

**INFLUENCING FACTORS OF MOTIVATING
STUDENTS IN LEARNING ENGLISH**

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

**Submitted By
SANJU CHEMJONG**

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Tribhuvan University, Kirtipur
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Sanju Chemjong** has prepared this thesis entitled **Influencing Factors of Motivating Students in Learning English** under my guidance and supervision. I recommend the thesis for acceptance.

Date: 25/02/2019

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RECOMMENDATION FOR EVALUATION

This research proposal has been approved by the following **Research Guidance Committee.**

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EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis**

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Date : 31/03/2019

DEDICATION

Dedicated

To

*My first teacher (my loving Parent) who taught me first letter of my life
and who spent whole life to make me what I am today.*

DECLARATION

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

Date: 25/02/2019

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Sanju Chemjong

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ABSTRACT

The present thesis entitled with "**Influencing Factors of Motivating Students In Learning English**". The main objectives of the study to find out the factors that motivate of secondary level students towards learning English. I used survey research design. Ten secondary schools were selected by using the purpose non- random sampling procedure from Kathmandu district and forty students were selected from each school. Questionnaires were distributed to the selected students with clear instructions. Different themes 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 included 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.

This thesis consists of five chapters. The first chapter is introduction which 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 definitions of the key terms. The second chapter included review of related literature and conceptual framework that consists of review of theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework. Similarly, the third chapter deal with methods and procedures of the study which covers design of the study, population, sample and sampling strategy, research tools and techniques, sources of data, data collection procedures, data analysis procedures and ethical considerations. Likewise, the fourth chapter included the analysis and interpretation of the data. Furthermore, fifth chapter includes findings, conclusion and recommendations. Finally, the references and the appendices, which are necessary for the validation of the research, have also presented.

LIST OF SYMBOLS AND ABBREVIATIONS

EFL : English as Foreign Language

ELT : English Language Teaching

F : Frequency

FL : Foreign Language

L1 : First Language

L2 : Second Language

P : Percentage

SLA : Second Language Acquisition

TL : Target Language