to the performance of an activity in order to attain an outcome whether or not that activity is also intrinsically motivated. In other words extrinsic motivation means that individual's motivational stimuli are coming from outside. A desire to perform a task is controlled by an outside source. Extrinsic motivation comes from outside sources of individual. It depends instead on needs that must be satisfied by external reinforces. It is related to tangible rewards such as salary, security, fringe benefits, promotions and condition of work.

According to Brown (1994, p. 156) extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self.

Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback. Financial aspect is important issue when talking about job satisfaction and teacher motivation. It is similar with the instrumental motivation of Gardner and Lambert (1972).

Extrinsic motivation is further categorized into integrative motivation and instrumental motivation:

### **(a) Integrative Motivation**

Integrative extrinsic motivation refers to the student's internal drive to integrate them into the target language culture. For this kind of motivation, students need to be attracted by the culture of the target language community and in the culture of the target language community and in the strong form to integrate them into the culture. A weaker form of such motivation would be the desire only to know as much as possible about the culture of the target language community.

The learners who have a positive view toward target language and its culture; that is who are interactively motivated, often outperform in an L<sub>2</sub> or foreign language acquisition. The common assumption is that motivation is the cause of L<sub>2</sub> achievement. However, it is also possible that motivation is the result of learning; that is, learners who experience success in learning may become more, or in some contexts less motivated to learn.

### **(b) Instrumental Motivation**

Instrumental motivation refers to a situation in which student's belief that mastery of the target language was instrumental in getting a better job, position or status. The language is an instrument in their attainment of such a goal. It concerns the practical value and advantages of learning a new language. Li, & Pan (2009, 123-128) defines instrumental motivation as:

Motivation is the desire to achieve proficiency in a language for utilitarian or practical reasons. It may also relate to proficiency. Its

presence will encourage performer to interact with L<sub>2</sub> speakers in order to achieve certain ends. Integrative motivation, in contrast, is defined as the desire to be like valued member of the community that speaks the second language. It is predicted to relate to proficiency in terms of the two functions. The presence of integrative motivation should encourage the acquirer to interact with speakers of the second language out of sheer interest, and there by obtain intake.

Instrumental motivation involves perception of purely practical value in learning the L<sub>2</sub>, such as increasing occupational or business opportunities, enhancing prestige and power accessing scientific and technical information, or just passing a course in school or campus. Stern (ibid) argues that the social status of the second language in relations, economic or political factors are likely to influence motivation to learn a second language. Thus, when the sociolinguistic status of a group is lower than that of the target language group instrumental motivation is likely to be strongly in evidence because acquisition of the target language is likely to be a prerequisite for economic advancement.

### **Social Factors**

Educational researchers and practitioners have long recognized that knowledge acquisition and use, both inside and outside the classroom, are strongly influenced by the social context in which learning occurs. In particular, this context often has powerful effects on motivation to learn. Early LRDC research in this domain focused on such diverse topics as teacher-student interactions, social comparison and help-seeking in classrooms, social dynamics of desegregated schools, effects of technology on classroom interactions, and educational consequences of instructional grouping and peer tutoring. This work is eclectic in regard to the questions asked, the contexts studied, the methodologies employed, and the relative emphasis on theoretical and applied issues.

For example, consumers now expect to find a wide range of foods. This is because:

TV cookery programmes encourage people to try new foods.

Increased travel abroad means exposure to new foods.

### **Economic Factors**

To most people it is a common sense proposition that hiring workers is a trickier problem than buying ballpoint pens. It is often difficult to find the right worker to hire, and workers who have already been hired can quit, steal, be hung over, refuse to cooperate with other workers, or simply not work very hard. In some workplaces some of these problems are relatively easy to solve, either by direct supervision or by directly linking pay to production. In general, however, things like ability, effort, and honesty are difficult to verify and consequently present special problems for personnel managers and economic theorists. The ways firms solve the problems of selecting, motivating, and retaining employees are potentially interesting to a wide cross-section of economists because they can affect how labor markets function and, therefore, how the entire economy operates

In the textbook supply-and-demand approach to labor markets, sorting applicants is assumed to be a simple problem. That theory presumes that an employer knows how productive an applicant will be if he or she takes the job. An accounting firm (or anybody else) knows that an accounting major is likely to be a more effective accountant than a high-school dropout. But that kind of insight is only the tip of the iceberg and would not help to land an applicant a job in the accounting firm's personnel office. For example:

) [Interest rates](#) are integral to determining the costs and benefits of certain ventures and business decision. Interest rates are highly regarded in investment terms.

) Management is also considered a factor even though it is not technically an outside force. Instead it is highly specific a unique to each company. Businesses with effective management structures are much more likely to prosper and, therefore, should be invested in with trainings, schooling, and regular innovation.

### **Carrier Related Factors**

Carrier Related Factor is the process that forms a students' work identity. It is a significant part of human development and spans over the individual's entire lifetime, beginning when the individual first becomes aware of how people make a living. For example, when a child notices that some people are doctors, others are firefighters, and some are carpenters, it signals the start of this process. It continues as that person begins to [explore occupations](#) and ultimately [decides what career](#) to pursue him- or herself. Career development doesn't end there. After you choose a profession, you must then get the [required education and training](#), apply for and find employment, and ultimately [advance in your career](#). For most people, it will also include [changing careers](#) and jobs at least once during their work lives, but probably more often than that. While many individuals go through this process independently, almost everyone can benefit greatly from getting expert [career guidance](#). Advice from a [career counselor](#) or other similarly trained specialist, or taking a class in school that helps with career development, allows you forge a more [satisfying and successful career path](#). This type of intervention can begin as early as elementary school, and it should continue throughout adulthood.

Many student find themselves in need of [professional advice](#) as they encounter problems or must make decisions about their careers, for instance when they are thinking of looking for a new job or changing occupations.

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continues as that person begins to [explore occupations](#) and ultimately [decides what career](#) to pursue him- or herself.

## **(B) Intrinsic Motivation**

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on external pressures or a desire for reward. According to Good (1959, p. 354), "intrinsic motivation is the determination of behavior within an activity and that sustains it as with autonomous act and interest." Intrinsic motivation means the individual's motivational stimuli are coming from within. It is important as it helps us to develop and grow. Intrinsically motivated people participate in sport for internal reason, particularly pure enjoyment and satisfaction.

According to Harmer (1991, p.985), "Intrinsic motivations, comes from within the individual. "Thus, a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better. Intrinsic motivations are the self-generated factors which influences people to behave in a particular way or to move in a particular direction. They are related to "psychological" rewards such as the opportunity to use one's ability, a sense of challenge and achievement, positive recognition and being threaten in a caring and thoughtful manner.

They are those that individuals receive for themselves. According to Deci (1975, p.86), "Intrinsic motivation arises from having a strong emotional interest in an activity and a sense of freedom and autonomy related to it. It is influenced heavily by an internal desire to teach a dialogic connection between teachers and students, a higher feeling of efficiency, in the classroom, a sense of accomplishment and it is a fact that the teacher with high intrinsic motivation is motivating for students as well or in other words, the teachers who are perceived to be more intrinsically motivated seems to be more able to engage students with learning tasks. Thus, intrinsically motivated people may take every opportunity to satisfy the internal desires. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake,

for the satisfaction it provides or for the feeling of accomplishment and self actualization.

Brown (1994.p157) mentions:

While many instances of intrinsic motivation may indeed turn out to be integrative, some may not. For example, one could, for highly developed intrinsic purpose, wish to learn a second language in order to advance in a career or to succeed in an academic program.

Likewise, one could develop a positive affect toward the speakers of a second language for extrinsic reasons, parental reinforcement, teachers' encouragement, etc.

Thus, both types of motivations are equally crucial in language teaching learning process. Students have both intrinsic and extrinsic needs. The aim of organization should be build on and enhance the intrinsic motivation for students to learn effectively and at the same, to supply some extrinsic motivation along the way for school improvement. This research focuses on both types of motivation of the students.

### **Desire to Make Feeling Better**

It's human nature to seek approval from others. In ancient times, we needed acceptance to survive. Humans are social animals and we need to bond with others and form a community to survive. If we are not liked by others, we will be left out. Admit it, you feel good when other people think you're nice.

Maybe you were complimented by a stranger saying that you had a nice outfit. You felt good about yourself and you were happy for the rest of the day.

### **Enjoyment Factors**

Enjoyment factor changes are well documented across a variety of settings and populations. In addition to the stimulus properties of exercise itself, social environmental factors are thought to influence affective responses. One factor that may be associated with psychological responses to exercise is enjoyment. Individuals who enjoy exercise may exhibit more positive affective responses

compared to those who enjoy exercise less (Zhan, 2012). The purpose of this study was to examine whether exercise enjoyment was related to affective changes associated with an acute bout of exercise in a naturalistic setting. Study 1 used a categorical approach to assess affect and sampled college-aged female group fitness participants. Study 2 was based on a dimensional affect conceptualization and sampled corporate fitness participants. Across both studies, results revealed a significant decrease in negative affect and increase in positive affect following exercise (Zhan, 2012). Enjoyment was positively related to increases in positive affect but unrelated to changes in negative effect.

### **Opportunity to Use Ones Ability**

The study applied the motivation, opportunity, and ability (MOA) theory and the concept of involvement in exploring travelers' behaviors in hotel social media pages. The results showed that travelers' motivation and opportunity have positive relationships with their involvement in hotel social media pages, and travelers' social media involvement positively impacts their revisit intention pages. However, travelers' ability was not significantly related to their social media involvement. Interestingly, the relationships among motivation, opportunity, social media involvement, and revisit intention were not different between suggesting that hotel managers can employ the same marketing strategy in different social media channels. The most common problem is motivation. Members simply don't feel like sharing information. Motivations are intrinsic (people doing it because they enjoy the process of sharing knowledge) or extrinsic (people doing it for an external reward; praise, recognition, money).

### **2.1.3 Role of Motivation in Language Learning**

Language is a means of communication. Human beings express and share their feelings-happiness, pleasure, sorrow, grief, experiences and thoughts through the means of language. People used to communicate using gesture and signs before the human language were discovered. It was very difficult to express the feelings and ideas at that time. Human beings have been developed because of

the language. It was impossible today's progress and development without language. Language has played inevitable role in human development and civilization.

Motivation is a psychological factor. It affects any kind of learning and language learning too. Better motivated learners learn effectively and less motivated learners learn late and learning may not be effective. It is a kind of inner desire which drives learners to get success and reach the goal.

For as Alan Rodgers wrote many years ago, "... we forgot that initial motivation to learn may be weak and die; alternatively it can be increased and directed into new channels" (Rogers 1996, p. 61).

According to Kelly (1946), "Motivation is the central factor in the effective management of the process of learning. Some type of motivation must be present in all learning."

Atkinson (1964, p.1-2) writes "In the history of experimental psychology, the problem of motivation and the problem of learning - that is, how behavior changes as a result of training and practice - have been intimately linked."

Frandsen (1961, p. 211) writes:- "Efficient learning and performance are dependent upon effective motivation."

## **2.2 Review of Related Empirical Literature**

Several researches were carried out related to the language motivation. A number of research studied have been conducted in department of English education related to language motivation and its techniques. Some of them are reviewed briefly in the following lines.

Gyanwali (2007) conducted a research study and "English teacher motivational techniques grades a study is elected public schools in Kathmandu" his main objectives to the research was to explore the existing techniques of teachers to create motivation in the English language without warm – up activation and materials. Teachers did not make students participate in teaching learning

activities teacher of English are found out that the teachers do not use motivational technique while teaching. However, his investigation tools are non closely related to the motivational techniques both of the researchers ( Bakuhyal and Gyanwali) have used observation and questionnaire as tools. Both of them have mentioned motivational techniques or strategies in their objectives but there are no findings of techniques used by the teachers to motivate their students.

Negi (2009) conducted a study research in “Teacher’s Non-verbal Communication and its Impacts on Learners’ Motivation”. The objectives of his study was to identify the most frequently used non-verbal behaviours of English teachers’ in ELT class room and to find out the impact of teacher’s non-verbal communication on learners motivation. The study was based on both primary and secondary sources of data. The primary sources data of the study were the teacher and their student’s of the ten higher secondary schools in Kathmandu valley and the secondary sources of data were various book’s, dissertation, journal, reports, articles, related to topic were used to facilitate the study. The population of the study were the teacher’s and their student’s of the higher secondary schools in Kathmandu. The sample consists of ten teacher’s and their 80 student’s who were teaching and studying at 10 higher secondary schools. The schools and 10 teachers were selected purposively, 80 students were selected non-randomly. The data collection tool was questionnaire consisted of two sets. The major finding was that student’s like to work in pair/group in classroom rather than listening to the lecture all the times.

Sah (2010) conducted a research study on "Role of Intrinsic Motivation in English language learning". The main objective of the study was to find out the numbers of intrinsically motivated students and to analyze the role of intrinsic motivation in the English language learning. Populations of the study were purposively selected sixty students and three teachers from the private colleges inside the valley. The major finding of the study was that the majority of the students were highly intrinsically motivated to learn English as a foreign

language to get extra knowledge and improve their English language skills but the motivation was only restricted to classroom situation.

B.K. (2012) carried a research on "Motivation Techniques used by English Language Teachers at Secondary level." The main objective of the study was to find out the motivation techniques used by English language teachers to motivate their students at the secondary level in which twenty teachers of ten secondary schools were taken as the sample population. He selected secondary public schools in Palpa district and 20 English teachers were selected. Only 80 students were randomly selected and only 80 classes were observed.

Observation checklist and questionnaire were the tools for data collection.

Questionnaire was for getting the actual concept and opinions of the teacher's and student's related with motivation. Two classes of every teacher were observed and the motivation techniques were noted on the basis of observation checklist. The major findings of the study was that most of the teachers made their voice commanding to motivate their students and most of the teachers used some kinds of motivation techniques before starting the class. But these techniques differ according to the nature and the situation of the class.

Neupane (2013) carried out a research on "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, to find out the causes of motivation or demonization for teaching English.

Population of the study was 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 may make the teachers exhausted so, the School administrator should organize different motivational programs for the teachers.

Alqurashi (2014) has study on "The Effects of Motivation on EFL College Students' Achievement". The study examined the motivation of 48 newly-admitted students at the English department of Umm Al-Qura University for the study and learning of English as a foreign language. The surveyed informants responded to a two-part questionnaire that measured their intrinsic and extrinsic motivation in an attempt to explore the problems that many students encounter during their college life that negatively affect their academic progress. Students' responses revealed that they were highly motivated to learn the target language—which may indicate that there are other factors related to students' underachievement. The study recommends that students' motivation be reexamined at different stages during their enrollment in the BA program and that other aspects related to students' achievement, such as language aptitude, cognitive style and memory, and other affective factors, such as attitudes and anxiety, be scrutinized. In addition, promoting students' motivation is a key step towards improving classroom atmosphere and making learning more effective and persistent. Learners need to have positive relationships with teachers. Positive affirmations, constructive guidance, and encouraging words serve as a secure base to enhance their self-esteem, create a positive learning experience, and build constructive attitudes towards learning the target language.

Similarly, Anjomshoa & Sadighi (2015) has studied on " The Importance of Motivation in Second Language Acquisition". Motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it. Psychology has described motivation in a wide range of terms, from instincts, to drives, to needs, to conditioned behavior and as a consequence the word motivation has become very broad. It was with the spread of cognitive theories by educational psychology that the role of mental processes and social factors become more prominent in the understanding of

motivation. With the need to translate theory into practical application in the classroom, educational psychologists and educators began to design instructional modes of motivations. The underlying issues related to motivation are complex, but it is clear that every person's motivation to learn is flexible rather than fixed. As teachers, we can directly influence our students' motivation about learning English.

Similarly, Svobodov (2015) was conducted a study on " Factors Affecting the Motivation of Secondary School Students to Learn the English Language". His thesis is devoted to the motivation to learn the English language and aims to find the most important factors that affect the motivation of upper secondary school students to learn the language. It also investigates to what extent gender, year of study and grades in English determine the character of motivation to learn. The theoretical part explains the key terms of motivation and introduces a brief overview of the major motivation theories to provide background information important for understanding the principal concepts of motivation in second language acquisition. The practical part presents the results and interpretation of the findings of the questionnaire survey conducted at the upper secondary school.

Likewise, Thapa (2016) conducted a study on "Role of Extrinsic and Intrinsic Motivational Factors in Learning English" The main objectives of the study to find out the factors that motivated students to learn English . The population of the study were the students who were studying at class ten of two governmental schools of Kathmandu district. Forty students were selected from two schools Amarjyoti Secondary School Tharmare-7 and Mahendra Higher Secondary School Jimali-6 , Kathmandu as sample through non-random sampling. A set of questionnaire was used as a tool for data collection. The findings of my research shows that the majority of learners are motivated with the intrinsic factors like the prestige getting from society as an English learner, their already aim to be a good English learner, its scope, opportunities and importance. On the other hand, extrinsic factors like teaching method, overcrowded classes,

noisy classes, career related factors, social factors, economic factors, language related factors, learner attitude towards education system are the factors due to which learners are de-motivated.

Ekiz (2016) has conducted a study on "*The Factors Affecting Learners' Motivation in English Language Education*". The present research investigated the role of motivation and factors affecting students' motivation in teaching/learning English as foreign language. Parental, environmental, and teacher's attitude-related factors were examined. Participants were 40 first grade students studying in English Language Teaching department. The participants were given a survey which consisted of several statements related with the mentioned factors. The current study showed that there were strategies and behaviours that motivate students but suppress positive attitudes towards English learning. The findings showed that learners were more motivated when their parents supported and encouraged them to learn English. The research also revealed that reinforcing the learner beliefs also motivated students and they were more motivated when they worked with their friends. Furthermore, the findings of this study suggested many behaviors and strategies which motivate learners

Rahman (2017) has conducted study on "*Factors Affecting Motivation in Language Learning*". Motivation is one of the fundamental factors in learning a language, the feelings and excitement offered by extra enthusiasm for students to learn a second language in a better way. This study investigated the factors which contribute to motivation in learning English among 80 students of Sekolah Menengah Kebangsaan Lepar Utara. The instrument of the study was a questionnaire adapted from Mohamed Amin, Juriah and Mohd Isa (2001). Findings showed that teachers influence, personal attitude and parental influence do have influence in affecting students' motivation to learn a second language. Thus, despite an overall moderate attitude towards learning English, it would appear that students are actually interested in studying the language. This is consistent with Karahan's [16] study on Turkish EFL students which

aimed to determine the relation between, most students have a moderate attitude towards the English language ( $m=3.09$ , Refer to Table II). They realize the importance of learning English in personal attitudes and language learning. The results showed that the subjects recognized the importance of learning English but did not have high orientation towards learning the language.

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

Many researchers related to warm up and motivation have been conducted. Most of the previous researches are closely related to the present study which helped the researcher to explore what has already been done and what is still remaining to be done. The present study focuses on the student's motivation in secondary level. Thus the present study is different from previous one.

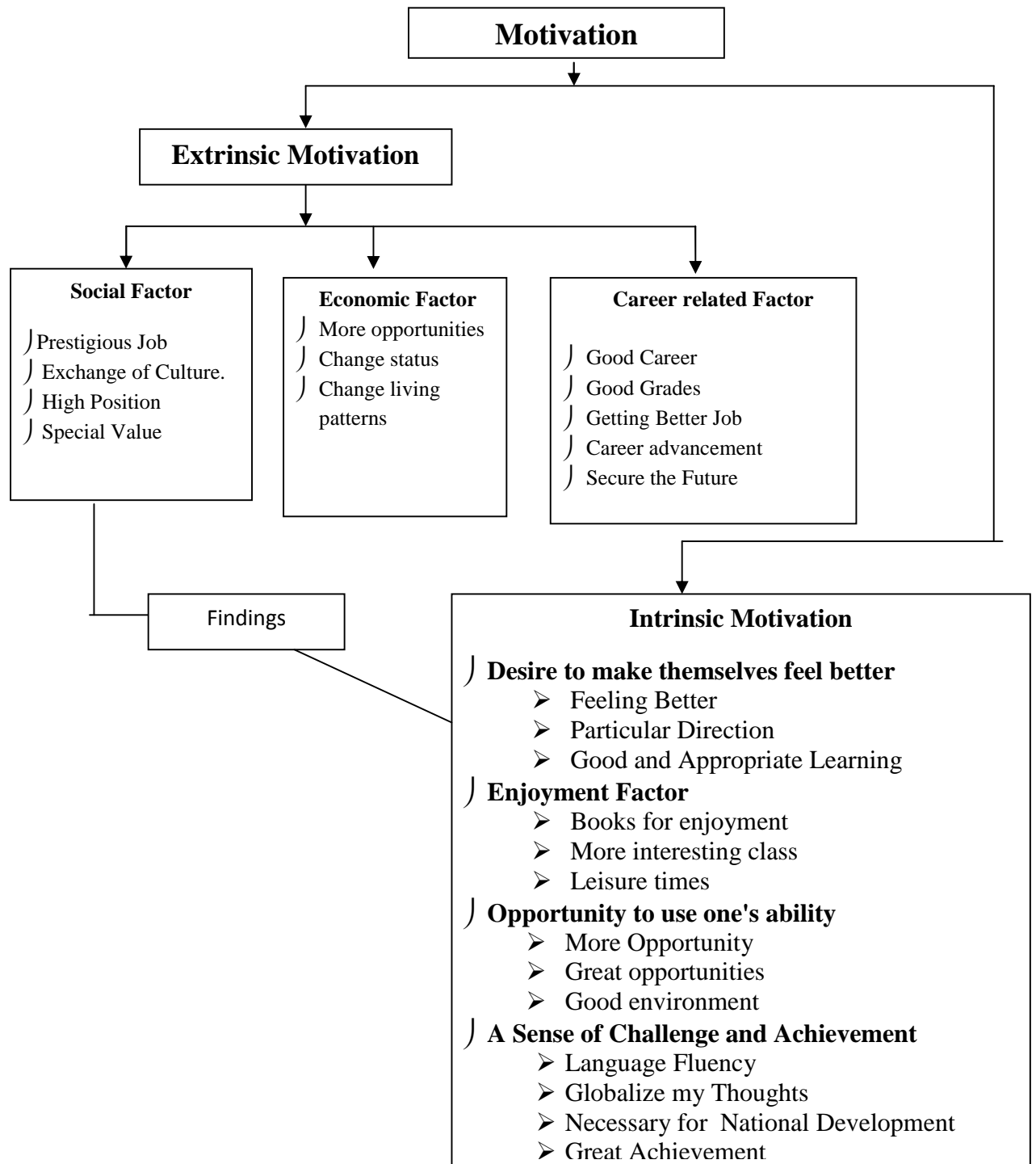
Ellis (1994), Brown (1994), Gardner and Lambert (1972), Li and Pan (2009) and Treko (2013) helped me to write general background and definitions. Anjomshoa & Sadighi (2015) has studied on 'The Importance of Motivation in Second Language Acquisition'. This international study helps me to develop theoretical review and empirical review. Similarly, Thapa (2016) conducted a study on 'Role of Extrinsic and Intrinsic Motivational Factors in Learning English. This study helps to select the topics and it makes me easy to write research methodology.

After reviewing the literature, the researchers got lots of ideas about how to conduct the study what design of study to adopt for achieving the stated objectives etc. The review of the literature also provided the researcher clear idea about motivation, role of motivation, different technique of motivation and different warming up activities. The researcher got lots of ideas, ways and concept about the study after reviewing different previous research and thesis. Moreover, the researcher got ideas to decide research design, specifying the objective of the study, determine selection of the research tools, data collecting procedures, analysis and interoperate state and etc. to say in a single sentence they helped the researcher in all aspects of the study.

## **2.4 Conceptual Framework**

There are various factors responsible to motivate students. It is much crucial to motivate learners in language learning because without proper motivation one cannot learn language effectively. If students are well motivated, educational quality can be enhanced sufficiently. For various reasons student motivation is much relevant.

The present study will adopt the following conceptual framework.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Each and every research is carried out in a specified and systematic method and procedures. The study has adopted the following methodology and procedures to meet objective of the study.

#### **3.1 Design of the Study**

There are many research designs for carrying out the research. The research design is based on the topic, selected objectives to be met and problems to be addressed. This study was based on survey research design. Survey research design is a design that is most commonly used in educational researches. It is equally important to social inquiry, politics and development studies and most significant for education and linguistics aspects. It has an equal importance to large scale investigation like census to a small scale study. According to Cohen (2016).

“Surveys are the most commonly used descriptive method in educational research and may vary in scope from large governmental investigations through to small scale studies carried out by a single researcher. They further state that, the purpose of the survey is generally to obtain a snapshot of conditions, attitudes, and or events at a single point in time”.

In this sense, survey research is different from other types of researches as experimental and quasi experimental research in terms of population of the study, nature of collecting data. There is a single time data collection in survey research and conducted in natural setting. Similarly, it differs from case study in terms of large size of samples while case studies are oriented to the more intensive and longitudinal study of small population.

Cohen et al. (2010, p.209) have given the following processes of survey research.

## **1. Define the Objectives**

In order to conduct any type of research at first objectives of conducting research need to be defined. So it was the case with survey research. If we conduct research without defining objectives it leads us nowhere. Therefore, defining objectives is the first and important thing in survey research.

## **2. Decide the kind of survey required (e.g. Longitudinal, cross sectional, trend study and Cohort study).**

After defining formulating objectives we need to be clear regarding the types of research that we are going to conduct e.g. longitudinal, cross sectional, cohort, and trend study.

## **3. Formulate research questions or hypothesis (if appropriate the null hypothesis and alternatives hypothesis).**

According to the Cohen et al. This is the third phase in survey research. In this phase / step researcher prepare research questions. More than this if s/he feels required then formulates hypothesis.

## **4. Decide the issues on which to focus**

Within one area there might be numerous issues, we cannot conduct research on all issues/areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

## **5. Decide the Information that is needed to address the issue**

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

## **6. Decide the Sampling Required**

In this phase, we need to decide what kind of sample procedure that we are going to use to select the study population e.g. random sampling, non-random sampling or mixed sampling.

## **7. Decide the Instrumentation and Metrics Required.**

Here, in this phase we as a researcher have to decide instruments and metrics that are required to conduct the research.

## **8. Generate the Data Collection Instruments**

In this phase we have to generate instruments required for data collection e.g. questionnaire, opinion form, test items.

## **9. Decide how the data be collected (e.g. postal survey, interviews)**

After preparing the tools for data collection we have to decide the process/ ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

## **10. Pilot the Instruments and Refine them**

After preparing the instruments it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instruments do what is intended to do. After piloting the instruments in small scale population we can find its strengths and weakness and refine them accordingly.

## **11. Train the Interviewers (If Appropriate)**

If the researcher is going to use interview as a tool of data collection s/he need to be trained. Otherwise, actual data may not be obtained.

## **12. Collect the Data**

After doing these all aforementioned points researcher collects the data using various research tools as.

## **13. Analyzing the Data**

Raw data themselves may not give any sense/ information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like mean, mode and median.

## **14. Report the Results**

Finally, after analyzing the data, the report of research has to be prepared. Among all these processes of survey research, most of them have to be followed which were necessary for my study. Survey generally addresses a large group of population in reference to the educational information and data in a survey was collected only at a single time. Thus, for this study survey research design was selected keeping the objectives and population of study at the center.

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

The population of the study is the secondary level students of Kirtipur municipality, Kathmandu. Eighty students were selected from five community and five institutional schools as a sample.

### **3.3 Research Tools**

I used a set of questionnaire and checklist as the data collection tools. It includes social related factor, economic factor, social factor, language related factor.

### **3.4 Sources of Data**

As sources of data I used both primary and secondary sources. To fulfill the objectives of the study I used following sources;

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

As a primary source I collected data from secondary level students, who have been learning English at secondary level in Kathmandu district.

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

Secondary sources has different research works, articles, and books, national and international journals. These were: Brown (2000), Cook (2001), Harbord (1992), Atkinson (1987), Gyawali (2007), Un Din (2072), Singh (2008), B.k. (2012), Anther (2014) ,Thapa (2016) and Raman (2017).

### **3.5 Data Collection Process**

I adopted the following process to collect the data.

- i. At first, I visited the selected secondary schools and talk to the authorities to get permission and explain briefly on the purpose and process of the research.
- ii. Then, I established rapport with concerned teachers and students.
- iii. Using purposive sampling procedure, I selected the population required for my study.
- iv. Then, I distributed the questionnaires.
- v. Finally, I collected questionnaire after allocate time and I thanked the informants and other school authority for their kind co-operation.

### **3.6 Data Analysis and Interpretation**

Data were collected and analyzed by using qualitative and quantitative methods. Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

### **3.7 Ethical Considerations**

The researcher was carried out this study after the acceptance letter from my department. The researcher was completed this research by going in the school without disturbing the student's regular study and schools academic calendar. There is no any effect in the teachers of their teaching learning activities that I selected for my sampling.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

In this section, data will be analyzed and interpretation of the result after the analysis and interpretation of collected data.

#### **4.1 Factors that Motivate of Secondary Level Students towards Learning English**

The collected data from the informants was analyzed and interpreted both quantitatively and qualitatively. The qualitative data was interpreted in the descriptive and narrative form where quantitative data was analyzed by using observation checklist and after analyzing the data result was interpreted. A survey was administered to all of the student participants to fill up open ended questions. In this section I will describe major observations derived from the eighty students interviews held in selected ten schools. In the first part, I will provide general data about the participants in the interviews and in the second part I will identify and describe major factors related to students 'attitude and motivation towards the English language. The results from selected students were categorized on the two sub headings.

##### **4.1.1 Results from Open Ended Questionnaire**

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done both statistically and descriptively.

##### **4.1 Students Response about English Classes**

Motivation has an important role in success and failure in learning a second language. Motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are highly motivated were participated actively and pay more attention to a certain learning task or

activity. The table mentioned below represents the data elicited from the twelve questions which were asked to the respondents. In this table, question number 1 is analyzed separately. Eighty students were selected for survey. 40 students from public and 40 from institutional school.

**Table No.1**  
**Types of Skills Mostly Used in Classroom**

Types of Skills	No. of Student	Percent
Listening	16	20
Speaking	4	5
Reading	12	15
Writing	16	20
All Skills	32	40
Total:	80	100

To find out techniques used in learning English, the type of skills they used in learning writing, speaking, listening and reading. The responses of the question showed that 15% students emphasized reading skills, 20 percent students emphasized writing skills, 40 percent students emphasized all skills. Interestingly, the study also found out that no student had negative attitude towards learning English.

#### **4.1.2 Objectives of the English classes**

Motivation leads or guides the students to the possibilities. Students have some potentiality in them and they just need to believe in that. Motivation leads them to show or prove their potentiality. From every day conversations motivation can be defined. Students have to activate their action always. It is like a process which needs to be activated always. Students should persist towards their goal. All these actions are driven from one umbrella term motivation. The main objectives of the English classes in secondary level is to communicate effectively and appropriately in real-life situation, to use English effectively for study purpose across the curriculum, to develop and integrate the use of the four language skills i.e.

Reading, Listening, Speaking, Writing and to develop interest in and appreciation of Literature. In this statement different answers were filling by selected students. Students 11<sup>th</sup> said that :

*By the end of this course, we will be able to interact with academic content: reading, writing, listening, speaking, to demonstrate ability to think critically and utilize information and digital literacy skills*

**Another Student Said that:**

*English classes, use graphic organizers to better understand a text, develop reading speed build academic vocabulary, make use of contextual clues to infer meanings of unfamiliar words from context and summarize and paraphrase information in a text.*

**Similarly, Student 17<sup>th</sup> Said that:**

*English classes will develop our ability to write effective and coherent paragraphs, comprehend the overall and internal organization of an academic essay, write an effective thesis statement, use pre-writing strategies to plan writing generate ideas from sources to develop content and develop coherent content and support with relevant details*

**Likewise, Student 13<sup>th</sup> Said that:**

*English classes developed the students' ability to take organized notes on lectures and listening passages, identify and distinguish main ideas from supporting details, make use of contextual clues to infer meanings of unfamiliar words from context, identify speaker's purpose and tone, make inferences and predictions about spoken discourse, discuss and respond to content of a lecture or listening passage orally and/or in writing and to utilize digital literacy tools to develop listening skill.*

Hence, according to students view the English classes were discuss and respond to content of a reading or listening passage, use communication strategies to participate in group and class discussions, select, compile, and

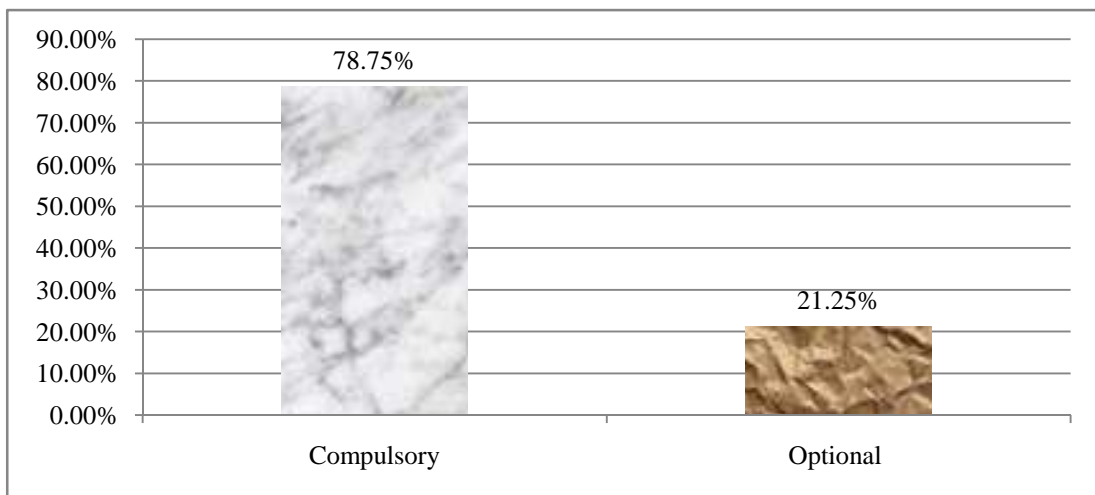
synthesize information for an oral presentation, use search tools to locate appropriate sources, evaluate and select sources for relevance, paraphrase and cite sources, use vocabulary appropriately, use grammatical structures appropriately, deliver an effective oral presentation, present information using digital tools, reflect on and evaluate learning and performance, and set goals for progress and demonstrate behavior and attitudes appropriate to a school environment.

#### **4.1.2 Students Response on English Language Classes**

Motivation is considered significant in its role in language learning success. Along this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language.

It is really important that all students have the general understanding and a good foundation for all subjects until mid high school. Students who study only English Language, with its emphasis on reading and writing skills, sometimes fail to see the point of studying English, especially if they have no plans to study English. But English can introduce students to a range of aspects, not only of the English language but also of English culture. The results were presented the following figures:

**Figure 1**  
**English Language Classes be compulsory or Optional?**



Above figure show that the students opinion about the English language classes be compulsory or optional. Majority of respondents is compulsory i.e. 78.75 percent and 21.27 percent were said optional.

**A Student of Public School Said**

*Yes i totally agree that English should compulsory in schools because other language is not accepted in interviews. And English is globalised language without English it is very difficult to survive in developed country like USA, UK etc. That's why English must teach to student from Nursery class. And English is also improving your personality.*

**Another Student told that :**

*Throughout all my years of being in English class i can honestly say one thing, it is completely irrelevant to what we should be focused on in school. All I have ever done since 5th grade was read a book, do an essay rinse and repeat for the rest of my school days. The fact that for the 8 years after 4th grade we never really 'learned' anything just gets me a little mad. I remember when sometimes I didn't have time to complete another assignment because we had to do an English essay! I mean come on people, if*

*you aren't learning anything in English why do we have to take it! As a matter of fact i am sitting in my English class right now doing an essay and I got curious so i looked up why we have to take English class after elementary school and this was the first link i saw.*

Similarly, Student 33 said that :

*In our society right now, we should always encounter schools whom their students were using English language at all times. But let us think first, though English language is the universal language, we should not force the students to speak this language if they are not comfortable in it, and besides, English language can be learn if students is interested though it is compulsory.*

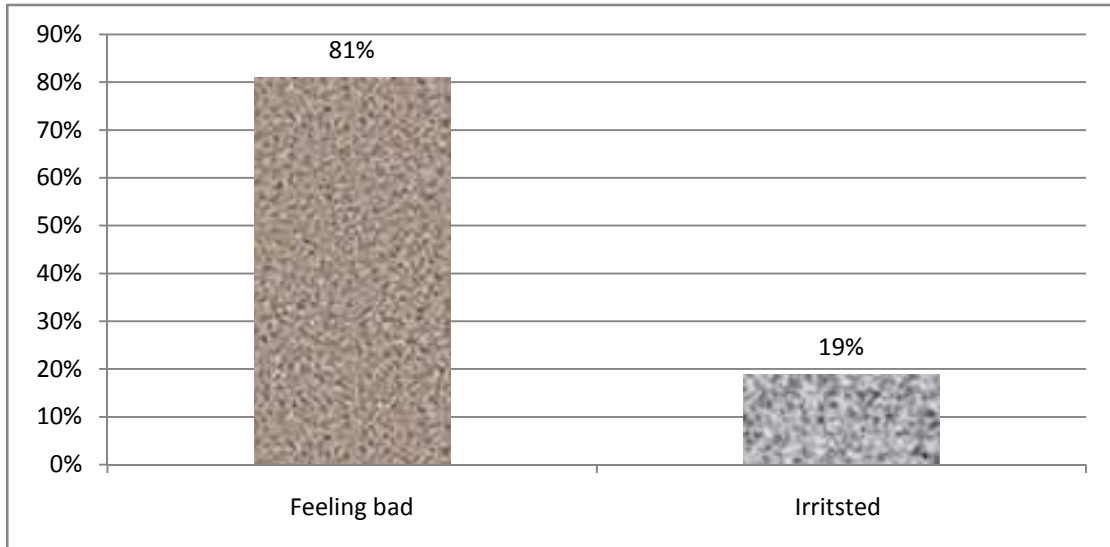
#### **4.1.4 Students Interest in the Classes**

In the contemporary world the English language belongs among the most widely spread and used languages. Due to the process of globalization the English language has become a global language and therefore can be considered an essential condition for communication with the rest of the world. It provides access to various sources of information, it is taught in most of the educational institutions, including schools, and governments of many states believe in importance of the English language and hence support English language education. Thus it can be claimed that it is a big responsibility to teach the English language.

In the field of second and foreign language learning, motivation is one of the most influential factors of all individual differences in language learning (compared to learning style, aptitude and age) when learning outcomes are considered. A large number of studies in language learning have shown that motivation is a prominent factor in learning. The regardless of learners' ability, aptitude and intelligence, with a strong motivation to learn a language, students will be able to learn effectively.

The response of this question was presented in the following figure:

**Figure 3**  
**Interesting or Not Interesting**



Among the total 80 students, 71 percent were said classes are interesting and 29 percent said not interesting. The teachers were used so many warming up activities to motivating the students and make the classroom interesting.

By using appropriate digital tools and resources, engagement can leads students to apply critical thinking skills specifically into, solving the problems, making the decisions, managing the projects, planning and conducting the research. Using video activities forces students to create connections, delve to find deeper meaning, and create understanding. Accordingly, students learn to analyze, synthesize, and evaluate instead of simply parroting answers. Students could practice journal writing in the seminar news blog and receive feedback by the course lecturer. Moreover, the news blogs became a platform to present student work in which they would be assessed. Using games in the classroom is an exciting proposition for educators that are interested in placing their pupils in the center of their own learning.

Humor is considered an essential characteristic of humans' life. No one can deny its importance in human life. It is the only source of reducing tension,

boredom and anxiety in an English language class. No doubt, learning English language is by no means an easy task in a multilingual society. However, Nepal is a multilingual country in which learning and teaching English language is neither the first nor the second language but a foreign language. Therefore, a large number of students take admission in language centers to learn English language as their basic requirement to receive knowledge of science and technology, not only in educational institutions but for other societal needs too. English is passport of success and upward social mobility.

#### **4.1.5 Major Career Related Factors**

Students' motivation is also affected by the traditional ways of teaching and learning in classrooms. For instance, English language teachers used to spend most of the time lecturing in front of the classroom while the students are busy copying the notes given without concerning whether they were understood. To understand the current methods for English language teaching, the reasons for the dominance of several teaching methods in language classrooms, as well as the challenges that teachers and learners encounter, it is necessary to understand the major methods for language teaching.

This situation also decreases students' motivation in learning English language. Moreover, teachers did not give much support or focus on the students who were weak in English language; they were more concerned about discipline. Nowadays, English is the language used most widely, as it is spoken in more countries than any other language. Because of the ability to use English around the world, English is viewed as the best return on investment for learning a second language.

#### **According to respondent 8 :**

*I can study in English speaking environment, at applied what I have learnt quickly.*

**According to respondent 8 :**

*I am a visual/audio learner, and these videos are full great information in diverse fields. I have used these to help me understand theories and concepts for my job, as well as my graduation.*

**According to another respondents 79 :**

*My teacher has high energy and motivate myself a lot. Class room is fully equipped and well decorated, it encourages my study feeling.*

**According to another respondents 8 :**

*The needs for job opportunities, graduation, studying abroad, passion motivates student to study English at the center. Especially the need to have the job opportunities and graduate from university has the biggest impact on their decision on studying English.*

**According to another respondents 46 :**

*English program affects the student's decision on choosing an English center. The strongest program factor is practical program.*

Hence, what can be seen from the results is that the strongest motivation affecting a student's decision is "Job opportunity in the future" with 70% of votes. This factor is easy to understand because when students finish university, they will join the labor market. Having strong English language skills will better prepare them to find employment opportunities in international companies with higher standards of working conditions and higher salary than comparable positions being unilingual.

The results show that student's agree that the strongest motivation comes from jobs and graduation, but also think that passion can be an important factor. We can say that having clear personal motivation has an impact on a student's decision when studying English.

#### **4.1. 6 Major Social Related Factors**

Personal and social factors play an important role in the development of a second language. The best method for learning a new language varies with every person, and there are several personal and social factors that affect second language learning. Some of these include age, motivation, learning style, and culture. Among other things, these factors can determine which major type of second language teaching is best: implicit, which is communication-based teaching, or explicit, which is formal instruction. The social skills that are needed to participate

#### **According to respondents 13 :**

The native language plays an important role in the acquisition of an L2 (second language). Its influence during the learning process can be either positive or negative. The native language of learners exerts a strong influence on the acquisition of the target language system. While the native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.

#### **According to respondents 18 :**

*In the field of education, it is important to point out that society plays an important role in the process of second language learning. Social capital might include: number of close friends, presence of two parents at home, number of siblings, extracurricular activities, church attendance, parent knowledge of children's friends, parent's employment, parent monitoring and involvement in education. All these sources are in charge of providing the necessary input they might need in their academic achievement.*

#### **According to respondents 39 :**

*One important issue which has been examined by researchers in the field of language learning is the relationship between social class, success and different capitals learners possess. In this same position, it*

*has been said that ESL students may present different degrees of eagerness to learn English depending on the cultural and social background they have been exposed to which is supported by society.*

**According to respondents 52 :**

*Social class, housing, and access to resources have considerable impact on acquisition of value systems as much as on academic achievement.*

**The main social factors are as follows:**

**Age**

One major personal factor for second language development is age. Younger children pick up second languages more quickly than adults. The younger the child is when they start learning the language, the more likely it is that they will retain fluency throughout their lifetime. Younger children also do better with implicit learning. That is, one of the best ways to teach a child is to talk to them in the second language rather than focusing solely on formal instruction, such as memorizing vocabulary or verb conjugations.

Some adults, of course, also do better with implicit learning. In addition, adults can help themselves through the learning process by determining which method of learning works best for them. In general, for any age, the best method tends to be a combination of explicit and implicit instruction. As the student gets older, having more explicit instruction can be beneficial because a conscious, studied focus on learning a language adds to the learning process.

**Motivation**

Motivation, the reason why a student is learning a second language, is one of the most influential factors in their language development. For example, a student in an American high school might be taking Spanish because it's required. They will learn far less quickly and develop less fluency than a person who moves to Spain and has to learn Spanish for everyday communication.

Motivation can also be a social factor. For example, a student might be pressured by their parents or society to learn a certain language in order to

increase their chances of social and professional success. This is especially common for immigrants who have moved to a country with a different major language than their own.

Learning a language out of necessity or a personal desire to speak it leads to more studying and practicing outside of the classroom and more personal commitment. This in turn leads to a quicker, more complete language development and a higher likelihood that the student will retain what they learn long-term.

### **Learning Style**

Another aspect of language learning is personal style. Different people learn better in different ways. You know from your own experiences as a student that certain types of activities help you learn better than others. There are seven major learning styles:

- ) Visual/spatial - students learn through images
- ) Aural - students learn through listening or through music
- ) Verbal - students learn through speaking and writing.

### **Socio economic Factors**

Socio economical Context Not less important than age is the social background in which learners are constantly involved while learning a second language, that is because learning occurs in a variety of contexts. The impact of context on learning a language is considerable because the learning environments will enable individuals to learn how to learn and to develop as fully integrated learners. Learner's access to different cultural goods such as Internet, computers, pictures, paintings, books and dictionaries (Cultural capital), and learners' relationships with teachers, parents, siblings, and peers (Social capital) may have a profound influence upon whether, what and how any individual learns a language. In the field of education, it is important to point out that society plays an important role in the process of second language learning.

Pishghadam (2011) agrees that there is a consensus among researchers on the importance of recognizing the structure of relations among social and educational institutions by examining how individuals' different social and cultural experiences affect their educational outcomes. For that reason, English language instructors have to be alert and stop failing to support a practice described by Pishghadam because the educational system tends to reinforce the social inequalities inherent in society by failing to consider the different amounts of cultural and linguistic competence possessed by different learners with different social backgrounds; so teachers need to recognize that language instruction cannot be understood apart from social class.

#### **4.1.7 Economic Related Factors**

With the fast-paced changes brought about by globalization and technological development, Students need to understand current socioeconomic factors and their influence on English language teaching (ELT). The industrial societies of the past are giving way to a new postindustrial economic order based on globalized manufacturing and distribution; flexible, customized production; the application of science, technology, and information management as the key elements of productivity and economy growth; and increased inequality between those who control technological and media resources.

English language educators must also come to grips with the social, economic, cultural, and linguistic consequences of the global spread of English. The part that language might play in economic development has long intrigued scholars from various disciplines.

#### **According to respondent 34 :**

*Language plays a modest role in economic analysis, reflecting the twin notions that economic processes, being fundamental, transcend language and culture and that the latter, consequently, do not significantly affect economic variables.*

#### **According to respondent 34 :**

*The most reasonable choice of a language variable for quantitative treatment is one that describes the extent of skills in a given language in a given society at a given time. This is why we have chosen to measure 'English' as the level of the stock of knowledge of the language.*

#### **4.1.8 Language Related Factors**

The use of L1 in the English classroom has been and will remain an issue that everyone has an opinion about, either against or for it. Various studies have shown that students first language play an important part in the learning of target language. However, there is another school of thought that believes that massive exposure to target language is required in order to maximize the learning process for the learner. In Nepal, students and teachers in the English language classroom tend to hold on to their first language and most of the time they have been observed speaking Urdu even in their English language classroom. Most of the studies on the use of L1 in English classrooms usually ignore the viewpoint of the students or highlight only the teachers' opinions. Additionally, these studies have been mostly conducted in EFL settings, rather than ESL. In this study, we explore opinions, attitude and reasons of learners regarding their use of native language when they are in English language classroom, a place where English language is thought to be spoken. This study tries to go deeper in this area and to discover the reasons behind using native language in ESL settings.

##### **According to respondent 4 :**

*The learners instinctively connect the syntax, phonology and vocabulary of their first and second languages according to their own minds, and should not be discouraged. Cook further goes on to show how teachers can use the first language into the learning of a second language.*

##### **According to respondent 15 :**

*The use of the first language Studies discussing the use of the mother tongue in general, i.e., the first language, usually study the use of L1 without focusing on any specific language.*

Hence, Once a child has studied and acquired a language, their skill at learning another will increase. Language learners have the [ability to translate skills](#) from one language to another because they're able to recognize the rules and patterns of language, even if the vocabulary is different. How does the teacher help students understand the concepts of a language? How does the teacher take different learning styles into account, as well as different levels of comprehension? For example, watching a film in the target language and writing and performing skits in the target language reach multiple [learning styles](#). Offering an immersion experience helps students connect the language learning to their everyday lives, but rote vocabulary memorization and grammar drills create 'meaning-less' language lessons.

#### **4.1.9 Student's Response on Enjoying Learning English**

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behavior towards a goal. Another way to say this is that motivation is goal-directed behaviour. Another key factor is how comfortable students feel in their [language learning environment](#). Does their classroom feel cold and tense, or positive and relaxing? What's the school's culture and beliefs about language learning? We've found that a student's learning environment has an impact on their motivation a low anxiety language learning environment increases the chance for acquisition.

The [strategies](#) a language teacher uses have a big impact on language learning. How does the teacher help students understand the concepts of a language? How does the teacher take different learning styles into account, as well as different levels of comprehension? For example, watching a film in the target language and writing and performing skits in the target language reach multiple [learning styles](#). Offering an immersion experience helps students connect the language learning to their everyday lives, but rote vocabulary memorization and grammar drills create 'meaning-less' language lessons.

**Students of Janasewa School Said that :**

*English is my favorite language of expression, because of its richness of vocabulary, flexibility and grammatical convenience (all the useful nuances without the annoying rules), and because it combines the Latin and Germanic cultures. Yet, there are things I dislike about the English vocabulary.*

**Similarly, another students told that :**

*In my opinion the most interesting thing about learning English is reading. However, you have to choose the right author or subject for you. A couple of years ago I was given a list by my English teacher and it was quite useful but I accept your advice if you would like recommend me interesting books for learners.*

#### **4.1.10 Students Interest on Good English Learner**

Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. The response of this questions were presented the following table :

**Table No.2 : Good English learner or not**

Response	No. of Student	Percent
Yes	64	80
No	16	20
Total	80	100

The table shows the good English learner or not, out of 80 students, 80% agreed, 20% disagreed with this statement. This entails significant number of students agree that learning English offers a good career prospects.

#### **4.1.11 Students Opportunities to use their Ability**

Learning a new language is always an excellent idea. It provides you incredible benefits that come with [the backing of science](#)! One of the [most useful](#)

[languages to learn](#) is English. Learning any language keeps your brain active and challenged. In fact, [your brain changes](#) electrical activity and size when learning a new language. No matter what age you start at, there are benefits for learning a new language. When you decide to [learn English](#), you give yourself an extra rigorous workout due to its complicated nature.

**Students of Mangal School Said that :**

*You can have opportunities to get better jobs. You can relate more with people from other places, since it is the universal language, there are more opportunities for people who know English, since speaking English is a requirement everywhere.*

**Another student of Puspasadan School Said That:**

*Like job applications, one of the best benefits of learning English is the educational opportunities. If you desire access to some of the best schools, then knowing English provides you an incredible edge. It's expected that around 2 billion people around the world will learn English over the next decade.*

*If you want to be seriously considered for entrance, it helps to understand the native tongue. That doesn't mean non-English speakers won't gain entry; it just becomes much more challenging.*

**Similarly, another students told that :**

*One of the best ways to understand a new language is to write. The more that you write, the more exposure to the new language you receive. In a classroom setting, writing helps drive in the fundamentals of a new language. The same goes for when learning as an adult. In turn, this regular effort will help you take those simple words and build your knowledge out. Simple words will turn into more complex and soon you will have the descriptive words needed to become a creative writer. Much like becoming a musician, you won't understand your tool until*

*you try it out for hours on end. The same goes for English. Start writing today, see the benefits soon.*

The main benefit a person gains when committing to learn English or any language is the ability to communicate with the language itself and create connections with a wider range of the world's population. Language learning showed an increase in memory capacities, this was especially strong in short-term memory. This is a huge benefit because it allows the brain to keep information in the brain for longer durations while thinking processes are activated. person also benefits from language learning by gaining increased problem-solving abilities in all of the following areas: abstract thinking skills, concept formation, creative hypothesis formulation, strengthened capacity to identify, understand and solve problems; the ability to focus on a task by filtering out distractions and extraneous information and an increase in multi-tasking ability.

Similarly so, one of the benefits of learning English understands of pop culture. If you learn from some of the major films of today, you immediately give yourself a topic that's relatable to millions of people. Hopefully, this affords you access to more speaking and practicing opportunities.

#### **4.1.12 Major Challenges in the English Language Classes**

The teaching of English language currently is very marketable to students at all levels of education. In response to this, the government has been trying to develop the English language curriculum in order to cater for the needs of Nepalese society. Some students claimed that the material that was being studied in class was not evaluated in the English exam and that material not studied in class was being evaluated. These students saw their English courses as a way to improve their percentage since they perceived that other courses were more.

#### **4.1.13 Motivational Factors of English Language Classes**

Warm up activities are used to make classes more fun and exciting. They are great for getting students to move around and wake up if you notice that they all look a little tired. They are also used to make the subject that you are teaching a little more exciting and interesting. All of these activities can be used for upper level students. However, some of these activities are too difficult for our lower level students. Each activity indicates what level the activity should be used for.

First, it encourages the students to set goals. According to personal experiences, like motivational activities for students can help her develop skill to set goals and build self confidence that can be carried over into several aspects of life.

Second, motivational activities help the student improve when they receive feedback. People around will help one see things what they do not normally see while they work with them. Education is more than the acquisition of information. It includes the ability to acquire new information, to critically evaluate that information, and to correctly and effectively use this. Receiving feedback helps a student to make things done in the best way possible in the shortest span of time.

Third, motivational activities help pupils realize that every achievement has its reward. They continue or repeat behaviours that are rewarded. Learners is confident to perform at higher levels whenever they get recognized a job well done. Everyone likes the feeling of accomplishment and recognition and rewards for good work produce those wonderful feelings. Such rewards should be given through these motivational activities for students to produce the result they need.

Fourth, motivational activities when done together it help pupils feel a sense of belonging in the society. Most of the motivational activities for students are designed to promote camaraderie. Students respond with interest and motivation when they feel they belong to a group where everyone shows that they care. The skills of doing well in school can be carried into many other aspects of life.

Some students do not have sufficient knowledge of the English language to understand the instructions that are provided by their teachers. As such, they may not know exactly what is going on in their classes. Teachers have to encourage their students to ask for clarification when they do not understand certain instructions. During the course of a lesson, they have to let their students know which points are important and give them more time to ask questions. At the end of the lesson, they should ask the students to write down all the things that they have learned and aspects of the lesson that they are unsure of. Then, they can use the information to provide better clarification at the beginning of the next lesson.

It was observed that students with a high level of English used to study materials from other classes while holding their English sessions. The following excerpt of the field notes taken during the observations shows this fact. It was observed that the students complained about not having enough detailed feedback about their English learning from the computerized exams. The only mechanism available to determine how the students were doing in their classes was through direct feedback from their teachers taken from the revisions of their practice exercises, oral presentations, and in some cases, development of a portfolio.

#### **4.1.14 Role of Motivation in English Language Class**

Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language.

Woolfolk (1998) defines “Motivation as an internal state that arouses, directs and maintains behavior” (P.372). Salvin (2001) defines, “Motivation as an internal process that activates, guides and maintains behavior over time”. ( P.345)

In the light of these definitions motivation can be considered a process that influences the success of L2 learning. Mower (1950) was the pioneer who

focused on first language acquisition. He was of the view that a child learns his first language in order to fulfill his desire to interact with his family and society at large. Robert Gardner (1982) was largely influenced by Mower's idea. Gardner presented Mower's idea as the basis for his research. Gardner's model tends to reflect four basic features of L2 learning.

**According to Respondent 43 :**

*In my view Integrative Motivation play important role in ELT class, Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Integrative motivation refers to “an openness to identify at least in part with another language community.*

**According to Respondent 47 :**

*Instrumental Motivation play important role in English class. Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary/ bonus or getting into college.*

**According to respondents 34 :**

*Intrinsic motivation has a significant impact not only on reading comprehension but on the other aspects of reading such as reading breadth.*

**According respondent 62:**

*In order to make L2 learning process a motivating experience, teachers need to put a great deal of thought into learning programs which sustain and boost students' interest and help them to achieve their goal. Instructors need to plan and create interesting lesson in which students, become fully attentive. The use of interesting text along with activities can help to increase the motivation level of students.*

**According to respondents 11:**

*Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the*

*fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. Such claims supported by numerous studies and experiments in human learning. But they never offer a detailed understanding of what motivation is and what the sub components of motivation are. What does it mean to say that someone is motivated? How do we create, promote, and preserve motivation? All learners, teachers, material developers, and researchers agree that motivation is an important part of mastering a second or foreign language.*

Hence, Motivation refers to the combination of attempt plus desire to obtain the objective of learning the language plus desirable attitudes towards learning the language. That is, motivation to learn a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment experienced in this task. Effort alone does not indicate motivation. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated. Motivation provides learners with an aim and direction to follow.

Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. Students stated that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation. It can be stated that teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

There are two basic types of motivation: integrative and instrumental. Integrative motivation refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language to enter successfully into the target language society. They continued that instrumental motivation arises out of a need to learn the L2 for functional or external

reasons. They involve the attainment of aims, functional aims for learning like passing exams and financial rewards.

There are four types of motivation. Instrumental, integrative, intrinsic, and extrinsic motivation. The instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on. The integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

#### **4.1.15 Students Perception on Towards the Teacher in Class**

Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. Such claims supported by numerous studies and experiments in human learning. But they never offer a detailed understanding of what motivation is and what the sub components of motivation are. What does it mean to say that someone is motivated? How do we create, promote, and preserve motivation? All learners, teachers, material developers, and researchers agree that motivation is an important part of mastering a second or foreign language.

Some teachers may respond quickly, and some teachers may take more time. Each teacher has their own teaching style, therefore it is a good idea to try different teachers. The response of this question was presented in the following section:

#### **According to student:**

*I'm currently going through this situation in my English class. I love to debate, so I try to participate the best I can, because it can be hard speaking your thoughts with the whole class listening. He seems to just listen to me and say something like, "Hmm.. interesting. Ok" Then pick the next person and he*

*actually comments on their debate but not mine. It's annoying when teachers do this because they tend to have favorites. I'm usually ignored by teachers because in their eyes they just see me as another random kid.*

#### **4.1.2 Results Found from Close Ended Questions**

This section presents the results found using close ended questions filled up by the students. The results found for each of the items under individual areas have been given in order. The results are shown in the following tables.

##### **4.1.2.1 Extrinsic Factors**

Motivation is the aspiration of the person to engage in certain activity to achieve a desired goal. Motivation is actually the driving force that focuses on achieving the predetermined goals through a certain line of action. Most students have at some time been persuade into doing something, and most have done things for a reward. What is involved in these situations is extrinsic motivation. It holds that people have their own interior or intrinsic motivations, such as love, happiness and self-worth. But they are also motivated by factors outside themselves that for either positive or negative reasons may cause them to take action. Businesses use many forms of extrinsic motivation.

This section is concerned with the analysis of extrinsic factors that discusses about career related factors, social factors, economic factors and language related factors under this heading.

##### **4.1.2.1.1 Career Related Factors**

This section presents extrinsic factors related to career. It includes five statements related to this factor. The result has been presented in table 1.

**Table 1**  
**Analysis of Career Related Factors**

S. N	Career Related Factor	Responses					
		A		U		D	
		No	%	No	%	No	%

1	Learning English offers a good career prospects	76	95	2	2.5	2	2.5
2	I learn English for good grades	62	77.5	8	10	10	12.5
3	Learning English is important to me because it were useful in getting better job	70	87.5	10	12.5	0	-
4	After learning English people have lots of opportunities for their career advancement	50	62.5	16	20	14	17.5
5	Learning English language secure the future	58	72.5	14	17.5	8	10

The table shows regarding the statement learning English offers a good carrier prospect, out of 80 students, 95% agreed, 2.5% disagreed and 2.5% had no opinion. This entails significant number of students agree that learning English offers a good career prospects.

Regarding the statement learning English for good grade out of 80 students, 77.5% agreed that they learn English language for good grades, 10 % were found with no opinion and 12.5% disagreed this statement. This shows most of the students wants to learn English language for good grades.

Regarding the statement learning English is important to me because it is useful in getting better job, out of 80 students, 87.5 % agreed, and 12.5 % have no opinion. Significant number of students agreed that learning English is useful in getting better job.

Regarding the statement after learning English people have lots of opportunities for their carrier advancement, out of 80 students, 62.5 % agreed , 17.5 % disagreed, 20 % had no opinion. This shows that a significant number of students learned English for opportunities and career advancement. .

Regarding the statement after learning English language secure the future, out of 80 students, 72.5 % agreed that learning English secures the future, 10 % students disagreed and 17.5 % had no opinion. It indicates that significant number of students learned English for their future.

#### **4.1.2.1.2 Social Factor**

This section presents extrinsic factors related to social. It includes five statements related to this factor. The result has been presented in Table 2

**Table 2**  
**Analysis of Social Factor**

S N	Social Related Factor	Responses					
		A		U		D	
		No	%	No	%	No	%
1	Learning English provides us prestigious job in our society	64	80	4	5	12	15
2	Learning English is necessary for the exchange of culture	76	95	2	2.5	2	2.5
3	Learning English provides us high position in society	34	42.5	24	30	22	27.5
4	Learning English is important because I want to stay with the English language speaking community	32	40	30	37.5	18	22.5
5	Studying English is important to participate more freely in the activities of other cultural group	80	100	0	0	0	0

The table shows regarding the statement after learning English provides us prestigious job in our society, out of 80 students, 80 % agreed that English provides us prestigious job in society, only 5 % students had no opinion and 15 % disagreed that statement. So a considerable number of students learn English for prestigious job in our society.

Regarding the statement after learning English language is necessary for the exchange of culture, out of 80 students, 95 % students thought that learning English is necessary for the exchange of culture, 2.5 % students neither agreed nor disagreed and 2.5 % students disagreed. Thus, it can be interpreted that English language plays a vital role in exchanging the culture.

Regarding the statement after learning English provides us high position in society, out of 80 students, 42.5 % students learn English for high position in society, 30 % students had no idea regarding this and 27.5 % disagreed the statement. In conclusion, majority of students learn English for high position in society.

Regarding the statement after learning English is important because I want to stay with the English language speaking community, out of 80 students, 80 % students want to stay in English speaking community and 37.5 % students had no opinion, while 22.5 % students did not think so. From this discussion it can sum up that English language help to stay in English speaking community.

Regarding the statement after learning English is important to participate more freely in the activities of other cultural group, out of 80 students, 100% students learn English to participate more freely in the activities of other cultural group. So, it can be concluded that students want to exchange the culture and want to participate in activities of other culture.

#### 4.1.2.1.3 Economic Factor

This section presents extrinsic factors related to economic. It includes five statements related to this factor. The result has been presented in table 3:

**Table 3**  
**Analysis of Economic Factor**

S N	Economic Related Factor	Responses					
		A		U		D	
		No.	%	No	%	No	%
1	The financial aspect is a prime cause to select learning English.	62	77.5	8	20	10	25
2	Learning English provides more opportunities for economic enhancement.	66	82.5	10	12.5	4	5
3	Learning English changes the status of learners.	52	65	16	20	12	15
4	Learning English helps us to be in good economic condition.	48	60	8	10	24	30
5	There is lots of changes in economic status before and after English.	60	75	8	10	2	2.5

The table shows regarding the statement after learning English the financial aspect is a prime cause to select learning English, out of 80 students, 55 % students thought financial aspect is prime cause to select learning English, 20 % students had no opinion and 25 % disagreed that statement. In conclusion, majority of students select English for financial aspect.

Regarding the statement after learning English provides more opportunities for economic enhancement, out of 80 students, 82.5 % students thought that learning English is necessary for opportunities for economic enhancement while 12.5 % students have no opinion and only 5 % students disagreed. It can be concluded that learning English provide us a lot of opportunities.

Regarding the statement after learning English changes the status of learners, out of 80 students, 65 %) students agreed that learning English changes the status of learner, 20 % students had no opinion and 15 % student disagreed the statement. It indicates that learning English has a vital role to change the status of learner.

Regarding the statement after teach English helps us to be in good economic condition, out of 80 students, 60 % students thought learning English helps to be in good economic condition, 10 % students had no opinion and 30% students disagreed the statement.

Thus, we can conclude that majority of students learn English for good economic condition.

Regarding the statement after learning English there is lots of changes in economic status before and after English, out of 80 students, 87.5 % students agreed that there is lots of changes in economic status before and after learning English, 10 % students had no opinion and 2.5 % student disagreed the statement. It means that majority of the students have positive responses over the statement.

#### **4.1.2.1.4 Language Related Factor**

This section presents extrinsic factors related to language. It includes five statements related to this factor. The result has been presented in Table 4.

**Table 4**  
**Analysis of Language Related Factor**

S. N	Analysis of Language Related Factor	Responses					
		A		U		D	
		No	%	No	%	No.	%
1	English Language classes are funny, dramatic and attractive.	64	80	4	5	12	15
2	English Language is a window from which we can see the world.	76	95	2	2.5	2	2.5
3	English Language helps to widen our perspective towards the global phenomena.	54	67.5	24	30	2	2.5
4	English Language has its unfair domination over the world.	20	25	30	37.5	30	37.5
5	English is an internationally recognized language.	80	100	0	0	0	0

The table shows regarding the statement learning English language are funny, dramatic and attractive, out of 80 students, 80 % thought that English language classes were funny, dramatic and attractive, 5 % had no opinion and 15 % students disagreed. It indicates that large number of students enjoy with funny, dramatic and attractive English language classes.

Regarding the statement learning English Language is a window from which we can see the world, out of 80 students, 95% agreed that English language was a window from which we can see the world, while 2.5 % neither agreed nor disagreed and 2.5 % disagreed upon this statement. It can be sum up that a significant number of students think that English language is a window to see the world.

Regarding the statement learning English language helps to widen our perspective towards the global phenomena. out of 80 students, 67.5 % students agreed with that English language helped to widen our perspective towards the global phenomena, 30 % had no idea and 2.5 % disagreed. It means that a significant number of students have positive responses over the statement. Regarding the statement learning English language has its unfair domination over the world, out of 80 students, 25 % students showed positive response, 37.5 % neither agreed nor disagreed and 37.5 % disagreed upon the statement. Regarding the statement learning English is an internationally recognized language, out of 80 students, 100% indicated that English is an internationally recognized language. Thus, there is no doubt that English is an internationally recognized language.

#### 4.1.2.2 Intrinsic Factors

This section is concerned with the analysis of intrinsic factors that discusses about career enjoyment of learning, desire to make them feel better, opportunity to use one's ability and sense of challenge and achievement related factors under this heading.

##### 4.1.2.2.1 Enjoyment of Learning

This section presents extrinsic factors related to enjoyment of learning. It includes five statements related to this factor. The result has been presented in Table 5.

**Table 5**  
**Enjoyment of Learning**

S N	Enjoyment of Learning Related Factor	Responses					
		A		U		D	
		No	%	No.	%	No	%
1	I like to search and study books for enjoyment.	62	77.5	8	10	10	12.5
2	English class is more interesting than other classes.	64	80	6	7.5	10	12.5
3	I like to study English books in my leisure time.	46	57.5	20	25	14	17.5

4	I think the stories given in the English textbook are interesting.	74	92.5	4	5	2	2.5
5	Learning English is my aim.	56	70	8	10	16	20

The table shows regarding the statement I like to search and study books for enjoyment, out of 80 students, 77.5 % agreed that they learned English books for enjoyment, 10 % student had no idea and 12.5 % students disagreed upon the statement. It means a considerable, number of students read English book for enjoyment.

Regarding the statement class is more interesting than other classes, out of 80 students, 80 % student thought English class is more interesting than other classes,. 7.5 % had no idea and 12.5 % disagreed. It indicates that significant number of student like the English classes.

Regarding the statement I like to study English books in my leisure time, out of 80 students, 57.5 % student study English books in my leisure time, 25% had no idea and 17.5 % student disagreed upon the statement. Thus, we can conclude that majority of student study English books in leisure time.

Regarding the statement I think the stories given in the English textbook are interesting, out of 80 students, 92.5 % respondents found stories in the English textbook interesting, 5 % students had no idea and only 2.5 % disagreed the statement. This shows most of the students like the stories given in English textbook Regarding the statement learning English is my aim, out of 80 students, 70 % respondents agreed that learning English is their aim, 10 % had no idea and 20 % disagreed the statement. This shows that significant number of students have already fixed their aim.

#### **4.1.2.2.2 Desire to Make Themselves Feel Better**

This section presents extrinsic factors related to desire to make they feel better. It includes five statements related to this factor. The result has been presented in Table 6.

**Table 6**  
**Desire to Make Themselves Feel Better**

S N	Desire to Make Themselves Feel Better Related Factor	Responses					
		A		U		D	
		No.	%	No	%	No	%
1	I want to introduce myself as a good English learner.	78	97.5	2	2.5	0	0
2	I feel better while learning English.	64	80	6	7.5	10	12.5
3	I want to continue learning English because I feel better	54	67.5	20	25	6	7.5
4	Learning English move us in a particular direction.	66	82.5	12	15	2	2.5
5	Good and appropriate learning makes me feel better.	72	90	6	7.5	2	2.5

The table shows regarding the statement I want to introduce myself as a good English learner, out of 80 students, 97.5 % agreed that they wanted to be a good English learner and 2.5 % student had no idea. This shows that most of the English students want to build their status by being a good English learner.

Regarding the statement I feel better while learning English, out of 80 students, 80 % student feel better while learning English, 7.5 %) had no opinion and. 12.5 % disagreed upon this statement. It indicates that significant number of student feel better while learning English.

Regarding the statement I want to continue learning English because I feel better, out of 80 students, 67.5 % respondents agreed that they wanted to continue learning English, 25 % students had no idea and 7.5 % disagreed the statement. It indicates a considerable number of students want to continue their learning.

Regarding the statement learning English move us in a particular direction out of 80 students 82.5 % agreed, 15 % students had no idea and 2.5 % students disagreed. It entails significant number of the students accepted learning English move us in a particular direction.

Regarding the statement Good and appropriate learning makes me feel better, out of 80 students 90 % respondents agreed, 2.5 % disagreed and 7.5 % had no idea. It entails significant number of the students felt better to make them good and appropriate.

#### **4.1.2.2.3 Opportunities to Use One's Ability**

This section presents extrinsic factors related to opportunities to use one's ability. It includes five statements related to this factor. The result has been presented in table 7.

**Table 7**  
**Opportunities to use one's ability**

S. N	Opportunities to use one's ability Related Factor	Responses					
		A		U		D	
		No	%	No	%	No	%
1	English language learning offers more opportunities to show my ability.	74	92.5	4	5	2	2.5
2	I have got sufficient opportunities to use my ability.	28	35	14	17.5	38	47.5
3	English language learner have great opportunities in Nepal.	42	52.5	10	12.5	28	35
4	We are being backward internationally because of low English language performance.	38	47.5	18	22.5	24	30
5	English language learning environment is good to use my ability.	58	72.5	8	12.5	14	17.5

The table shows regarding the statement English language learning offers more opportunities to show my ability, out of 80 students 92.5 % students indicates that English language learning offers opportunity to show their ability, 5 % student had no idea and 2.5 % disagreed upon this statement. It can be concluded that there is great opportunity to show their ability.

Regarding the statement I have got sufficient opportunities to use my ability, out of 80 students 35 % student agreed that they have sufficient opportunities to use their ability, 17.5 % students had no opinion and nineteen students 47.5 % disagreed the statement. No solid response was expressed in this statement.

The table shows regarding the statement English language learner have great opportunities in Nepal, out of 80 students 52.5 % respondents agreed that English language learner have great opportunities in Nepal, 12.5 % students had no idea and 35% disagreed the statement. It indicates that English language learner have great opportunities in Nepal.

Regarding the statement we are being backward internationally because of low English language performance, out of 80 students 47.5 % student thought that the cause of being backward internationally because of low English language performance, 22.5 % show their unresponsiveness and 30 % disagreed

Regarding the statement English language learning environment is good to use my ability, out of 80 students 83.5 % students thought that they had a good English language learning environment to use their ability, 10 % students had no opinion and 17.5 % disagreed which means few learners are not getting good environment of learning English to use their ability.

#### 4.1.2.2.4 A Sense of Challenge and Achievement

This section presents extrinsic factors related to a sense of challenge and achievement. It includes five statements related to this factor. The result has been presented in table 8.

**Table 8**  
**A Sense of Challenge and Achievement**

S N	A sense of challenge and achievement Related Factor	Responses					
		A		U		D	
		No	%	No	%	No.	%
1	Success of the student impetus them to learn the English language fluently.	70	87.5	6	7.5	4	5
2	I learn English language as a challenge to globalize my thoughts.	42	52.5	20	25	18	22.5
3	Learning English is necessary for national development.	66	82.5	4	5	10	12.5
4	Value of English language learner is high in Nepal.	52	65	4	5	24	30
5	I learn English language for great achievement.	52	65	16	20	12	15

The table shows regarding the statement success of the student impetus them to learn the English language fluently, out of 80 students 87.5 % students agreed with the statement that Success of the student impetus them to learn the English language fluently, 7.5 % students had no opinion and 2.5 %) disagreed the statement. Thus, a very few number of students disagreed and majority of students have positive response over the statement.

Regarding the statement I learn English language as a challenge to globalize my thoughts, out of 80 students 52.5 % students agreed that learning English globalize their thoughts, 25 % students had no idea and 22.5 % disagreed the statement. This shows that a significant number of student think that learning English globalize their thoughts and idea.

Regarding the statement learning English is necessary for national development, out of 80 students 82.5 % student thought that learning English is necessary for national development, 5 % students neither agreed nor disagreed and 12.5 % disagreed. It indicates that learning English has a vital role for the national development.

Regarding the statement value of English language learner is high in Nepal, out of 80 students 65 % students agreed that the value of English language learner is high in Nepal 5 % gave no opinion and 30 % students disagreed. It shows that value of English learner is high in our country.

Regarding the statement I learn English language for great achievement, out of 80 students 65 % students agreed that they learn English language for great achievement, 20 % student had no opinion and 15 % students disagreed upon the statement. It can be concluded that students learn English for the great achievement.

## **CHAPTER- FIVE**

# **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter deals with conclusion and recommendation drawn by the researcher after analyzing and interpreting of the data. This chapter is divided into two parts; conclusion and recommendations.

### **5.1 Summary of Findings**

The present thesis entitled with "**Influencing Factors of Motivating Students In Learning English**". In order to collect data closed ended questions were prepared. Ten secondary schools were selected by using the purpose non-random sampling method from Kathmandu district and forty students were selected from each school. Questionnaires were distributed to the selected students with clear instructions. Different parameters like career related factor( such as good career prospects, good grades, better job, secure the future, career advancement), Social factor, economic factor, language factor, enjoyment of learning, desire to make themselves feel better, opportunity to use one's ability and sense of challenge and achievement were include to find out the students perception towards motivation. On the basis of analysis and interpretation of the data, it can be concluded 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, learning English language, English language classes, scope English language teaching learning environment. Thus, it can be concluded that

Majority of learners are motivated with the intrinsic factors like the prestige getting from society as an English learner, their already aim to be a good English learner, its scope, opportunities and importance. On the other,

extrinsic factors like teaching method, overcrowded classes, noisy classes, career related factors, social factors, economic factors, language related factors, learner attitude towards education system are the factors due to which learners are de-motivated. Thus, we can say that student perception on intrinsic and extrinsic motivation is positive, i.e. they are extrinsically and intrinsically motivated to learn English language.

On the basis of data analyzed in the above tables the following findings have been summarized with four different groups on the basis of thematic differences:

- i. The responses of the question showed that 15% students emphasized reading skills, 20 percent students emphasized writing skills, 40 percent students emphasized all skills. Interestingly, the study also found out that no student had negative attitude towards learning English.
- ii. This study show that the students opinion about the English language classes be compulsory or optional. Majority of respondents is compulsory i.e. 78.75 percent and 21.27 percent were said optional.
- iii. The study reflected that the status of way of classes is taught. Sixty five percent students were like the way the classes are taught and thirty five percent were not like the way the classes are taught.
- iv. Among the total 80 students, 71 percent were said classes are interesting and 29 percent said not interesting. The teachers were used so many warming up activities to motivating the students and make the classroom interesting.
- v. Forty five percent were agreed that English language courses meet their needs and Fifty five percent were not agreed that English language courses meet their needs.
- vi. Regarding the statement learning English for good grade out of 80 students, 77.5% agreed that they learn English language for good grades, 10 % were found with no opinion and 12.5% disagreed this statement.

This shows most of the students wants to learn English language for good grades.

- vii. Regarding the statement learning English is important to me because it is useful in getting better job, out of 80 students, 87.5 % agreed, and 12.5 % have no opinion. Significant number of students agreed that learning English is useful in getting better job.
- viii. Regarding the statement after learning English people have lots of opportunities for their carrier advancement, out of 80 students, 62.5 % agreed , 17.5 % disagreed, 20 % had no opinion.
- ix. Regarding the statement after learning English language secure the future, out of 80 students, 72.5 % agreed that learning English secures the future, 10 % students disagreed and 17.5 % had no opinion.
- x. The study shows regarding the statement after learning English provides us prestigious job in our society, out of 80 students, 80 % agreed that English provides us prestigious job in society, only 5 % students had no opinion and 15 % disagreed that statement. So a considerable number of students learn English for prestigious job in our society.
- xi. Regarding the statement after learning English language is necessary for the exchange of culture, out of 80 students, 95 % students thought that learning English is necessary for the exchange of culture, 2.5 % students neither agreed nor disagreed and 2.5 % students disagreed.
- xii. Regarding the statement after learning English provides us high position in society, out of 80 students, 42.5 % students learn English for high position in society, 30 % students had no idea regarding this and 27.5 % disagreed the statement.
- xiii. Regarding the statement after learning English is important because I want to stay with the English language speaking community, out of 80 students, 80 % students want to stay in English speaking community and 37.5 % students had no opinion, while 22.5 % students did not think so. From this discussion it can sum up that English language help to stay in English speaking community.

- xiv. Regarding the statement after learning English is important to participate more freely in the activities of other cultural group, out of 80 students, 100% students learn English to participate more freely in the activities of other cultural group.
- xv. The study shows regarding the statement after learning English the financial aspect is a prime cause to select learning English, out of 80 students, 55 % students thought financial aspect is prime cause to select learning English, 20 % students had no opinion and 25 % disagreed that statement.
- xvi. Regarding the statement after learning English provides more opportunities for economic enhancement, out of 80 students, 82.5 % students thought that learning English is necessary for opportunities for economic enhancement while 12.5 % students have no opinion and only 5 % students disagreed.
- xvii. Regarding the statement after learning English changes the status of learners, out of 80 students, 65 %) students agreed that learning English changes the status of learner, 20 % students had no opinion and 15 % student disagreed the statement.
- xviii. Regarding the statement after teach English helps us to be in good economic condition, out of 80 students, 60 % students thought learning English helps to be in good economic condition, 10 % students had no opinion and 30% students disagreed the statement.
- xix. Regarding the statement after learning English there is lots of changes in economic status before and after English, out of 80 students, 87.5 % students agreed that there is lots of changes in economic status before and after learning English, 10 % students had no opinion and 2.5 % student disagreed the statement.
- xx. The study shows regarding the statement learning English language are funny, dramatic and attractive, out of 80 students, 80 % thought that English language classes were funny, dramatic and attractive, 5 % had no opinion and 15 % students disagreed. It indicates that large number

of students enjoy with funny, dramatic and attractive English language classes.

- xxi. Regarding the statement learning English Language is a window from which we can see the world, out of 80 students, 95% agreed that English language was a window from which we can see the world, while 2.5 % neither agreed nor disagreed and 2.5 % disagreed upon this statement. It can be sum up that a significant number of students think that English language is a window to see the world.
- xxii. Regarding the statement learning English language helps to widen our perspective towards the global phenomena. out of 80 students, 67.5 % students agreed with that English language helped to widen our perspective towards the global phenomena, 30 % had no idea and 2.5 % disagreed. It means that a significant number of students have positive responses over the statement.
- xxiii. Regarding the statement learning English language has its unfair domination over the world, out of 80 students, 25 % students showed positive response, 37.5 % neither agreed nor disagreed and 37.5 % disagreed upon the statement.
- xxiv. Regarding the statement learning English is an internationally recognized language, out of 80 students, 100% indicated that English is an internationally recognized language. Thus, there is no doubt that English is an internationally recognized language.
- xxv. The study shows regarding the statement I like to search and study booked for enjoyment, out of 80 students, 77.5 % agreed that they learned English books for enjoyment, 10 % student had no idea and 12.5 % students disagreed upon the statement. It means a considerable, number of students read English book for enjoyment.
- xxvi. Regarding the statement class is more interesting than other classes, out of 80 students, 80 % student thought English class is more interesting than other classes,. 7.5 % had no idea and 12.5 % disagreed. It indicates that significant number of student like the English classes.

- xxvii. Regarding the statement I like to study English books in my leisure time, out of 80 students, 57.5 % student study English books in my leisure time, 25% had no idea and 17.5 % student disagreed upon the statement. Thus, we can conclude that majority of student study English books in leisure time.
- xxviii. Regarding the statement I think the stories given in the English textbook are interesting, out of 80 students, 92.5 % respondents found stories in the English textbook interesting, 5 % students had no idea and only 2.5 % disagreed the statement. This shows most of the students like the stories given in English textbook Regarding the statement learning English is my aim, out of 80 students, 70 % respondents agreed that learning English is their aim, 10 % had no idea and 20 % disagreed the statement. This shows that significant number of students have already fixed their aim.
- xxix. The study shows regarding the statement I want to introduce myself as a good English learner, out of 80 students, 97.5 % agreed that they wanted to be a good English learner and 2.5 % student had no idea. This shows that most of the English students want to build their status by being a good English learner.
- xxx. Regarding the statement I feel better while learning English, out of 80 students, 80 % student feel better while learning English, 7.5 %) had no opinion and. 12.5 % disagreed upon this statement. It indicates that significant number of student feel better while learning English.
- xxxi. Regarding the statement I want to continue learning English because I feel better, out of 80 students, 67.5 % respondents agreed that they wanted to continue learning English, 25 % students had no idea and 7.5 % disagreed the statement. It indicates a considerable number of students want to continue their learning.
- xxxii. Regarding the statement learning English move us in a particular direction out of 80 students 82.5 % agreed, 15 % students had no idea and 2.5 % students disagreed. It entails significant number of the students accepted learning English move us in a particular direction.

- xxxiii. Regarding the statement Good and appropriate learning makes me feel better, out of 80 students 90 % respondents agreed, 2.5 % disagreed and 7.5 % had no idea. It entails significant number of the students felt better to make them good and appropriate.
- xxxiv. The research shows regarding the statement English language learning offers more opportunities to show my ability, out of 80 students 92.5 % students indicates that English language learning offers opportunity to show their ability, 5 % student had no idea and 2.5 % disagreed upon this statement. It can be concluded that there is great opportunity to show their ability.
- xxxv. Regarding the statement I have got sufficient opportunities to use my ability, out of 80 student's 35 % student agreed that they have sufficient opportunities to use their ability, 17.5 % students had no opinion and nineteen students 47.5 % disagreed the statement. No solid response was expressed in this statement.
- xxxvi. The study shows regarding the statement English language learner have great opportunities in Nepal, out of 80 students 52.5 % respondents agreed that English language learner have great opportunities in Nepal, 12.5 % students had no idea and 35% disagreed the statement. It indicates that English language learner have great opportunities in Nepal.
- xxxvii. Regarding the statement we are being backward internationally because of low English language performance, out of 80 students 47.5 % student thought that the cause of being backward internationally because of low English language performance, 22.5 % show their unresponsiveness and 30 % disagreed
- xxxviii. Regarding the statement English language learning environment is good to use my ability, out of 80 students 83.5 % students thought that they had a good English language learning environment to use their ability, 10 % students had no opinion and 17.5 % disagreed which means few

learners are not getting good environment of learning English to use their ability.

- xxxix. The study shows regarding the statement success of the student impetus them to learn the English language fluently, out of 80 students 87.5 % students agreed with the statement that Success of the student impetus them to learn the English language fluently, 7.5 % students had no opinion and 2.5 %) disagreed the statement. Thus, a very few number of students disagreed and majority of students have positive response over the statement.
- xl. Regarding the statement I learn English language as a challenge to globalize my thoughts, out of 80 students 52.5 % students agreed that learning English globalize their thoughts, 25 % students had no idea and 22.5 % disagreed the statement. This shows that a significant number of student think that learning English globalize their thoughts and idea.
- xli. Regarding the statement learning English is necessary for national development, out of 80 students 82.5 % student thought that learning English is necessary for national development, 5 % students neither agreed nor disagreed and 12.5 % disagreed. It indicates that learning English has a vital role for the national development.
- xlii. Regarding the statement value of English language learner is high in Nepal, out of 80 students 65 % students agreed that the value of English language learner is high in Nepal 5 % gave no opinion and 30 % students disagreed. It shows that value of English learner is high in our country.
- xliii. Regarding the statement I learn English language for great achievement, out of 80 students 65 % students agreed that they learn English language for great achievement, 20 % student had no opinion and 15 % students disagreed upon the statement. It can be concluded that students learn English for the great achievement

## **5.2 Conclusion**

First, motivational activities help the student improve when they receive feedback. People around will help one see things what they do not normally see while they work with them. Education is more than the acquisition of information. It includes the ability to acquire new information, to critically evaluate that information, and to correctly and effectively use this. Receiving feedback helps a student to make things done in the best way possible in the shortest span of time.

The second most important factor is the social factor. The findings from the interview suggest that the students were interested in learning the English language for two reasons. They felt that learning English language

Third, motivational activities help pupils realize that every achievement has its reward. They continue or repeat behaviours that are rewarded. Learners is confident to perform at higher levels whenever they get recognized a job well done. Everyone likes the feeling of accomplishment and recognition and rewards for good work produce those wonderful feelings. Such rewards should be given through these motivational activities for students to produce the result they need.

Regarding the statement learning English Language is a window from which we can see the world, It can be sum up that a significant number of students think that English language is a window to see the world. Thus, there is no doubt that English is an internationally recognized language. Regarding the statement learning English is necessary for national development, It indicates that learning English has a vital role for the national development.

## **5.3 Recommendation**

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

### **5.3.1 Policy Related**

- ) Economic status and financial incentives of teacher highly affect the motivation of learners. Therefore, to enhance learner's performance, it is vital that, they should be extrinsically and intrinsically motivated.
- ) Most of the students are highly intrinsically motivated to learn the English language for enjoyment and extra knowledge. So, the course of compulsory English of ten should be designed in such a way that it can be provided sufficient extra knowledge to the students.
- ) Similarly, policy makers and curriculum designer should analyze the learner's motivation to make the teaching-learning process more effective.

### **5.3.2 Practice Related**

- ) Intrinsic motivation of learner is important in teaching-learning process however there is the role of extrinsic motivation as well. Learner's extrinsic motivation such as rewards, security, prizes, grades, fringe benefits and even certain types of positive feedback. Learner's intrinsic motivation such as the opportunity use one's ability a sense of challenge and achievement, positive recognition enjoyment of learning and even desire to make themselves feel better. So school administration should focus on these factors to make the teaching-learning process more effective and to increase the learner motivation.
- ) Handling the challenging situation in the classroom and outside the class may make the learners exhausted so the school administrator should organize different motivational programs for the learners.

### **5.3.3 Further Research Related**

- ) Learner motivation is very important factor in teaching-learning process it should be followed as a major subject of the study in future.
- ) This study was conducted only in the Kathmandu district so the finding of this study may not be applicable in the board area because the

perception of higher secondary level students of Kathmandu district may differ from the higher secondary level student of other area so this research also can be conducted in those areas.

) The population of this study were only eighty students from ten schools thus to make more effective study on student perception, further study can be conducted on different levels and in broad areas.