

CHAPTER ONE

INTRODUCTION

1.1 General Background

A foreign language is a language indigenous to another country. Ringbom (1987) has drawn the distinction between the second and foreign language

"There is important context that differences between them which have considerable effect on the learners. In a second language acquisition context, the language is spoken in the immediate environment of the learner, who has good opportunity use the language for participation in natural communication situation. Second language acquisition may or may not be supplemented by classroom teaching. In a foreign language situation, on the other hand, the language is not spoken in the immediate environment of the learner, although mass media may provide opportunities for practicing the receptive skills. There is little or no opportunity for the learner to use the language in natural communication situations".

Ringbom (1987, as cited in Awasthi, 1995, p.26).

In this context, Ringbom's distinction perfectly suits to the Nepali situation in the use of English and as it certainly falls under foreign language category.

1.1.1 Status of English Language in Nepalese Education System

It has been seen that Nepali has been the language of administration, medium of education and the language of sole communication and the first language of the most of the population. However, the policy of teaching English with Nepali is not clear but the status of English has been clearly shown by different scholars.

There are more than 90 languages spoken as mother tongue and English has got

the status of foreign language. The terms second and foreign language have sometimes been used interchangeably. In fact, these two terms are not same. Therefore, we need to define these two terms to show the status of English in Nepal. If we place the English language according to its chronological order with Nepali, it holds the position of the status of a second language for the Nepali native speakers and that of the third for the non-Nepali speakers because in the second case language learning has a chronological order of their mother tongue: Limbu, Nepali and English.

1.1.2 English Language Learning and Teaching in Nepal

The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP). Thus, English has been taught and learned as the major foreign language for a century now, more as the result of practice than planning.

Nowadays, English is introduced to the students at grade one as opposed to the previous of doing so from grade four. Crystal's (1997,p.246) claims that the reasons for choosing a particular language as the favored foreign language include historical tradition, political expediency and the desire for commercial, cultural and technological contact applies to the context of Nepal. English is not taught in schooling only but also graduate, post graduate level in government and private or boarding schools, colleges and universities in Nepal.

Moreover, English language teaching should be based on real language in real life situation. The cultural and societal aspects cannot be ignored in the teaching of any foreign language.

However, the ELT situation is in pitiable condition due to the lack of cultural background of English, awareness of the parents, society, poor teaching methods, encouraging teachers and physical facilities.

There are other major factors that affect the acquisition and/or learning foreign language i.e. intelligence, motivation, facilities and support available at home

or school. In another words, the most determining aspect is that democratic teaching learning environment.

1.1.3 Importance of English Language Learning

English Language has never occupied the status of a second language but it has occupied the status of a foreign language. It has been taught and learned for use in the restricted area. It has remained an inseparable part of Nepalese education system. In this connection, Jha (1989) says:

The purpose of teaching English in Nepal can be seen as an effort to enable the students to exchange their ideas and views with those who use English and at same time to acquire knowledge, ideas, skills and techniques imparted formally and informally through English (as cited in Bhatta , 2005, p.76).

The English language is thought to be the language of communication, business, economics, tourism, education and diplomacy through which international communication, business and foreign relation can be established with foreign countries. English is, therefore, important for the acceleration of technical development of the country, since, most of the world's books are in English and it is an international language. In this regard, Malla (1977,as cited in Bhatta, 2005, p.12) says that English is undoubtedly of vital importance for accelerating the modernization is an agent of such a process the place of English in Nepalese education as a foreign language is secure and unassailable.

From an economic point of view, English has become inevitable for tourism and international trade. Therefore, Nepal has to employ English transact business and task on matters of commercial concern. The teaching of English has a global importance and people's attachment with it in very high for having the knowledge of the outside world through modern communication technology. In this regard, Hall (1999, p.65, as cited in Bhatta, 2005) says that globalization has a widely used term within media, business, financial and

intellectual circles, reflecting a fairly widespread perception that modern communication technology has shrunk the global. In this way, English has now become such a versatile part of life that the lack of the knowledge of English means the lack of the understanding of the world and world's activities. It has remained an inseparable part of Nepalese education system.

1.1.4 Factors Affecting Learning of English as a Foreign Language

There are different factors which affect in the learning of English as a foreign language. Most of the students in schools are daily confronted with challenges coping with their poor school environment home background and own their personal interest, ability and language background. These factors definitely affect the academic performance of the learners.

There are many factors that affect language learning. They are personal factor and environmental factor.

Personal factor is divided into two:

- i. Intelligence of the learner
- ii. Motivation of the learner

And another environmental factor is divided into two:

- i. Home factor
- ii. School factor

This study only focuses on personal factor i.e. motivational factor. So, it is necessary to describe here only about motivation.

1.1.5 Motivation

Among the factors influencing students' learning, motivation is thought to be an important reason for different achievement. Motivation is a social psychological factor. It refers to the desire or inner drive to initiate foreign language. The term motivation is derived from the Latin word 'mover' which

means "to move". Thus, etymologically, motivation means to move someone to do something. It is some kind of internal drive which pushes someone to do something.

According to Brown (2007) motivation is commonly thought of as inner desire, impulse and emotion that move one to a particular action. According to him, it refers to the choices people make as to what experiences or goal they will approach or avoid and the degree of effort they will exert in that respect.

There are number of factors that affect academic achievement in school; one of the most influential is motivation because it is a force that energizes and directs behaviour toward a goal.

Motivation refers to cognitive emotional and behavioural indicators of students' investment in and attachment to education (Turcker, 2002).

Motivation is the most frequently used term for explaining the success or failure of any complex task. The general process or force that energizes and directs behaviour is also known as motivation.

According to Gredler (2001), motivation is the attribute that "moves" us to do or not to do something.

Broadly speaking, motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Motivation is need for the self to be known and to be approved by others; hence, it includes the need for ego enhancement as a prime motivator (Brown 2007, p.169, as cited in Harmer 2007, p. 98)

Motivation is a 'state of cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some previously set goal' (Williams and Burden 1997, p.120, as cited in Harmer, *ibid*).

"Motivation involves four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes towards the activity in question" (Gardner, 1985, p.50, as cited in Gass and Selinker 2008, p. 426). Williams and Burden (1997, p.120) point out that motivation will depend on how much value the individual places on the outcome she/he wishes to achieve (as cited in Harmer, *ibid*).

Motivation has been widely accepted by teachers and researchers as one of the key factors influencing the rate and success of second/foreign language. Learning often compensating for deficiencies in language aptitude and learning (Tremblay and Gardner 1995, p. 505, as cited in Abisamra 2002).

Gardner and Lambert (1972) define 'motivation' in terms of the L₂ Learner's overall goal or orientation and 'attitude' as the persistence shown by the learner in striving for a goal. Gardner and Lambert (1979) suggest that attitudes are related to motivation by serving as supports of the learner's goal orientation (as cited in Brown 1994, p. 117).

Skehan (1989) asserts that "motivation appears to be the second strongest predictor of success, trailing only aptitude (as cited in Gass and Selinker, 2009, p.426)

1.1.5.1 Sources of Motivation

The sources of motivation are of prime importance in language teaching and learning. The importance of this is highlighted by this statement: "Without knowing where the roots of motivation lie, how can teachers water those roots? (Oxford and Shearin 1994, p. 15, as cited in Abisamra 2002).

Knowledge of motivation status of the students to the teacher is of vital importance to successful language teaching and learning. Educational psychologists point to three major sources of motivation in learning (Fisher 1990, as cited in Abisamra 2002):

1. The learner's natural interest: intrinsic motivation
2. The teacher/institution/employment: extrinsic reward
3. Success in the task: Combining satisfaction and reward

Table No. 1
The Sources of Motivation

Sources of Motivational Needs	
A-Behavioral/ External	<ul style="list-style-type: none">) elicited by stimulus associated/ connected to innately connected stimulus) obtain desired, pleasant consequences (rewards) or escape/avoid undesired, unpleasant consequences) imitate positive models
B-Biological	<ul style="list-style-type: none">) increase/decrease stimulation (arousal)) activate senses (taste, touch, smell, etc.)) decrease hunger, thirst, discomfort, etc.) maintain homeostasis, balance
C-Affective	<ul style="list-style-type: none">) increase/decrease affective dissonance (inconsistency)) increase feeling good) decrease feeling bad) increase security of or decrease threats to self-esteem) maintain levels of optimism and enthusiasm
D-Cognitive	<ul style="list-style-type: none">) maintain attention to something interesting or threatening) develop meaning or understanding) increase/decrease cognitive disequilibrium; uncertainty) solve a problem or make a decision) figure something out) eliminate threat or risk
E-Conative	<ul style="list-style-type: none">) meet individually developed/selected goal) obtain personal dream) take control of one's life) eliminate threats to meeting goal, obtaining dream) reduce others' control of one's life
F-Spiritual	<ul style="list-style-type: none">) understand purpose of one's life) connect self to ultimate unknowns

(Source: <http://abisamrao3.tripod.com/motivation>)

External sources of motivations

According to Harmer (2007, p. 98), there are some external sources of motivations. They are:

-) The goal- one of the strongest outside sources of motivation is the goal which students perceive themselves to be learning for. For example, exam, conversation in English, desire to get better job, etc.

-) The society we live in- outside any classroom, there are attitudes there are attitudes to language learning and the English language in particular. Technological are motivated to learn it to meet the need of the society.
-) The people around us- the culture of the world around them, the students attitudes to language learning are also greatly influenced by the people who are close to them. The attitude of parents and older people/siblings are also crucial to learning.
-) Curiosity- it's the natural curiosity of students. The initial motivation is precious. Without it, getting a class of the ground and building rapport will be that much more difficult.

1.1.5.2 Models and Theories of Motivation

There are various models and theories of motivation produced by many linguists, psychologists and educationalists, and some of them are mentioned above to some extent. Most of them have taken the models and theories as the same but I find models have more socio-educational orientation and theories have more psychological orientation. All these models and theories that have come into being so far are tabulated by Abisamra 2002 (<http://abisamrao3.tripod.com/motivation>) are diagrammatically summarized below:

Table No. 2
Models of Motivation

The Theorist/Year	Name of the Models	Components
A- Gardner/Lambert (1959/1972)	Socio-Educational Model	Integrative and Instrumental motivation +Assimilative and Affiliative
B- Schumann (1978/1986)	Acculturation Model (for adults)	Assimilation: total adaptation Rejection of target culture Acculturation: learning to function in the new culture while maintaining one's own identity.
C- Vroom(1986)	Expectancy Value Theories	Effort Valence Expectancy Ability Instrumentality
D-Gardner(1985)	Four motivational orientations	a) reason for learning b) desire to attain the learning goal, c) positive attitude toward the learning situations, and d) effortful behavior.
E-Deci and Ryan (1985)	Self-Determination (autonomy) Theory	Intrinsic and Extrinsic motivation
F-Dornyei (1990)	Motivational construct	Instrumental Motivational Integrative Motivational Need for Achievement Attribution about past failures
G-Crookes and Schmidt(1991)	1-Four areas of SL motivation 2-Structure of motivation	1- Micro level, Classroom level, Syllabus level, and Outside the classroom level. 2-Internal factors (interest, relevance, expectancy, outcomes) and External factors(decision, persistence, activity level)
H-Oxford and Shearin(1994)	Six factors that impact motivation in language learning	Attitudes Beliefs about self Goals Involvement Environmental support Personal attributes
I- Dornyei(1994)	Taxonomy of motivation	Language Level, Learner Level ,and Learning Situation Level
J- Wen (1997)	Incorporated expectancy-value theories	Motivation of instrumentality Intrinsic motivation Expected learning strategies and efforts Passivity towards requirements.
K- Dornyei(1998)	Seven main motivational dimensions	1. affective / integrative 2. instrumental / pragmatic 3. macro-context-related 4. self-concept-related 5. goal-related 6. educational context-related 7. significant others- related

Table No. 3

Theories of Motivation

	Theory Name	Theorist/Year	Components
A- Behavioral Theories => extrinsic motivation Behaviorists explain motivation in terms of external stimuli and reinforcement. The physical environment and actions of the teacher are of prime importance.	1- Classical conditioning 2- Operant conditioning 3- Observational/social learning	1- Pavlov 2- Skinner 3- Bandura	1- Stimulus, response, association (involuntary) 2- Stimulus, response, reward = reinforcement 3- Modeling (imitation) + Vicarious learning
B- Cognitive Theories => intrinsic motivation Cognitivists explain motivation in terms of person's active search for meaning and satisfaction in life. Thus motivation is internal.	1- Expectancy-value 2- Attribution theory 3- Cognitive dissonance	1- Festinger / 1957 2- Heider, 1958 3- Vroom / 1964/ Weiner, 1974	1- Expectancy of success + Instrumentality (see the connection between activity and reward) + Value the results. 2- Attribute success/failure to factors that are: internal/external/under control/out of control 3- Act to resolve conflict or discrepancies.
C- Cognitive Developmental Theories	1- Stages of cognitive development. 2- Zone of proximal development	1- Piaget / 1972, 1990 2- Vygotsky / 1978	
D- Achievement Motivation Theories	1- Need for achievement 2- Fear of failure 3- Fear of success 4- Goal theory: • Mastery goals • Performance goals • Social goals	1- 2- 3- Atkinson and Raynor / 1974 4- Locke and Latham / 1994	
E- Psychoanalytic	1- Life and Death 2- Social/interpersonal relationships 3- Power	1. Adler /1989 2. Freud / 1990 3.Erikson,1993 / Sullivan, 1968	

	4- Search for soul	4- Jung / 1953, 1997	
F- Humanistic Theories Humanists stress the need for personal growth. They place a great deal of emphasis on the total person, along with the related needs of personal freedom, choice and self-determination.	1- Hierarchy of Needs 2- Hierarchy of Motivational Needs 3- Self-determination	1- Maslow / 1954 2- Alderfer, 1972 3- Deci and Ryan, 1985	1- Self-actualization, esteem, belongingness, safety, physiological. We are not motivated by any higher-level needs until our lower-level ones have been satisfied. 2- Growth, relatedness, existence needs. Alderfer showed how people regress if their higher order needs are not met. 3- Intrinsic vs. Extrinsic motivation- A person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding.
G- Social Cognition	1- Self-efficacy 2- Self-regulation	1- 2- Bandura / 1986, 1997	1- Judging one's own ability 2- Establishing goals and developing a plan to attain those goals.

(Source: <http://abisamrao3.tripod.com/motivation>)

1.1.5.3 Classification of Motivation

Motivation is a keystone in learning. It is an internal process that activates guides and maintains behaviour. It influences the rate and sources of second/foreign language acquisition. It has a great intuitive appeal and makes sense that individuals who are motivated will learn a language faster and to a greater degree.

Gardner and Lambert (1972) divided the motivation to learn a language into two types viz. instrumental motivation and integrative motivation.

i. Instrumental versus integrative motivation

According to Gardner and Lambert integrative motivation is defined as the degree to be like valued members of the target language community. In other words, the learner wishes to identify with the culture of the L₂ group. On the other hand, instrumental motivation is defined as the desire to achieve proficiency in the L₂ for utilitarian or practical reasons. In other words, instrumental motivation occurs when the learner's goals for learning the L₂ are functional.

While both integrative and instrumental motivation are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language (Taylor, Meynard and Rheault 1977; Ellis 1997; Crookes et. al 1991). In some of the early research conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis 1997). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition. It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of language. Those who do support an integrative approach to language study are usually more highly motivated and overall more successful in language learning.

One area where instrumental motivation can prove to be successful is in the situation where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group. Lukmani (1972) found that an instrumental orientation was more important than an integrative orientation in non-westernized female learners of L2 English in Bombay. The social situation helps to determine both what kind of

orientation learners have and what kind is most important for language learning. Kachru (1977, as cited in Brown 2000) also points out that in India, where English has become an international language, it is not uncommon for second language learners to be successful with instrumental purposes being the underlying reason for study.

Brown (2000) makes the point that both integrative and instrumental motivations are not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

Motivation is an important factor in L2 achievement. For this reason it is important to identify both the type and combination of motivation that assists in the successful acquisition of a second language. At the same time it is necessary to view motivation as one of a number of variables in an intricate model of interrelated individual and situational factors which are unique to each language learner.

(The Internet TESL Journal, Vol. VII, No. 6, June 2001

<http://teslj.org/>

<http://iteslj.org/Articles/Norris-Motivation.html>)

ii. Extrinsic versus Intrinsic Motivation

According to Harmer (2007,p.98), motivation can be of two types: They are extrinsic and intrinsic, that is motivation which comes from outside and from inside. Extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, possibility of future travel. Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Most researchers the methodologists have come to the view that intrinsic motivation processes better results than its extrinsic counterpart.

- iii. Brown (1981) identifies three types of motivation global motivation, which consist of a general orientation to the goal of learning an L₂; situational motivations which varies according to the situation in which learning takes place; and task motivation which is the motivation for performing particular learning tasks (as cited in Ellis 1981, p.117).

Gardner (1975, p.58) has summarized most of the components of motivational characteristics with reference to French or a second language, its categories are not restricted to a particular language, they apply generally to learners of a second language in a school setting Gardner (ibid. as cited in Stern 1983, p. 383) distinguishes four main categories.

- i. Group specific attitudes
- ii. Course related characteristics
- iii. Motivational indices
- iv. Generalized attitudes

The first component deals with attitudes towards the community and people who speak the target language. The second component comprises attitude toward the learning situation itself. How the individual feels about learning this language in particular course and from a particular teacher and how he interprets his parents' feeling about learning the language. It also deals with the assessment of classroom atmosphere. The third category refers to the learner's motives for learning language, the goals pursued by the learner, and the intensity of effort put into language learning. Instrumental and integrative motives are crucial here. The fourth component is generalized attitudes, which includes a general interest in foreign language and certain personality characteristics: ethnocentrism, authoritarianism, anomie, Machiavellianism, and need for achievement.

To sum up, motivation can be characterized by needs or expectations, behaviour, goals, and some forms of feedback. Oxford and Shcarin (1994, as cited in Abisamra 2002) analyzed a total L2 motivation theories or models, including those from socio-psychology, cognitive development and socio-cultural psychology, and identified six factors that impact motivation in language learning:

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

1.1.6 Achievement

Academic achievement encompasses student's ability to perform. It is multidimensional; it is not related to single instance but occurs across line and levels throughout student life in school and later in working life.

Anand et. al (2004) define "Academic achievement as the quality and quantity of a student's work."

In literature there does not appear to be specific or universal definition of academic achievement. In the present study the term academic achievement refers to students' performance in class as well as in tests/examinations. It is the outcome of teaching in school setting.

Terry and Thomas (1977) in the international Dictionary of Education define academic achievement as the ability to perform well in academic courses.

Singh (1996) in the Dictionary of Education defines academic achievement as "the ability of an individual, which can be used for performing the task with essential knowledge."

In the present study academic achievement, academic performance and learning outcomes or academic success have been used interchangeably.

1.2 Review of Related Literature

Bashyal (2000) had done a research entitled 'A study on the strategies Prevalent in Creating Motivation in Teaching English in Higher Secondary Schools in Nepal.' His main objective of the study was to survey prevalent situation of motivation in teaching English at the higher secondary level. The researcher, for the study with a purposive sampling method. Bashyal concluded that highly motivated students did better and high motivation was one factor that caused successful learning.

Broussard (2002) carried out a research entitled 'The Relationship Between Motivation and Achievement in First and Third Graders.' Her main objective of the study was to examine the relationship between motivation and academic achievement. She used 251 children, 59% non-white and 57% female for the study. Broussard concluded that there was positive relationship between motivation and achievement in young children.

Gyanwali (2007) carried out a research entitled 'English Teachers' Motivational Techniques: A case for selected school in Dang Deukhuri.' His purpose was to find out the existing techniques of teachers to create motivation in English language classroom. He used observation checklist and an in-depth interview as the tool for study. He found out most of the teachers have been found teaching English without materials and warm up activities in class which cause of lack of motivation.

Singh (2008) carried out a research on 'Role of Motivation in English Language'. The purpose of his study was to analyze the role of motivation in English language learning. He used one hundred students using random sampling procedure. Singh concluded that the motivation status has some sort of positive and direct role in language proficiency and the strongly instrumentally motivated students have higher proficiency in reading and writing.

The present study is different from the previous ones since no study has yet been done to explore the status of motivation and achievement of English by Limbu students in grade 11 and 12. So, this study attempts to find out the class 11 and 12 students' motivation and achievement of English. In this sense, it differs from the other works in its objective.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To explore Limbu students' motivation and English learning achievement,
- ii. To suggest pedagogical implications.

1.4 Significance of the Study

Intelligence is not only determinant of academic achievement. High motivation and engagement in learning have consistently been linked to reduce dropout rates and increased levels of student success (Kushman, Sieber, and Harold, 2000). So, if students are highly motivated to learn language, the teachers can focus on sharpening the academic achievement of the learners. Thus, the present study will be significant to those who are interested in language teaching and learning particularly to English language teachers. The study will be useful for researchers and teachers in improving students' achievement by conducting effective teaching and learning strategies to develop students' motivation. It is also useful for parents, curriculum planners, trainers, textbook writers and ELT practitioners.

CHAPTER TWO

METHODOLOGY

Following methodology was followed to fulfill the objectives of study.

2.1 Sources of Data

Both the primary and secondary sources of data were used as follows:

2.1.1 Primary Sources of Data

The primary sources of data were Limbu students of grade eleven and twelve.

2.1.2 Secondary Sources of Data

The secondary sources of data were books, theses, articles, websites etc. related to the present study. Some of them were Ellis (1985), Brown (2000), Abisamra (2002), Broussard (2002), Bhatta (2005), Kumar (2005), Harmer (2007), Singh (2008), Gass & Selinker (2009).

2.2 Sampling Procedure

One of the higher secondary level school of Panchthar district was selected for the study. Sample of the research was grade eleven and twelve of Shree Indrawati Higher Secondary School, Hangu, Panchthar. Twenty five students from each class were selected through non random sampling for this study.

2.3 Tools for Data Collection

Questionnaire was used as a tool in order to gather required information. Questionnaires for the students were closed type in rating scale and scores of English of class eleven and twelve Limbu students' were taken from the school record.

2.4 Process of Data Collection

To collect data from primary sources, the following steps were followed:

-) After preparing research tools the selected school was visited and Headteacher and other concerned people were explained the purpose of the study.
-) After their permission to carry out action the students were informed about researcher's purpose and plan.
-) Then, the students were selected non randomly 25 students from each class and they were given motivation survey questionnaires first.
-) After completing questionnaires by each student then they were collected.
-) Scores of final examination of eleven and twelve grade students were collected from the school record.

2.5 Limitations of the Study

- a. The study was limited to motivation survey questionnaires.
- b. The study was limited to Shree Indrawati Higher Secondary School, Hangum-five, Panchthar.
- c. The population of study was limited to Limbu students of grade 11 and 12.
- d. The population of study was limited to 50 students of grade 11 and 12.
- e. The study was limited to government school and rural area of a district.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the collected data. The data for study were collected by using one set of questionnaires. Questionnaires for the students included closed ended questions. Another important data were test scores of students, collected from the school record. A modified motivational survey of 30 items adapted from Gardner's Attitude/Motivation Test Battery (AMTB) was conducted. The data were analyzed by means of frequency and percentage. The analysis and interpretation of the data were done under different headings.

3.1 Data on Motivation

The motivation survey questionnaires were given to the students and they were asked to indicate on a 5- point Likert Scale. The instrument used in this study was 5 point Likert Scale which was adapted from the original 7 point Likert Scale format of Gardner's AMTB ranged from 'strongly agree' to 'strongly disagree'. (Gardner, 1960). The main purpose of using questionnaires was to find out one of the main individual differences, motivation status at Shree Indrawati Higher Secondary School, Hangum-5, Panchthar. Thirty statements were designed to find out attitudes and motivations for studying the English language learning among the 10+2 level, Limbu students of education. The same set of questionnaires were conducted to both class 11 and class 12 Limbu students. To find out the motivation of learners towards foreign language learning, different questions were asked. (See: APPENDIX –I). The questions consisted of different variables (statements) with different options. The recorded answers from class eleven students were given in the following table:

Table No. 4**Motivation in English of Class Eleven Students**

S.N.	Variables	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
		F	%	f	%	F	%	F	%	F	%
1	Preference of course material	6	24	12	48	2	8	3	12	2	8
2	Course material that arouses curiosity	3	12	6	24	6	24	8	32	2	8
3	Understanding the material	4	16	8	32	8	32	4	16	1	4
4	Preference of doing course assignments	3	12	9	36	3	12	8	32	2	8
5	Getting a good position	5	20	17	68	0	0	2	8	1	4
6	Desire to get better marks	13	52	9	36	2	8	0	0	1	0
7	To show ability	9	36	13	52	3	12	0	0	0	0
8	Able to use learned knowledge	2	8	4	16	9	36	8	32	2	8
9	Learning the course is important	2	8	11	44	6	24	5	20	1	4
10	Interested in the content area	3	12	11	44	3	12	6	24	2	8
11	Course material is useful to learn	3	12	13	52	0	0	6	24	3	12
12	Liking the subject matter	3	12	11	44	2	8	7	28	2	8
13	Understanding the subject matter	8	32	9	36	3	12	3	12	2	8
14	Appropriate ways of learning	4	16	11	44	7	28	2	8	1	4
15	Students' fault are not to learn	4	16	9	36	6	24	5	20	1	4
16	Trying to hard enough to understand the course	4	16	8	32	6	24	5	20	2	8
17	No understanding the course material	6	24	7	28	3	12	6	24	3	12
18	Receiving an excellent position	3	12	8	32	7	28	5	20	2	8
19	Understanding the most difficult material	2	8	7	28	10	40	4	16	2	8
20	Understanding the basic concept	1	4	8	32	10	40	5	20	1	4
21	Understanding the presented material	2	8	6	24	11	44	5	20	1	4
22	Doing an excellent work on test	2	8	8	32	10	40	5	20	0	0
23	Expectation of doing well	3	12	13	52	4	16	3	12	2	8
24	Mastery over the skills	2	8	4	16	16	64	3	12	0	0
25	Considering the difficulty doing well	7	28	3	12	11	44	2	8	2	8
26	Comparison to other students	7	28	7	28	3	12	5	20	3	12
27	Unable to give answer on another item	1	4	7	28	9	36	5	20	3	12
28	Feeling of uneasy and upset	3	12	10	40	4	16	8	32	0	0
29	Heart beating fast in the exam	2	8	13	52	2	8	6	24	1	4
30	Thinking of Consequences of the failing in exam	3	12	5	20	10	40	5	20	2	8

3.1.1 Motivation in English of Class Eleven Students

There were thirty variables of identifying motivation of eleven graders Limbu students. The purpose of using questionnaire was to find out the motivation of students towards their English learning. The data presented in the table represents motivation.

1) Preference of course material

Regarding the issue whether they preferred the course materials or not, out of 25 students, 6 (24%) of them strongly agreed, 12 (48%) of them agreed and 2 (8%) of them were uncertain with the statement. Likewise, 3 (12%) of them disagreed and 2 (8%) of them strongly disagreed. Thus, from above mentioned data, it proved that majority of the students i.e. 18 (72%) preferred their course materials and other rest of the students did not like their course materials.

2. Course material that arouses curiosity

Regarding the issue whether course materials that aroused curiosity towards learning or not, out of 25 students, 3 (12%) of them strongly agreed, 6 (24%) of them agreed and 6 (24%) of them were uncertain with this issue. On the other hand, out of 25 students, 8 (32%) of them disagreed and 2 (8%) of them strongly disagreed. From this data it can be said that , out of 25 students, only 9 (36%) of them were curious towards materials but 16 (64%) of them were not curious towards learning materials.

3) Understanding the materials

Regarding the issue whether they understood the materials or not, out of 25 students, equally 32/32% of students agreed and uncertain option with this issue. Similarly, out of 25 students, equally 16/16% of them strongly agreed and disagreed and only 1 (4%) of them responded on strongly disagree option with this issue. Therefore, above mentioned data showed that out of 25 students, 12

(48%) of them understood the materials thoroughly. However, more than fifty percent (52%) of the total students did not understand the prescribed materials.

4) Preference of doing course assignments

Regarding the issue preference of doing course assignments, out of 25 students, equally 12/12% of students strongly agreed and uncertain option with this issue. Likewise, out of 25 students, 9 (36%) of them responded on agree, 8 (32%) of them disagreed and only 2 (8%) of them strongly disagreed. Hence, out of 25 students, 12 (48%) of them preferred to do course assignments but 13 (52%) of them did not prefer to do course assignments. So, it showed that more than half of the students were not motivated.

5) Getting a good position

Regarding the issue getting a good position in the class, out of 25 students, 5 (20%) of them strongly agreed, 17 (68%) of them agreed with this issue. Likewise, out of 25 students, 2 (8%) of them disagreed and only 1 (4%) of them strongly disagreed with the issue. Hence, maximum students wanted to get good position in their class. Thus, out of 25 students, 22 (88%) of them learnt course material to get good position but 3 (12%) of them did not learn to get good position. So, it showed that the students were motivated.

6) Desire to get better marks

Regarding the issue desire to get better marks in the class, out of 25 students, 13 (52%) of them strongly agreed, 9 (36%) of them agreed. Likewise, 2 (8%) of them were uncertain and only 1 (4%) of them strongly disagreed with this issue,. Hence, most of the students learnt course material to get better marks in the class than the other students. Here, out of 25 students, 22 (88%) of them highly motivated to get better marks in the class but only 3 (12%) of them were not interested to better marks. The data proved that the students were highly motivated.

7) To show ability

Regarding the statement to show their ability to their family, friends and others, out of 25 students, 9 (36%) of them strongly agreed, 13 (52%) of them agreed and rest of them were uncertain with this issue. Hence, most of the students wanted to show their ability to others. Thus, they learnt course material to show their ability. Here, out of 25 students, 22 (88%) of them learnt to show their ability to others and only 3 (12%) of them were uncertain. It showed that the students were highly motivated in their course with this issue.

8) Able to use learned knowledge

Regarding the issue whether they were able to use learned knowledge or not, out of 25 students, equally 8/8% of them strongly agreed and strongly disagreed with this issue. Likewise, out of 25 students, 4 (16%) of them agreed, 9 (36%) of them were uncertain and 8 (32%) of them disagreed with this issue. Hence, most of the students i.e. 19 (76%) were unable to use learnt knowledge in other courses. Only 6 (24%) of the total students were able to use learned knowledge in other courses. So, the data proved that the students were not motivated.

9) Learning the course was important

Regarding the issue whether learning the course was important or not, out of 25 students, 2 (8%) of them strongly agreed, 11 (44%) of them agreed. Likewise, out of 25 students, 6 (24%) were uncertain, 5 (20%) of them disagreed and only 1 (4%) of them strongly disagreed. Hence, more than fifty percent i.e. 52% of students understood the importance of their course materials. Other 12 (48%) of students were unfamiliar with importance of their course materials.

10) Interested in the content area

Regarding the issue whether they were interested in the content area or not, out of 25 students, equally 12/12% of students strongly agreed and uncertain option. Similarly, out of 25 students, 11 (44%) of them agreed, 6 (24%) of them

disagreed and 2 (8%) of them strongly disagreed. Thus, out of 25 students, 14 (56%) of them interested in the content area but 11 (44%) of them were not interested in their content area of the course.

11) Course material was useful to learn

Regarding the issue whether course material was useful to learn or not, out of 25 students, equally 12/12% of them strongly agreed and strongly disagreed with this issue. Likewise, out of 25 students, 13 (52%) of them agreed and 6 (24%) of them disagreed. Therefore, out of 25 students, 16 (64%) of them learnt material because it was useful to learn for them and 9 (36%) of them were unfamiliar with their course material.

12) Liking the subject matter

Regarding the issue whether they liked the subject matter or not, out of 25 students, 3 (12%) of them strongly agreed, 11 (44%) of them agreed. Likewise, out of 25 students, equally 8/8% of them were uncertain and strongly disagreed and 7 (28%) of them disagreed with this issue. To sum up, out of 25 students, 14 (56%) of them preferred the subject matter and they learnt more course material but 10 (44%) of them did not like the subject matter of their course.

13) Understanding the subject matter was important

Regarding the issue whether they understood the subject matter was important or not, in this issue, out of 25 students, 8 (32%) of them strongly agreed, 9 (36%) of them agreed. Similarly, equally 12/12% of them were uncertain and disagreed with this issue and 2 (8%) of them strongly disagreed. It showed that the most of students understood the importance of subject matter. In nutshell, it can be said that the students were motivated towards the subject matter.

14) Appropriate ways of learning

Regarding the issue whether they used appropriate ways of learning or not, out of 25 students, 4 (16%) of them strongly agreed, 11 (44%) of them agreed, 7

(28%) of them were uncertain, 2 (8%) of them disagreed and 1 (4%) of them strongly disagreed. Thus, from above mentioned data, it was proved that out of 25 students, 15 (60%) of them chose appropriate ways of learning that could be able to learn successfully and rest of the students i.e. 10 (40%) were unfamiliar with appropriate ways of learning.

15) Students' fault were not to learn

Regarding the issue students' fault were not to learn, out of 25 students, 4 (16%) of them strongly agreed, 9 (36%) of them agreed, 6 (24%) of them were uncertain, 5 (20%) of them disagreed and 1 (4%) of them strongly disagreed. Hence, out of 25 students, 13 (52%) of them accepted that their own fault were not to learn the course.

16) Trying to hard enough to understand the course

Regarding the issue whether they tried to hard enough to understand the course or not, out of 25 students, 4 (16%) of them strongly agreed, 8 (32%) of them agreed, 6 (24%) of them were uncertain, 5 (20%) of them disagreed and 2 (8%) of them strongly disagreed with this issue. Therefore, from above mentioned data, 13 (52%) of students did not try hard enough to understand the course materials even if it was difficult for them and 12 (48%) of them tried hard enough to understand. It showed that most of the students were demotivated because of difficulties of the course.

17) No understanding the course material

Regarding the issue whether they understood the course materials or not, out of 25 students, equally 24/24% of them strongly agreed and disagreed with this issue. Likewise, out of 25 students, 7 (28%) of them agreed, and equally 12/12% of them were uncertain and strongly disagreed. Therefore, course materials had been difficult to understand for them. More than fifty percent i.e.52% of students did not understand the course materials. Only 48% of them understood the course materials.

18) Receiving an excellent position

Regarding the issue whether they received an excellent position or not, out of 25 students, 3 (12%) of them strongly agreed, 8 (32%) of them agreed and 7 (28%) of them were uncertain. Likewise, in this issue, out of 25 students, 5 (20%) of them disagreed and 2 (8%) of them strongly disagreed. Therefore, only 11 (44%) of students believed that they would receive an excellent position in the class and 14 (56%) of them did not receive an excellent position.

19) Understanding the most difficult material

Regarding the issue whether they understood the most difficult materials or not, Out of 25 students, only 2 (8%) of them strongly agreed, 7 (28%) of them agreed, 10 (40%) of them uncertain, 4 (16%) of them disagreed and 2 (8%) of them strongly disagreed with the issue. Therefore, it proved that the difficulty level of course was high for them. As a result, out of 25 students, only 9 (36%) of them understood the most difficult materials but 16 (64%) of them were unfamiliar with the most difficult materials.

20) Understanding the basic concept

Regarding the issue whether they understood the basic concept or not, out of 25 students, only 1 (4%) of them strongly agreed, 8 (32%) of them agreed, 10 (40%) of them were uncertain, 5 (20%) of them disagreed and 1 (4%) of them strongly disagreed. Therefore, out of the 25 students, only 36% of them understood the basic concepts taught in the class but large number of students i.e. 16 (64%) were unfamiliar with basic concepts of the course materials. So , the students were not motivated.

21) Understanding the complex materials presented by the instructor

Regarding the issue whether they understood the complex materials presented by the instructor or not, out of 25 students, 2 (8%) of them strongly agreed and 6 (24%) of them agreed. Likewise, out of 25 students, 11 (44%) of them were uncertain, 5 (20%) of them disagreed and 1 (4%) of them strongly disagreed.

Thus, above mentioned data proved that only 8 (32%) of all the students learnt by understanding the complex materials. However, 17 (68%) of all the students learnt the materials without understanding. So, It can be said that the students were not motivated towards complex materials.

22) Doing an excellent work in test

Regarding the issue whether they did an excellent work in the test and assignments or not, out of 25 students, 2 (8%) of them strongly agreed, 8 (32%) of them agreed, 10 (40%) of them were uncertain and 5 (20%) of them disagreed. Thus, it can be concluded that, 10 (40%) of students, out of 25, 10 (40%) of them did an excellent work on test but 15 (60%) couldn't do that work.

23) Expectation of doing well

Regarding the issue whether they expected of doing well in the class or not, out of 25 students, 3 (12%) of them strongly agreed, 13 (52%) of them agreed, 4 (16%) of them were uncertain and 3 (12%) of them disagreed. Thus, from above mentioned data, almost all the students showed positive attitude towards learning. As a result, 16 (64%), out of 25 students had expectation of doing well and only 9 (36%) of them did not have expectation of doing well in the class.

24) Mastery over the skills

Regarding the issue whether they mastered over the skills or not, out of 25 students, 2 (8%) of them strongly agreed, 4 (16%) of them agreed, 16 (64%) of them were uncertain and 3 (12%) of them disagreed with this issue. Therefore, this data clearly showed that it was very difficult to gain mastery over the skills for them from the course materials. Accordingly, out of 25 students only 6 (24%) of them had mastery over the skills but 19 (76%) of them had no mastery over the skills because they were not motivated towards English learning.

25) Considering the difficulty doing well

Regarding the issue whether they considering the difficulty did well or not, out of 25 students, 7 (28%) of them strongly agreed, 3 (12%) of them agreed with this issue. Likewise, equal percent of students 8/8% of them disagreed and strongly disagreed with this issue and 11 (44%) of them were uncertain with this issue.

Hence, most of the students did not labour hard enough considering the difficulty level of course. Accordingly, only 10 (40%) of the total students did well considering the difficulty level of course. On the other hand, 15 (60%) of them did not do well. The data showed that the students were not motivated.

26) Comparison to other students

Regarding the issue whether they compared with other students or not, out of 25 students, equally 28/28% of them strongly agreed and agreed. Likewise, out of 25 students, 3 (12%) of them were uncertain, 5 (20%) of them disagreed and 3 (12%) of them strongly disagreed. Hence, most of students wanted to be best in the class.

27) Unable to give answer on another item

Regarding the issue whether they were able to give answer on another item or not, out of 25 students, 1 (4%) of them strongly agreed, 7 (28%) of them agreed. Likewise, 9 (36%) of them were uncertain, 5 (20%) of them disagreed and 3 (12%) of them strongly disagreed with this issue. Consequently, in the above mentioned data, only 12 (48%) of students were able to give answer on another items but 12 (52%) of them did not give answer to another items. Thus, more than half of the students were not motivated.

28) Feeling of uneasy and upset

Regarding the issue whether they felt of uneasy and upset or not when taking an exam, out of 25 students, 3 (12%) of them strongly agreed, 10 (40%) of them agreed with this issue. Similarly, 4 (16%) of them were uncertain and 8 (32%) of them disagreed. Hence, almost all the students felt nervousness,

uneasy and upset in the exam. Accordingly, here more than half of the students i.e. 13 (52%) felt uneasy and upset in the exam because of examination system of Nepal could be a reason after motivation.

29) Heart beating fast in the exam

Regarding the issue whether they felt heart beating fast in the exam or not, out of 25 students, 2 (8%) of them strongly agreed, 13 (52%) of them agreed with this issue. Likewise, 2 (8%) of them were uncertain, 6 (24%) of them disagreed and 1 (4%) of them strongly disagreed with this issue. Hence, in fact, most of the students felt heart beating fast when taking an exam. Here, out of 25 students, 15 (60%) of them felt rapid heart beating in the exam. Then other 10 (40%) of them felt normal in the exam.

30) Consequences of the failing

Regarding the issue whether they thought of the consequences of failing or not, out of 25 students, 3 (12%) of them strongly agreed, equally 20/20% of them agreed and disagreed with this issue. Similarly, 10 (40%) of them were uncertain and 2 (8%) of the students strongly disagreed with this issue. Hence, most of the students were not familiar with consequences of failing. As a result, 17 (68%) students, out of 25, ignored about consequences of failing whereas 8 (32%) of them were careful after failing.

To conclude, from all questions, here it can be said that the students were not motivated very well. In other words, the motivation status of learners was found unsatisfactory because of their language ego, cultural factors might have prevented them from showing a highest level of motivation.

To show which statement had the highest level of motivation status and which one had the lowest level of motivation status, the five options - 'strongly agree', 'agree', 'uncertain', 'disagree' and 'strongly disagree' were given and numerical values- 5,4,3,2,and 1 were given respectively for thirty motivational survey questionnaires. For the findings, numerical values 4 and 5 had been converted

into highly motivated and numerical values 1, 2 and 3 had been converted into low motivation of the students.

The main medium of instruction was the English language and without the knowledge of this language progress in higher education seemed too hard. To sum up, Limbu students had their own mother tongue, the English language is their third language after the Nepali language. So, they had to face more difficulties in learning English successfully.

3.1.2 Motivation in Class Twelve Students

The same questionnaires were conducted to the class 12 students. The recorded answers from students were given in the following table:

Table No. 5

Motivation in English of Class Twelve Students

S.N.	Variables	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
		f	%	F	%	f	%	f	%	f	%
1	Preference of course material	10	40	10	40	1	4	2	8	2	8
2	Course material that arouses curiosity	8	32	12	48	0	0	3	12	2	8
3	Understanding course material	8	28	9	40	3	12	5	20	0	0
4	Preference of doing course assignments	6	24	11	44	0	0	6	24	2	8
5	Getting a good position	10	40	13	52	0	0	2	8	0	0
6	Desire to get better marks	10	40	13	52	0	0	2	8	0	0
7	To show ability	9	36	11	44	0	0	3	12	2	8
8	Able to use learned knowledge	3	12	8	32	12	48	2	8	0	0
9	Learning the course is important	8	32	11	44	4	16	2	8	0	0
10	Interested in the content area	8	32	12	48	0	0	2	8	3	12
11	Course material is useful to learn	10	40	11	44	0	0	2	8	2	8
12	Liking the subject matter	9	36	14	56	1	4	1	4	0	0
13	Understanding the subject matter	9	36	14	56	0	0	2	8	1	4
14	Appropriate ways of learning	7	28	10	40	2	8	4	16	2	8
15	Students' fault are not to learn	5	20	9	36	3	12	5	20	4	16
16	Trying to hard enough to understand the course	7	28	9	36	4	16	3	12	2	8
17	No understanding course material	6	24	6	24	6	24	5	20	2	8
18	Receiving an excellent position	5	20	10	40	6	24	4	16	0	0
19	Understanding the presented material	4	16	10	40	5	20	4	16	2	8
20	Understanding the basic concept	3	12	10	40	5	20	5	20	2	8
21	Understanding the complex material	2	8	10	40	6	24	4	16	3	12
22	Doing an excellent work on test	3	12	9	36	5	20	5	20	4	16
23	Expectation of doing well	7	28	13	52	1	4	4	16	0	0
24	Mastery over the skills	6	24	8	32	4	16	4	16	3	12
25	Considering difficulty of course doing well	8	32	6	24	6	24	4	16	1	4
26	Comparison to other students	4	16	14	56	2	8	3	12	2	8
27	Unable to give on their another item	3	12	5	20	4	16	7	28	6	24
28	Feeling of uneasy and upset	1	4	10	40	4	16	6	24	4	16
29	Heart beating fast in the exam	3	12	12	48	5	20	3	12	2	8
30	Consequences of the failing	4	16	5	20	12	48	2	8	2	8

There were also thirty variables of identifying motivation of twelve graders Limbu students. The purpose of using questionnaire was to find out the levels of motivation of class 12 students towards English language learning. The presented data given above in the table represents motivation.

1) Preference of course material

Regarding the issue whether they preferred the course materials or not, out of 25 students, equally 40/40% of them strongly agreed and agreed option with this issue. Likewise, out of 25 students, equally 8/8% of them disagreed and strongly disagreed option and 1 (4%) of them were uncertain with this issue. Thus, based on these data it can be concluded that maximum number 20 (80%) of students liked their course material whereas only 5 (20%) of them did not like course materials. From the data it can be said that the students of grade 12 were highly motivated than the grade 11 students with this issue.

2) Course material that aroused curiosity

Regarding the issue, whether the course material that aroused curiosity or not, out of 25 students, 8 (32%) of them strongly agreed and 12 (48%) of them agreed with the issue. Likewise, out of 25 students, 3 (12%) of them disagreed and 2 (8%) of them strongly disagreed with this issue. Hence, most of the students seemed curious towards their learning materials. As a result 20 (80%) of students were curious towards learning materials. So, the students were motivated towards learning materials.

3) Understanding the materials

Regarding the problem whether they understood the materials or not, out of 25 students, 7 (28%) of them strongly agreed and 9 (40%) of them agreed with this problem. Likewise, out of 25 students, 3 (12%) of them were uncertain and 5 (20%) of them disagreed with this problem. Based on these data, it was found that, more than half of the students i.e. 68% understood the course materials. The data showed that the students were highly motivated towards the materials.

4) Preference of doing course assignments

Regarding the issue preference of doing course assignments, out of 25 students, equally 24/24% of them strongly agreed and disagreed option with this issue. Similarly, out of 25 students, 11 (44%) of students agreed and 2 (8%) of them strongly disagreed with this issue. Therefore, above mentioned data showed that the maximum number of students i.e. 17 (68%) preferred to do course assignments but only 8 (32%) of students did not like to do course assignments.

5) Getting a good position

Regarding the statement whether they got a good position or not, out of 25 students, 10 (40%) of students strongly agreed, 13 (52%) of students agreed and 2 (8%) of students disagreed option with this statement. Thus, nearly all of students learnt material to get a good position in the class. Here, 23 (92%) of students wanted to get a good position in the class. So, the students were highly motivated to get a good position.

6) Desire to get better marks

Regarding the statement desire to get better marks, out of 25 students, 10 (40%) of them strongly agreed, 13 (52%) of them agreed and 2 (8%) of them disagreed with this statement. Hence, nearly all of the students learnt to get better marks i.e. 23 (92%) of students wanted to get better marks and rest of other did not care about better marks. So, the students were motivated towards learning to get a better marks in the class.

7) To show ability

Regarding the statement to show ability, out of 25 students, 9 (36%) of them strongly agreed, 11 (44%) of them agreed with this statement. On the other hand, out of 25 students, 3 (12%) of them disagreed and 2 (8%) of them strongly disagreed with this issue. Therefore, it can be concluded that maximum students i.e. 20 (80%) seemed to show their ability to their parents,

relatives and others. And rest of the students did not care about show the ability. So, it proved that students were motivated.

8) Able to use learned knowledge

Regarding the issue whether they were able to use learnt knowledge or not, out of 25 students, 3 (12%) of them strongly agreed and 8 (32%) of them agreed with this issue. Likewise, out of 25 students, 12 (48%) of were uncertain and 2 (8%) of them disagreed with this issue. Hence, out of 25 students, only 11 (44%) of students were able to use learnt knowledge in other courses but 14 (56%) of them did not use learnt knowledge in other courses.

9) Learning the course was important

Regarding the statement whether learning the course was important or not, out of 25 students, 8 (32%) of strongly agreed and 11 (44%) of them agreed with this statement. Likewise, out of 25 students, 4 (16%) of them were uncertain and 2 (8%) of them disagreed with this issue. Hence, most of the students understood the importance of learning course. There were 19 (76%) of students understood the importance of learning materials and rest of them i.e. 6 (24%) were uncertain with importance of course. It proved that the students were not motivated towards the learning.

10) Interested in the content area

Regarding the issue whether they were interested in the content area or not, out of 25 students, 8 (32%) of them strongly agreed, 12 (48%) of them agreed, 2 (8%) of them disagreed and 3 (12%) of them strongly disagreed with this issue. This data proved that the students learnt more if the content area were interesting. Here, 20 (80%) of students were interested in the content area in their course. Specifically, the students were highly motivated towards the content area.

11) Course material was useful to learn

Regarding the issue whether course material was useful to learn or not, out of 25 students, 10 (40%) of them strongly agreed and 11 (44%) of them agreed with this issue. Likewise, out of 25 students, 2 (8%) of them disagreed and 2 (8%) of them strongly disagreed with this issue. Hence, 21 (84%) of students understood that course material was useful. It can be concluded that the students thought course materials should be useful and practical.

12) Liking the subject matter

Regarding the issue whether they liked the subject matter or not, out of 25 students, 9 (36%) of them strongly agreed, 14 (56%) of them agreed and equally 4/4% of them were uncertain and disagree option with this issue. Thus, out of 25 students, 21 (84%) of students liked the subject matter of their course and rest of the students did not like. It can be said that if subject matter was favorable for students then motivation status could be high. Based on these data it proved that the students were highly motivated.

13) Understanding the subject matter was important

Regarding the problem whether they understood the subject matter was important or not, out of 25 students, 9 (36%) of them strongly agreed, 14 (56%) of them agreed, 2 (8%) of them disagreed and 1 (4%) of them strongly disagreed with this problem. Thus, 23 (92%) of students, out of 25, responded that understand the subject matter was important and rest of them were unfamiliar with subject matter. In nutshell, the students were highly motivated towards the subject matter.

14) Appropriate ways of learning

Regarding the statement whether they used appropriate ways of learning or not, out of 25 students, 7 (28%) of them strongly agreed, 10 (40%) of them agreed and 2 (8%) of them were uncertain with this statement. Likewise, out of 25

students, 4 (16%) of them disagreed and 2 (8%) of them strongly disagreed with this statement. To sum up, if students learnt by choosing appropriate ways and strategies, then they could get success easily. In this issue, 17 (68%) of students, out of 25, used appropriate ways of learning and rest of them i.e. 8 (32%) were unfamiliar with appropriate ways of learning.

15) Students' fault were not to learn

Regarding the issue students' fault were not to learn, out of 25 students, 5 (20%) of them strongly agreed, 9 (36%) of them agreed, 3 (12%) of them were uncertain, 5 (20%) of them disagreed and 4 (16%) of them strongly disagreed with this issue. Therefore, 14 (56%) students, out of 25, accepted their fault were not to learn.

16) Trying to hard enough to understand the course

Regarding the problem whether they tried hard enough to understand the course or not, out of 25 students, 7 (28%) of them strongly agreed, 9 (36%) of them agreed, 4 (16%) of them were uncertain, 3 (12%) of them disagreed and 2 (8%) of them strongly disagreed with this problem. It can be concluded that 16 (64%) of students, out of 25, tried hard enough to understand course thoroughly. However, 9 (36%) of them did not try hard enough.

17) No understanding the course material

Regarding the issue whether they understood the course materials or not, out of 25 students, equally 24/24% of students strongly agreed and agreed with the issue. Likewise, 6 (24%) of them were uncertain, 5 (20%) of them disagreed and 2 (8%) of them strongly disagreed with the issue. Thus, 13 (52%) of students, out of 25, understood the course material but rest of them i.e.12 (48%) did not understand their course.

18) Receiving and excellent position

Regarding the problem whether they received an excellent position in their prescribed course or not, out of 25 students, 5 (20%) of students strongly agreed, 10 (40%) of them agreed, 6 (24%) of them were uncertain, and 4 (16%) of them disagreed with the problem. Thus, most of the students received an excellent position in their course book. It was found that 15 (60%) of students, out of 25, received an excellent position in the class. However, 10 (40%) of them did not receive an excellent position.

19) Understanding the most difficult material

Regarding the issue whether they understood the most difficult materials in the period of presenting or not, out of 25 students, 4 (16%) of them strongly agreed, 10 (40%) of them agreed, 5 (20%) of them were uncertain, 4 (16%) of them disagreed and 2 (8%) of them strongly disagreed with issue. Above mentioned data showed that 12 graders students learnt by understanding the presented materials than the grade 11. Thus, more than half i.e.14 (56%) of students understood the most difficult materials when presenting them in the class.

20) Understanding the basic concept

Regarding the issue whether they understood the basic concept or not, out of 25 students, 3 (12%) of them strongly agreed, and 10 (40%) of them agreed. Likewise, equally 20/20% of them were uncertain and disagreed option with the issue and 2 (8%) of them strongly disagreed with this issue. From this data, it can be said that the most of the students learnt by understanding the basic concepts of their course which was meaningful learning. Thus, here, 13 (52%) of students, out of 25, understood the basic concept of the course materials and 12 (48%) of them did not understand the basic concept of course .

21) Understanding the complex material presented by the instructor

Regarding the issue whether they understood the complex material presented by the instructor or not, out of 25 students, 2 (8%) of them strongly agreed, 10 (40%) of them agreed and 6 (24%) of them were uncertain with the issue. In the same way, out of 25 students, 4 (16%) of them disagreed and 3 (12%) of them strongly disagreed with the issue. Hence, it was very difficult for understanding the complex materials presented by the instructor. Although, 12 (48%) of the understood the complex materials presented by the instructor. However, more than half of the students did not understand the complex materials when presenting by the instructor.

22) Doing an excellent work on test

Regarding the statement whether they did an excellent work on test or not, out of 25 students, 3 (12%) of them strongly agreed, 9 (36%) of them agreed, equally 20/20% of them were uncertain and disagreed and 4 (16%) of them strongly disagreed with the statement. This data showed that 12 (48%) of students, out of 25, could do an excellent work on test and 13 (52%) of them couldn't do an excellent work on test.

23) Expectation of doing well

Regarding the issue whether they had expectation of doing well or not, out of 25 students, 7 (28%) of students strongly agreed, 13 (52%) of students agreed, 1 (4%) of them were uncertain and equally 4 (16%) of them disagreed option with this issue. Thus, the most of the students i.e. 20 (80%) had expectation of doing well in their course, 5 (20%) of them had no expectation of doing well. So, it can be concluded that the motivation status of students were better.

24) Mastery over the skills

Regarding the issue whether they had mastery over the skills in their prescribed course material, out of 25 students, 6 (24%) of them strongly agreed, 8 (32%)

of them agreed, 4 (16%) of them were uncertain 4 (16%) of them disagreed and 3 (12%) of them strongly disagreed with the issue. From this data, it proved that the most of the students i.e. 14 (56%) had mastery over the skills and 11 (44%) of them had no mastery over the skills.

25) Considering the difficulty doing well

Regarding the issue whether they considering difficulty did well or not in their prescribed course, out of 25 students, 8 (32%) of students strongly agreed, equally 24/24% of them agreed and uncertain. Likewise, 4 (16%) of them disagreed 1 (4%) of them strongly disagreed with the issue. These data showed that more than half of the students i.e. 14 (56%) considering the difficulty level, they did well and 11 (44%) of them did not do well.

26) comparison to other students

Regarding the issue whether they compared with other students or not, out of 25 students, 4 (16%) of them strongly agreed, 14 (56%) of them agreed, equally 8/8% of them were uncertain and strongly disagreed and 3 (12%) of them disagreed with this issue. Thus, large number of students wanted to get secure a good position than the other students. Here, 18 (72%) of the students, out of 25, compared with other students and only 7 (28%) of them did not compare with other students. So, it can be said that the students were motivated in the course to be best.

27) Unable to give answer on another item

Regarding the problem whether they were able to give answer on another item or not, out of 25 students, 3 (12%) of them strongly agreed, 5 (20%) of them agreed, 4 (16%) of them were uncertain with this problem. Likewise, out of 25 students, 7 (28%) of them disagreed and 6 (24%) of them strongly disagreed with the problem. Thus, 17 (68%) of them were able to give answer on another item and rest of them i.e. 8 (32%) of them were not able to give answer on another item.

28) Feeling of uneasy and upset

Regarding the statement whether they felt of uneasy and upset in the exam or not, out of 25 students, 1 (4%) of them strongly agreed, 10 (40%) of them agreed, and 4 (16%) of them were uncertain. Likewise, out of 25 students, 6 (24%) of them disagreed and 4 (16%) of them strongly disagreed with this statement. In this way, most of the students did not feel uneasy and upset in the exam. In other words, 14 (56%) of students, out 25, felt easy and normal when taking the exam.

29) Heart beating fast in the exam

Regarding the problem whether they felt heart beating fast in the exam or not, out of 25 students, equally 12/12% of them strongly agreed and disagreed. Likewise, out of 25 students, 12 (48%) of them agreed, 5 (20%) of them were uncertain and 2 (8%) of them strongly disagreed with this problem. From above mentioned data it can be said that maximum students felt the heart beating fast when taking exam. In fact, 15 (60%) of students out of 25, felt the heart beating fast in the period of exam and 10 (40%) of all the students had not feeling of rapid heart beating in the exam.

30) Consequences of failing

Regarding the issue whether they thought of the consequences of failing in their prescribed course or not, out 25 students, 4 (16%) of them strongly agreed, 5 (20%) of them agreed. Similarly, 12 (48%) of them were uncertain and equally 8/8% of them disagreed and strongly disagreed with this issue. Here, maximum number of students seemed responded on uncertain. That means, they did not think about consequences of failing. only 9 (36%) of the students, out of 25, thought about consequences of failing in their prescribed course.

To sum up, from the presented data in the table, the researcher found that the majority of students had been agreed with all issues/statements/problems. That

means, generally, all the issues had high motivation status of the learners. Thus, according to the data given in the table no. 5, the motivation status of the class twelve students was found better than the motivation status of the class eleven students. In other words, the class twelve students were highly motivated towards English language learning than the class eleven students.

3.2 Data on Achievement

3.2.1 Achievement in English of Class Eleven Students

The scores of final examination 11 and 12 graders Limbu students were collected from the school record. The purpose of this scores was to find out the achievements of Limbu students in the English language learning. The data in English achievements of both in compulsory and major English were collected. The status of English achievements was test scores given in the following table:

Table No. 6

English Achievement in English of Class 12 Students

S.N.	Variable	Sample size	F.M.	Marks	%	Average
1	Compulsory English	25	2500	1043	41.72	42.24
2	Major English	25	2500	1069	42.76	

(See: Actual scores of class eleven students in APPENDIX- II)

Scores of twenty five students were collected for the study by the total English language achievement. These data were taken from the school record. In compulsory English, the students secured the average, 1043 marks out of 2500 full marks i.e. 41.72 percent.

In major English, the students obtained the average i.e.1069 marks out of 2500 full marks or 42.76 percent. Thus, based on these data, average of both English subjects (compulsory + major) was only 42.24 percent. The result of the data indicated that the achievement of English was not found satisfactory since they did not cross the average.

3.2.2 Achievement in English of Class Twelve Students

Table No. 7

Achievement in English of Class 12 Students

S.N.	Variable	Sample size	F.M.	Marks	%	Average
1	Compulsory English	25	2500	1253	50.12	51.92
2	Major English	25	2500	1343	53.72	
	Total	50	5000	4708	94.16	

(See: Actual scores of class twelve students in APPENDIX – III)

Scores of twenty five students were collected for the study by total English language achievement of class twelve. In compulsory English, the students obtained the average 1253 marks, out of 2500 full marks i.e. 50.12 percent.

In the same way, in major English, the students obtained the average 1343 marks, out of 2500 full marks i.e. 53.72. Thus, average of both subjects is only 51.92 percent.

The table no. 7 shows that the students of class twelve were found better than the students of class eleven. The students of class eleven were below 50 but students of class twelve above the 50.

From the motivation data and achievement data, it can be concluded that motivation plays vital role in achievement of the students. The motivation of the class twelve students was better or better than the students of class eleven. Students with higher motivation always achieve greater success in their language learning, while those lacking in motivation make no attempts in the process of language learning and often fail the exam.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of the collected data, the following were the major findings of the study:

4.1.1 Findings Based on Motivation: Class - 11

1. Understanding

Out of 25 students, 48% of them understood the materials thoroughly and 52% of them did not understand the materials. Likewise, 68% of them understood the subject matter and 32% of them did not understand and 48% of them tried hard to understand the course. Likewise, only 36% of them understood the basic concept of the course; however, 64% of them did not understand the basic concept of the course. Then, only 32% of them understood the complex materials and rest of them i.e. 68% were unfamiliar with complex materials.

2. Preference

Out of 25 students, 72% of them preferred the course materials whereas 28% of them did not prefer their prescribed course materials. Likewise, 48% of them preferred to do course assignments; however, 52% of them did not like to do course assignments. In the same way, 56% of them preferred subject matter and 44% of them did not like subject matter.

3. Excellent Work

Out of 25 students, 44% of them gained an excellent position, more than half i.e. 56% of them did not gain an excellent position. Likewise, 40% of them did an excellent work on the assignments and tests but more than half i.e. 60% couldn't do an excellent work. Similarly, 40% of the students considering difficulty did well in their course.

4. Using Knowledge

Out of 25 students, 24% of them were able to use learned knowledge in other courses and most of the students (76%) were not able to use learnt knowledge. Likewise, more than half of the students (52%) couldn't give on another item.

5. Curiosity

Out of 25 students, 36% of them were curious towards their learning materials and 64% of them were not curious. Similarly, 56% of them were interested in the content area and 44% of them were not interested towards content area of the course.

6. Reason of the Study

Out of 25 students, 88% of them learnt course materials to get a good position in the class. In the same way, 88% of them learnt materials to get better marks than the others. Likewise, 88% of them learnt their course books for showing their ability to others and 56% of them learnt to compare with other students in the class. These data proved that the students were motivated towards learning.

7. Feeling of Exam

Out of 25 students, 52% of them felt uneasy and upset when taking an exam, 60% of them felt heart beating fast in the exam and 32% of them thought that consequences of failing in their course book. It showed that the most of the students demotivated because of examination system of Nepal after motivation.

8. Usage and Importance

Out of 25 students, 52% of them thought that their prescribed course material was important for them and 64% of them understood the usefulness of their course. Thus it can be said that students were motivated towards learning.

9. Out of 25 students, 60% of them studied by choosing appropriate ways of learning.

10. Out of 25 students, 64% of them had expectation of doing well.

11. Out of 25 students, 24% of them had mastery over the skills.

4.1.2 Findings Based on Motivation; Class – 12

1. Understanding

Out of 25 students, 68% of them understood the materials thoroughly and 32% of them did not understand the materials. Likewise, 92% of them understood the subject matter. Likewise, 64% of them tried hard to understand the course and 48% of them did not understand the course materials. Similarly, only 52% of them understood the basic concept of the course. Then, only 48% of them understood the complex materials and rest of them i.e. 52% were unfamiliar with complex materials.

2. Preference

Out of 25 students, 80% of them preferred the course materials whereas 20% of them did not prefer their prescribed course materials. Likewise, 68% of them preferred to do course assignments. In contrast, 32% of them did not like to do course assignments. In the same way, 92% of them preferred subject matter and 8% of them did not like.

3. Excellent Work

Out of 25 students, 60% of them gained excellent position and 40% of them did not gain excellent position. Likewise, only 48% of them did an excellent work

on the assignments and test but more than half i.e. 52% couldn't do that. Similarly, 56% of the students considering difficulty did well in their course.

4. Using Knowledge

Out of 25 students, 44% of them were able to use learned knowledge in other courses. Likewise, 32% of them couldn't give on another item.

5. Curiosity

Out of 25 students, 80% of them were curious towards their learning materials. Similarly, 80% of them were interested in the content area.

6. Reason of the Study

Out of 25 students, 92% of them learnt course materials to get a good position in the class. In the same way, 92% of them learnt materials to get better marks than the others. Likewise, 80% of them learnt their course books for showing their ability to others and 72% of them learnt to compare with other students in the class.

7. Feeling of Exam

Out of 25 students, 44% of them felt uneasy and upset when taking an exam, 60% of them felt heart beating fast in the exam and 36% of them thought that consequences of failing in their course book.

8. Usage and Importance

Out of 25 students, 76% of them thought that their prescribed course material was important for them and 84% of them understood the usefulness of their course.

9. Out of 25 students, 68% of them studied by choosing appropriate ways of learning.

10. Out of 25 students, 80% of them had expectation of doing well.

11. Out of 25 students, 56% of them had mastery over the skills.

Thus, the findings revealed that the classroom motivation level of the grade 12 Limbu students was better than the motivation level of grade 11 Limbu students as a whole.

4.1.3 Findings Based on Achievement

1. Achievement in English of class 11 students:

The overall English achievement of the class eleven students was not found to be satisfactory since they secured 42.24 percent of the marks in totality which below 50 percent marks.

a. In compulsory English –

The total achievement in compulsory English was 41.7.2 percent marks.

b. In major English –

The total achievement in major English was 42.76 percent marks.

Achievement in English of class 12 students:

The total English language achievement of the class twelve Limbu students was found satisfactory since they obtained 51.92 percent marks that was above the average.

a. In compulsory English –

The total achievement in compulsory English was 50.12 percent marks.

b. In major English–

The total achievement in major English 51.92 percent marks.

3. Achievement of grade 12 students indicated that the students of grade 12 were highly motivated than the students of grade 11 students.

4. The study revealed that motivation played vital and positive role with students' English language learning achievement.

4.2 Recommendations

The following recommendations for pedagogical implication had been made on the basis of findings:

1. The classroom motivation and English learning achievement of the students of class eleven and twelve were not better. So, the researcher would like to recommend that English should be taught according to their age, interest, need, level, language background, culture, etc.
2. If the teachers use relevant teaching materials and warm up activities before beginning the lesson, the students will be motivated towards teaching learning activities in the English language classroom.
3. The students should be encouraged and activated by the teachers to help the students learn English language in the class.
4. English language teachers should evolve effective teaching and learning strategies for English language to develop students' motivation to the subject.
5. To encourage students to become self motivated independent learners, instructors should design effective course content and create an atmosphere that is open and positive to raise students' motivations.

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