

**POP CULTURE AS A SOURCE OF MOTIVATION FOR  
ENGLISH LANGUAGE LEARNING**

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

**Submitted by  
Dipendra Bahadur Rawal**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2015**

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2015**

**T.U. Reg. No.: 9-1-57-203-2005  
Second Year Examination  
Roll No.: 280485/2069**

**Date of the Thesis Proposal  
Approval: 2014-08-24  
Date of Submission: 2015-03-04**

## **RECOMMENDATIONS FOR ACCEPTANCE**

This is to certify that **Mr. Dipendra Bahadur Rawal** has prepared this thesis entitled **Pop Culture as a Source of Motivation for English Language Learning** under my guidance and supervision.

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## **DECLARATION**

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

Date: 2015-03-03

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**Dipendra Bahadur Rawal**

## **DEDICATION**

This thesis is dedicated to

My beloved parents Mr. Dhoj Bahadur Rawal and Mrs. Rita Rawal  
who always seek my success and happiness.

## ACKNOWLEDGEMENTS

First of all, I would like to express my special gratitude to my thesis supervisor **Mr. Khem Raj Joshi**, Teaching Assistant of Department of English Education, T.U., Kirtipur for providing me his valuable time, feedback, ideas and suggestions during this study. I would like to acknowledge his valuable constructive suggestions, guidance, co-operation and instruction in completing this study.

Similarly, I would like to express my sincere gratitude to **Dr. Anjana Bhattra**i, Reader and Head of the Department of English Education, T.U., Kirtipur for her proper guidance, encouragement and constructive suggestions for this study. Likewise, I am also grateful to **Mr. Guru Prasad Paudel**, Teaching Assistant of the Department of English Education, who was a member of the Research Guidance Committee for provided me valuable suggestions and encouragement to complete this study.

Similarly, I would also like to extend my sincere gratitude to **Prof. Dr. Anju Giri**, Chairperson of the English and the Other Foreign Languages, Education Subject Committee for her continuous guidance, regular inspiration and encouragement to complete this study.

Likewise, I am grateful to **Prof. Dr. Govinda Raj Bhattra**i, **Prof. Dr. Tirth Raj Khaniya**, **Dr. Tapasi Bhattacharya**, **Prof. Dr. Laxmi Bahadur Maharjan**, **Prof. Dr. Tara Datta Bhatta**, **Mr. Raj Narayan Yadav**, **Mr. Bhesh Raj Pokhrel**, **Mrs. Hima Rawal**, **Mrs. Madhu Neupane**, **Mrs. Saraswati Dawadi**, **Mr. Ashok Sapkota**, **Mr. Laxmi Prasad Ojha**, **Mr. Resham Acharya** and **Mr. Ramesh Ghimire**. They taught various courses and encouraged me to carry out this study.

Moreover, I am very much grateful to **Mrs. Madhavi Khanal** and **Nabina Shrestha**, the Librarians, Department of English Education for providing me with required materials to carry out the study.



I am highly indebted to the M.Ed second year English students of Tribhuvan University, Kirtipur, Kathmandu who provided me their valuable time and data to complete this study.

Likewise, I thank my all friends who provided me some ideas and materials for this study. And I am indebted to the authors whose ideas are borrowed and cited in this study.

At last, I am grateful to my respectful uncle and Aunty **Mr. Janak Bahadur Rawal** and **Mrs. Dipa Rawal** for their overall support to complete my study. I would like to extended special thanks to my sisters **Laxmi** and **Nisha**.

**Dipendra Bahadur Rawal**

## ABSTRACT

The study on **Pop Culture as a Source of Motivation for English Language Learning** was a descriptive study done among the students of Tribhuvan University. The main objective of the study was to find out learners' motivation towards pop culture as the source of English language learning. This study was conducted among the M.Ed second year English students in the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. The sample size of this study was 40 students. The data were collected through questionnaire and the nature of the study was descriptive. It was found that most of the informants were familiar with pop culture and they are getting better way of English language learning through pop culture or pop sources. From the analysis of the data, it was found that most of the informants were learning the English for the better opportunities in their career. The informants argued that different English media, movies, songs, fashion shows, advertisements, web-browser were supporting materials for developing the English language proficiency. Therefore, most of the informants were motivated towards pop culture.

This thesis consists of five chapters. The first chapter deals with the general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. The second chapter contains theoretical and empirical review of literature, implication of the review for the study and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study. The data collected from T.U., M.Ed. second year English students. Likewise, the fourth chapter deals with the analysis and interpretation of results and summary of findings. In this chapter, students' perceptions towards English language learning and pop culture are presented. Finally, the fifth chapter deals with conclusion and recommendations which are made on the basis of analysis and interpretation of results.

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## LIST OF SYMBOLS AND ABBERVIATION

%	Percent
CUP	Cambridge University Press
Dr.	Doctor
Ed.	Edition
e.g.	For example
et.al	And others
Etc.	Etcetera
ELT	English Language Teaching
i.e.	That is
M. Ed.	Master of Education
No.	Number
OUP	Oxford University Press
p.	Page
pp.	Pages
Prof.	Professor
T. U.	Tribhuvan University
Vol.	Volume

# CHAPTER - ONE

## INTRODUCTION

This study is on the **Pop Culture as a Source of motivation for English Language Learning**. In this chapter, general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations and operational definitions of key terms of the study are presented. Further, the researcher introduces the topic, its area and relationship with the language teaching, role of pop culture to promote English language teaching and different motivational sources on pop culture.

### 1.1 Background

The term 'culture' was derived from Latin word 'cultura'. Literally, cultura means cultivation. The term was first used in classical antiquity by the Roman philosopher Cicero: 'culture animi' (cultivation of the soul). The term 'culture' originally meant the cultivation of the soul or mind. But later on, culture has not only one meaning. Culture is connected with many things of our society. It is connected with our beliefs, philosophy, customs, behaviors, religions, languages and so on. It is the system of shared beliefs, values, customs, behaviors and attitudes that the member of society use to cope with their world and with one another and that are transmitted from generation to generation through learning.

According to Microsoft Encarta (2009), 'Any group of people who share a common culture—and in particular, common rules of behavior and a basic form of social organization—constitutes a society'. Thus, the terms culture and society are somewhat interchangeable. Language is not only meant for communication. It is expression of the culture. It is directly related with culture. Culture is the key terms for language. There is no possibility of language without identities. Here, identity means culture.



In this sense, we can say that language and culture are extremely interrelated phenomena. Language is a vehicle to transport the culture all over the world. Culture is the most powerful concept in sociolinguistics. Culture refers to a society or group in which many or all people live and think in the same ways.

Jiang (2000, pp. 328-329) shows the relationship between language and culture using different metaphors. This can be shown as follows:

**From a philosophical view:**

Language + Culture → a living organism  
Flesh Blood

Language and culture makes a living organism; language is flesh, and culture is blood. Without culture language would be dead; without language, culture would have no shape.

**From a communicative view:**

Language + Culture → swimming (communication)  
Swimming skill water

Communication is like swimming, language is the swimming skill, and culture is like water. Without language, communication would remain to a very limited (in very shallow water); without culture, there would be no communication at all.

**From a pragmatic view:**

Language + Culture → transportation (communication)  
Vehicle traffic light

Communication is like transportation: language is the vehicle and culture is traffic light. Language makes communication easier and faster; culture

regulates, sometimes promotes and sometimes hinders communication. In a word, language and culture, as different as they are, form a whole.

This is the age of globalization and rapid development of modern technology. There is not much gap between one corner of world and another one. Most of the people have knowledge about the modern technology and globalization. The world becoming a house, it means that most of the people are adopting modern technology as well as modern culture. Here, the researcher's concern was pop culture. Pop culture is recent but most dominant concept in the field of sociolinguistics and anthropology. English language teaching and learning are not only bounded in learning language but they are also associated with the social phenomena like culture. The term pop culture refers to popular culture. In this sense, we can say that western culture is more popular and more dominant in the world. Here, pop culture refers to western countries culture, which we are knowingly and unknowingly adopting. Thus, pop culture has significant role in the process of language learning. There are lots of motivational sources on pop culture and English language learning.

## **1.2 Statement of the Problem**

Pop culture is a collection of thoughts, ideas, attitudes, perspectives, images preferred by the most of the people. There are a lot of examples we can find, which are reflecting pop culture. When we see on the internet, listening music, watching television or movie we easily find pop culture. Pop culture is everywhere. It means that English language is dominant in every sectors, like education, entertainment world, politics, fashion, technology and so on. In the past, most of the people who were in the field of language teaching had a thought that culture has no such a role to language learning. They had a thought that language can be taught only through pure linguistics and parroting of grammatical rules. They deny the socio-cultural parts of language and focus on classroom activities. Language learning is not only part of knowing grammatical rules; it is a part culture.

Now days, pop culture becoming a strong way to learn the English language as well as English culture. When the researcher was a child and had a thought that the English language can be learnt only by classroom activities. But when gradually the researcher become a matured person, I found many ways of learning English, like English medium media (CNN, BBC, New York Times), English movies, English music, globalization and bombard of advertisement and so on. Some of the people had a belief that English language taught only by formal classroom activities and knowing grammatical rules and formal aspects of language. But learning a language is not only related with grammar and formal aspects of language. Different social and cultural aspects of language should concern. There are lots of issues related to the use of pop culture in ELT and motivation of people towards it. Such as rise of American power at the same time American cultural imperialism and homogenization, fashions, advertisements, music and movies, globalization and rapid development of ELT all over the world. Therefore, in order to find out the reality with different motivational factors towards the English language and culture, the researcher became interested in this topic.

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

The objectives of this study were as follows:

- I. To find out the learners' motivation towards pop culture as the source of English language learning.
- II. To suggest some pedagogical suggestions.

### **1.4 Research Questions**

In order to make research more specific and reliable, research questions play the vital role in research. Research questions are related with the issue of the research. In this research, following research questions were focused:

- I. Do students use pop culture as the source of learning English?

- II. Is there any significant role of the pop culture in learning and teaching English language?
- III. Are students motivated toward pop culture so that they can learn English language?

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

This study was related to the field of English language teaching and learning. This research would be useful for those who are in the field of English language teaching and learning like teachers, students and common people who are interested in pop culture. To some extent, it can give some knowledge and insights about pop culture and its role in English language teaching. This research also would be beneficial to the language researchers, linguistics, textbook writers, and others who are in the field of anthropology and sociolinguistics. Some extent, it gives some knowledge and insight related to the topic. Every EFL teacher should have knowledge about the target culture. This is because the knowledge of target culture helps them to understand the world and it helps to bridge gap between two different cultures. Moreover, this study would be useful for those who want to carry out a research in the related field or area.

### **1.6 Delimitation of the Study**

The study was conducted under following limitations:

- I. This study was limited to Kathmandu valley.
- II. Likewise, the study was limited to the Department of English Education, T.U., Kirtipur.
- III. It was limited to the forty English major students.
- IV. Moreover, this study was focused only on factors motivating people towards pop culture not their own culture.

## 1.7 Operational Definition of Key Terms

- Culture:** It includes the beliefs, behavior rituals, language art, technology, style of dress, ways of producing, cooking food, religion, and political and economic systems
- Pop Culture:** It is the part of culture and which is preferred by majority of the people from the world.
- Globalization:** It is a comprehensive term for the emergence of a global society in which economic, political, environmental, and cultural events in one part of the world quickly come to have significance for people in other parts of the world.
- Motivation:** Motivation refers to the combination of effort and desire to achieve the goal of learning the language plus favourable attitudes toward learning the language.

## **CHAPTER - TWO**

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

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

This chapter consists of the detailed of reviewed studies and their implications on the study. Similarly, the theoretical concept and conceptual framework are also included under this section.

In this sub-chapter, the researcher described the relationship between language and culture, culture and language teaching, pop culture, pop culture and motivation, ELT through pop culture and pop culture as a method of teaching.

Language is the most powerful means of human communication. It is an expression of a culture or it is a network of verbal and non-verbal communication. Every EFL learners as well as instructors need to know about target culture and cultural aspects of the language. Many now argue that culture is key terms in EFL/ESL context.

‘Pop culture’ short for popular culture, includes our current collective preferences in music, films, sports, recreation, mass media, jokes, fashions, and advertising. Pop trends are spread widely through the media and mass distribution, so they become a kind of common language made of ideas, desires, images, melodies, and standards of entertainment and beauty.

Popular (pop) culture is a worldwide phenomenon. Through the development of technology and the growth of media more messages are being disseminated on a global basis. There are a number of mediums used when transmitting forms of communication involving images, messages and ideas.

Pop culture is a way of language learning; through pop culture English language can be learnt. Therefore, it can be taken as motivational resource in

EFL contexts. Different people are interested in English language learning. English language learning is being a matter of intellectual because most of the world knowledge possible through knowledge of the English language. It means that, most of written documents and books are published through English script. Similarly, globalization is another cause to spread English language all over the world. Globalization is the result of advances in communication, transportation, and information technologies. It describes the growing economic, political, technological, and cultural linkages that connect individuals, communities, businesses, and governments around the world.

### **2.1.1 Relationship Between Language and Culture**

Language and culture are exclusively related. Language can be taken as verbal expression of culture. It is used to maintain and convey culture and cultural ties. Language provides us with many of the categories we use for the expression of our thoughts, so it is assumed that our thinking is influenced by the language which we use. The values and customs in the country we grow up in shape the way in which we think to a certain extent. Language is a medium to express the culture. Language represents culture and culture represents social values, beliefs, customs, races, identities, etc. Likewise, every language has different semantic aspects on the basis of their culture. For example, the Latin language has no word for the female friend of a man (the feminine form of *amicus* is *amica*, which means mistress, not friend) because the Roman culture could not imagine a male and a female being equals, which they considered necessary for friendship.

In this regard, Wardhaugh (2002, pp. 219-220) reports that there appear to be three claims to the relationship between language and culture:

The structure of a language determines the way in which speakers of that language view the world or, as a weaker view, the structure does not

determine the world-view but is still extremely influential in predisposing speakers of a language toward adopting their world-view.

Similarly, Thanasoulas (2001) argues that:

Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one...challenging (learners') ability to make sense of the world around them.

Likewise, Samovar, Porter, & Jain (1981, p. 24) say:

Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, interpreted... culture...is the foundation of communication.

To be exact, language structure determines language usage, cultural values determine the way we use language and language depends on the culture which shapes the framework of language and its semantic and pragmatic meaning.

### **2.1.2 Culture and Language Teaching**

Culture is an inevitable part of human civilization. Culture is a mirror which represents many social aspects, like, custom, beliefs, race, and language and so on. It is a social framework and it is the representation of people different attitudes, beliefs and so on. So, language is a tool to represent any culture. In other words, language is vehicle to transport the culture. Language and culture



are mutually interrelated. Both are the complement part of each other. Therefore, in the context of EFL, every teacher as well as student should be aware about the target culture. Without knowing target cultural aspects, the teaching and learning process become not perfect and comprehensible. Language teaching without cultural relevance is nearly useless. In the field of foreign language education of referring to language abilities as separate skills (e.g., listening, speaking, reading, and writing), teachers often refer to culture as the "fifth skill." But what does that mean? While it may generally be accepted in the language-teaching community that culture is an integral part of language instruction, there is little consensus on what, much less how, we should teach it. Unlike vocabulary and grammar, which are concrete in their content; culture is quite fluid and amorphous and therefore difficult to define. Genc and Bada (2005, p. 81) suggested that:

A culture class is significantly beneficial in terms of language skills, raising cultural awareness, changing attitudes towards native and target societies, and contribution to the teaching profession. The participants in this study emphasized some kind of transformation in their thinking and listed six points as potential contribution of a culture class they received. This study has implications for a culture class in the curriculum of language teaching departments. Incorporated in the curriculum, a culture class would prove to be a vital component of language learning and teaching, since as this study illustrates, it has a great deal to offer to development of communicative competence as well as other skills in the instruction of any language.

Similarly, Byram (1989, p.4) writes;

Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively.

To sum up, culture and language teachings both are integral parts in the field of foreign language teaching and learning. Only linguistic knowledge is not sufficient for learning target language, there should be social and cultural knowledge needed to learn/teaching perfect language. Culture must be fully incorporated as a vital component of language learning. Second language teachers should identify key cultural items in every aspect of the language that they teach. Student can be successful in speaking a second language only if cultural issues are an inherent part of the curriculum.

### **2.1.3 Pop Culture**

'Pop culture' can be taken as mass or common culture. Because most of the people all over the world are practicing same culture, i.e. pop culture. There is little difference between western culture and eastern culture due to flood of pop culture. It can be seen of our youth generation. Their lifestyle is totally seen as western peoples' lifestyle. It can be seemed as a part of our society and culture due to their interest in pop culture.

In this regard, Preisler (1999, p. 241) explains that:

The influence of English is obviously a function of rapidly growing internationalisation, but it is important to realise that, to the extent that many of these domains represent popular activities and indeed depend

on popular demand for their existence- participation in the process of internationalisation is no longer the privilege of an educational elite.

Similarly, Microsoft Encarta (2009) defines pop culture as ‘a value that come from advertising, the entertainment, industry, the media, and icons of style and are targeted to the ordinary people in society. These values are distinguished from those espoused by more traditional political, educational, or religious institutions’.

Popular culture is the entirety of ideas, perspectives, attitudes, memes, images and other phenomena that are within the mainstream of a given culture, especially western culture of the early to mid 20th century and the emerging global mainstream of the late 20th and early 21st century. It was heavily influenced by mass media; this collection of ideas permeates the everyday lives of the society.

### **2.1.3.1 Characteristics of Pop Culture**

Pop culture is associated with everybody, the mainstream and that which is commonly accessible, i.e. mass culture and it is the complete opposite of high culture. The upper classes prefer high culture such as art and more sophisticated type of cultural content. The lower classes prefer popular culture.

Some of the common characteristics of the pop culture are as follows:

- Constantly changing
- Based on large heterogeneous group of people
- Based in mainly urban areas
- Materials goods mass -product by machines in factories

### **2.1.3.2 Contributing Aspects to the Spread of Pop Culture**

Nowadays, Pop culture is becoming a part of our daily life due to rapid development of modern technologies and English as a medium of instruction.

The main Contributions to the spread of pop culture are as follows:

- Globalization
- Industrialization
- Urbanization
- Rise of formal education
- Worldwide spread of ELT, English as a medium of instruction
- Mass media, technology, music
- Resultant increase in leisure time

Therefore, the role of modern technologies, mass media, fashions, scientific innovations, music and movies and other many things are seems the powerful way of learning English language. Through pop culture English language can be taught in expanding circle and it helps to promote the cultural awareness of the target language.

### **2.1.4 Pop Culture and Motivation**

The term ‘pop culture’ here refers to the culture which is widely accepted by many people, i.e. American culture. Pop culture is disseminated by different sources like, English movies, music, mass media, TV shows, literature, fashion and lifestyle and so on. Likewise, it is an American ideology, gradually it is becoming global ideology due to other people interest on it. It means that pop culture is influenced by American lifestyle and fashion. It has strong reason behind the motivation. There are lots of reasons behind to the motivation in English language and the culture.

In this regard, Phillipson (2007, p. 6) states that:

English has dominant position in science, technology, medicine, computer; research, book, periodical and software; international trade, shipping, and aviation; in diplomacy and international organization; in mass media, entertainment, new agencies and journalism; in youth culture and sport; in education system, as the mostly learnt foreign language.

Moreover, pop culture is a self-explanatory term to motivate people into the language and culture. Most of the people from the world want to learn English language and the culture. There are lots of motivational factors and sources behind this phenomenon. Different people have different reasons and motivation to learning the English language and English culture. Some people want to learn the English language for the better career advancement.

To sum up, different people have different logic or argument beyond English language learning. Some people learnt the English to career advancement, some people learnt English to their business purposes and some people learnt English to connect with the world and world knowledge. So it help to promote English language teaching learning and aware about target culture.

### **2.1.5 Learning of English Through Pop Culture**

English is now commonly regarded as a global lingua-franca. English language is taught all over the world under many circumstances.

Most of the countries, English language is medium of instruction. ELT is widely emerging term in the field of foreign language teaching. Popular culture is a motivational resource in EFL contexts. Popular culture, a self-explanatory term, refers to popular cultural products, such as films, novels and music. When it comes to English learning and teaching, English songs are widely

considered as a component of popular culture. To date, scant efforts have been made to explore how this resource, supported by a contemporarily accepted learning theory, can be used to facilitate learning.

English language is not only the language of English core countries. It is worldwide practicing language. It means that English language is an international language and it has international identity. In the field of language, English language teaching is most dominating phenomena. Many people from different corner of the world are learning English language. In this sense, there is no possible to teach the English language to the all people by formal language classes. They can learn the English language from different ways. Like listening and watching BBC, CNN, English movies and so on.

Therefore, pop culture can be a supportive part of ELT. It has many supporting aspects of the language teaching; cultural awareness, semantics and pragmatics aspects of language, stylistic features of the language and so on.

### **2.1.6 Pop Culture as a Method of Teaching**

Many methods and approaches were emerged in the field of language teaching and learning. But historically dominant methods and approaches failed to address to the different social aspects of language. To address these types of problems, socio-linguistics, semantics, pragmatics, discourse and other applied linguistics topics came into existence. Only teaching pure linguistic or grammatical rules are not sufficient part of language teaching and learning. Every language teacher and learner should have knowledge about the target culture. Without knowing target culture language teaching and learning becomes useless or incomplete.

English language can be taught and learnt differently. It can be learnt from different ways like, using dictionary, watching movies, interact with others, reading different novels, dramas, poems, etc. English language is not only bounded in classroom activities not only by pure linguistics. It can teach and learn through different English language contexts. For example, people can

learn English language reading different kind of English newspapers, watching CNN, BBC, watching English movies and music videos, web browsers, etc. Therefore, pop culture can be taken as a method of language teaching. It helps to promote English language and English culture. Through pop culture people can learn English language and same time that culture.

Language learning is not only a matter of classroom activities. It can be taught from different angles. So, it is not necessary to learn English only by classroom. There are many ways of learning language. A learner can be learning English via English movies, English songs, and English environment.

Finally, the English language can be learned and teach through different sources not only by language class. Every learner develops their English language through different sources and different personal strategies.

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

English language teaching is not only limited in the field of language teaching. It received great importance due to its broad area like anthropology, sociology, politics, religions and so on. There are many researches has been done under the topic pop culture.

Saville-Troike (1978) carried out a research on ‘Socio-cultural influences on learning and teaching’. The main objective of this study was to determine the socio-cultural influences on learning and teaching. In his research, he mentioned, to understand and facilitate learning in any area of the curriculum, teachers should know not only what it is that is being acquired, but how it relates to what has already been learned. The learning about culture, like the learning of language, begins with a child's first experience with the family into which he is born, the community to which he belongs, and the environment in which he lives. By the time children begin their formal education at the age of five or six, they have already internalized many of the basic values and beliefs of their native culture, learned the rules of behavior which are considered

appropriate for their role in the community, and established the procedures for continued socialization; they have learned how to learn. Different child-rearing practices are preferred in different cultures, and these will have a significant effect on later learning.

Madrid, et al. (1992) published an article on ‘Sources of motivation in the EFL classroom’. The main objective of this study was to find out different motivational sources of English language. In this purpose, ten questionnaires were administered in order to determine the sources of motivation.

In this article, the main motivational factors/sources are as follows:

Classroom methodology: activities, tasks

- I. The EFL teacher's qualities
- II. Parents and family background
- III. English as a school subject itself
- IV. The desire to integrate into English-speaking communities
- V. The instrumental importance of English in society

Murray (2008) has carried out a research on ‘pop culture and language learning: focusing the learners’ stories’. In this study, the focus has been on how participants learnt to speak from the time they started junior high school. In this process, the researcher used three different step-processes. First, a couple of informal meeting to get acquainted with the participants and with their roles in their study and took formal interview. Secondly, questionnaire was used to collect ideas about their background, motivation for learning English, learners' strategies and resources. Thirdly, the researcher did through analysis of the learners' stories. And finding was that most of the people adopting pop culture for their personal needs and interests.

Institution of Suny Levin, Canada (2012) has carried a research on ‘Culture and Globalization’. The main objective of the study was to find out role of



globalization to distribute the American cultural products. In this research, globalization enables foreign companies to distribute American cultural products, including books, literatures, movies, music. Likewise, American products, TV shows, media groups, different international projects also contribute to the spread of American pop culture. Canada is one of the best examples of a country where U.S cultural products dominate despite the Canadian government's effort to preserve local culture. Canadian films account for just 2.1 percent of Canadian film ticket sales, and the vast majority of the remaining 98 percent are American. Moreover, three quarters of the television watched, four out of five magazines sold on newsstands, and 70 percent of the content on radio, are of foreign origin. The vast majority of foreign products in all of these categories are American. And conclusion was that most of the people are interested in American pop culture. It is an attraction not due to a particular matter or preferences.

Mahato (2013) published a research article entitled 'ELT through Pop Culture: An Innovative Approach'. The main objective of the study was to find out the role of television and its impact on language development of young people. The researcher used survey research design to come with the result. The informants of the research were non native speakers of English. And conclusion was that, in English language, learning language is a complex and intricate process for non native speakers. For them music, movie, TV serials and other literature contribute to motivate and inspire the learners.

Likewise, Luo (2013) carried out a study on 'Using Pop Culture to Promote Learning in EFL Classroom: A Case Study'. The main objective of this study was to explore the different motivational sources in EFL context. This study intends to investigate how popular culture texts, implemented within the socio-cultural theory, can benefit EFL learners, especially those in higher education. To achieve the goal, the teacher and researcher required the participants to work in groups to give power-point presentations on self-selected English songs. Every presentation was expected to include a brief introduction of the

background of the song, instruction of self-selected English vocabulary, display of meaningful changes to the song lyrics and presentation of personal views of the song. The results suggest that this assignment has the potential to enhance college EFL learners' confidence in their English skills in-depth understanding, public speaking, listening, writing and vocabulary. Besides, this assignment seemingly developed these students' other imperative skills in their college life and future career – collaboration, computer literacy, creativity and self-expression. Replicated studies need to be conducted to investigate whether project works on popular culture can benefit English learners in other teaching contexts.

There are several studies have been done in the Department of English Education, T.U., Kirtipur, Kathmandu. Some of the related areas like sociolinguistics use of English language, mass media but there is no studies have been done on pop culture. This is why the interest has brought the researcher to come with this topic.

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

Review of related literature plays the important role in the research process. It makes the research more systematic and reliable. It also helps to find out problems and such solutions of the research. It is supporting materials as well as a guide to the researcher to go to the right way of the research. Review of related literature is a way and supporting materials for the research to find out the research questions. Review of related literature makes the researcher easier to where to go and where to or what to do. In other words, it provides guidelines to the researcher. The quantity of literature review depends upon the researcher and the availability of resources. It provides sufficient and needed information to carry out the research. In this sense, literature review can be taken as a road-widening tool for research. It helps to guide/facilitate to the researcher to go the research activity. It provides such empirical evidences to the research.

Literature review is an inevitable part of any research which every researcher needs to go before solving the research questions. It cannot be separated from research. Many research work done on the basis of reviewing related literature. So, Literature review is taken as the integral and supported parts of research.

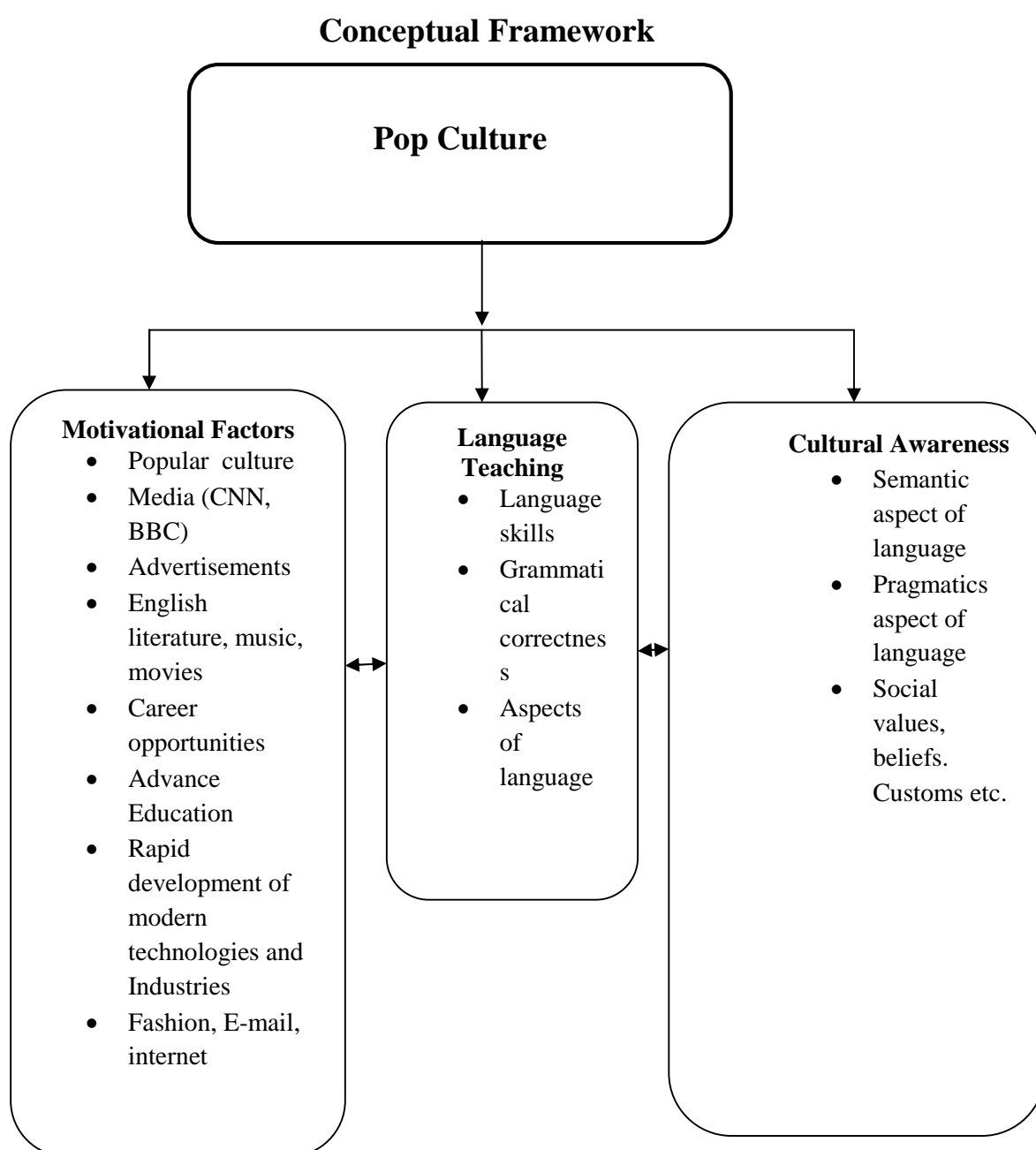
Frankly speaking, review of related literature plays significance role in any type of research. It provided the general framework to the researcher. In this research literature review is also taken as the integral part of research. It has a valuable contribution to operate every step of research or study.

After reviewing these works, the researcher got lots of information and ideas regarding the different motivational sources. The researcher got main idea and information from Madrid, D. at al. work. In this study, they mentioned different motivational sources/factors in English language learning, which was really a supporting part of my study or similar with my study. Similarly, Murray's (2008) study gave me lots of information about why most of the people are adopting pop culture. In this study, questionnaire was used to collect ideas and my study is similar with his study. Likewise, other researches were very informative to me who provided insights and information about theoretical concept on my study and good path to forward my study. Thus, such related studies and their reviews have been become a good path to forward my study in different steps of research.

## 2.4 Conceptual Framework

In this section, the researcher tried to explore different motivational sources on pop culture and the role of pop culture to develop cultural as well as pragmatic aspects of language. For example, different motivational sources like media, advertisements, fashion shows, and many other things, which are helping to promote English language as well as English culture. The following chart shows the relationship between pop culture and language teaching.

**Figure No. 1**



## **CHAPTER - THREE**

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

To fulfill the objectives of the study the researcher adopted following methodology under the following research design.

#### **3.1 Design and Method of the Study**

Research design is the overall plan of the study which helps researcher systematically and scientifically to complete the study. It can be taken as general framework of the study. According to Selltiz et al. 'a research design is the arrangements of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure' (1962, as cited in Kumar, 2009, p.50).

This study is focused on different factors motivating towards pop culture. This research is a survey type of study so the researcher has selected survey research design to collect the data and fulfill the objectives. Survey research has to be carried out on a large scale. It means that this type of research which tries to large and small population by selecting and studying samples in order to accomplish the research purpose. This type of research design will make generalizations about and observed patterns of responses.

Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with the intent of generalizing from a sample to a population.

Survey design not studies of such specific issue or phenomena. It is the general view of a particular group of people. It is a method of collecting information by asking pre-formulated questions in a pre-determine sequence in a structured questionnaire to a sample of individual so, as to be representative of a defined population.

Bryman (1989, p. 46) defines;

Survey research entails the collection of data on a number of units and usually at a single time, with a new view to collecting systematically a body of quantifiable data in respect of a number of variables which are when examined to discern (differentiate) pattern of association. It tries to study the large and small population by selecting and studying sample in order to accomplish the research purpose.

Cohen and Manion (1985, as cited in Nunan, 2010, p.140) wrote;

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

### **The Process Used in Survey Research**

Survey research is the method of collecting information by asking pre-set questions in a pre-determined sequence. The process refers to systematic or scientific procedures to carry out a research in a systematic way. In this regard, Rosier (1997, pp.154–162) suggests that the process of a survey research will need to include clarification of:

1. The research questions to which answers need to be provided.
2. The conceptual framework of the survey, specifying in precise terms the concepts that will be used and explored.

3. Operationalizing the research questions (e.g. into hypotheses).
4. The instruments to be used for data collection, e.g.: to chart or measure background characteristics of the sample (often nominal data), academic achievements (e.g. examination results, degrees awarded), attitudes and opinions (often using ordinal data from rating scales) and behavior (using observational techniques).
5. Sampling strategies and subgroups within the sample (unless the whole population is being surveyed, e.g. through census returns or nationally aggregated test scores etc.).
6. Pre-piloting the survey.
7. Piloting the survey.
8. Data collection practicalities and conduct (e.g. permissions, funding, ethical considerations, response rates).
9. Data preparation (e.g. coding, data entry for computer analysis, checking and verification).
10. Data analysis (e.g. statistical processes, construction of variables and factor analysis, inferential statistics).
11. Reporting the findings (answering the research question).

Survey research involves the collection of information from a sample of individuals through their responses to questions. Survey research design is most dominant design in the field of language teaching. The main purpose of survey research is to describe the characteristics of a population by collecting data from a sample. So the researcher chooses the survey research design to generalize the finding over the whole population.

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

For the purpose of this study, M.Ed second year English students from Tribhuvan University, Kirtipur, Kathmandu were the population of the study. Out of them, forty students were selected as the sample of the study. They were selected through purposive non- random sampling procedure.

### **3.3 Study Area/Field**

The study area was Kathmandu Valley. Moreover, Tribhuvan University M.Ed second year English students were selected as the informants. The field of this study was related with applied linguistics.

### **3.4 Data Collection Tools and Techniques**

In order to get required data, the researcher used a questionnaire as the main research tool. There were open-ended and closed-ended questions.

### **3.5 Data Collection Procedures**

The researcher selected forty M.Ed. second year English students from Tribhuvan University, Kirtipur, Kathmandu using the purposive non-random sampling procedures. The researcher met the informants and established good rapport with the informants. After that the researcher made the sample of required number of informants. The researcher managed the time to get the information. The researcher distributed the set of questions and asked the return date of questions with their answer in order to get information.

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

The collected data was analyzed and interpreted quantitatively and qualitatively. The data is interpreted and analyzed in a narrative way with table and bar chart descriptions.



## **CHAPTER- FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

In this chapter, analysis and interpretation of results and summary of findings are presented. The collected data has been analyzed descriptively. All information was collected through open-ended and close-ended questionnaires. The main objective of the study was to find out the learners' motivation towards pop culture as the source of English language learning. For this purpose, forty M.Ed second year English students from Tribhuvan University were distributed pre-formulated questionnaires in order to get required data. Twenty three closed-ended and eight open-ended questions were included. The data collected through the quantitative tool and it have been analyzed and interpreted using various (i.e. pie-chart, table) statistical tools and the display devices.

#### **4.1 Overall Analysis and Interpretation of the Data**

The study was related to the role of pop culture to develop students' English language Proficiency. In this study, pop culture was taken as the strong source of motivation to the English language learning. In this study, majority of the students had a positive attitude towards pop culture. They learnt different social and cultural aspects of that language by practiced different pop sources. The overall data is presented in the next page table.

**Table No.1**  
**Overall Comparison of the Data**

No. of Students	Agreed		Disagreed	
	Average	%	Average	%
40	32.69	81.73	7.30	18.26

The above table showed that most of the informants had a positive thought towards pop culture. It means that most of the students, i.e. 81.73% students taking pop culture as a source of motivation for developing their English language learning and few of them, i.e. 18.26% disagreed.

The data were analyzed and interpreted under the following two main heading:

- Analysis and Interpretation of Data Obtained from the Closed-ended Questionnaire
- Analysis and Interpretation of Data Obtained from the Open-ended Questionnaire

#### **4.1.1 Analysis and Interpretation of Data Obtained from the Closed-ended Questionnaire**

The responses given by the students collected from questionnaire and their frequencies were counted and changed into numerical values. After that numerical values were converted into percent and presented in the following table.

##### **4.1.1.1 Role of Mass Media**

There is significance role of different English media to learn English or these media are supporting materials for developing English language competence and performance.

**Table No. 2**  
**Learning of English Through Media**

No.	Items	Responses													
		Disagree						Agree							
		SD (1)		DA (2)		Total		SIA (3)		MA (4)		SA (5)		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1.	I am learning English language through English Movies and songs.	3	7.5	6	15	9	22.5	10	25	12	30	1	22.5	31	77.5
2.	English books, articles, newspaper, magazines, journals are supporting me to improve my English language proficiency.	2	5	3	7.5	5	12.5	4	10	10	25	21	52.5	35	87.5

Note- No. = Item Serial Number, SD = Strongly Disagree, DA = Disagree, SIA = Slightly Agree, MA = Moderately Agree, SA = Strongly Agree, N = Number of Responses, % = Responses in Percentage

The two items as shown in the table were designed to measure the role of English media to develop their English language skill. Item. 1 was used to find out whether English movies and news helped to promote students' English language skill or not. The data which is presented in the above table shows that most of the students, i.e. 77.5% agreed and few of them, i.e. 22.5% disagreed with this statement. And these responses showed that learning English language through different movies and news are supporting materials for them to develop their English language skills.

Different English books, articles, newspapers, magazines, journals play the vital role in the field of the English language teaching and learning. These are supporting materials to the development of the English language proficiency. The second item, i.e., item no. 2 was to find out the role of different the English

written material in ELT. The results in the table show that 87.5% of them agreed with this statement, 13.5% informants disagreed with the statement.

These responses showed that different English movies, news, books, articles, newspapers, magazines, journals played crucial role in the process of language learning.

#### **4.1.1.2 Students' Interest on Native Speakers**

Native speakers are those who speak a language as their first language. Here, native speakers refer to those people whose first language is the English. The following table shows the students interest on Native speakers and other foreign language.

**Table No. 3**  
**Students' Interest on Native Speakers and Other Languages**

No.	Items	Responses													
		Disagree						Agree							
		SD (1)		DA (2)		Total		SLA (3)		MA (4)		SA (5)		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
3.	I would like to know more native speakers.	5	12.5	6	15	11	27.5	8	20	12	30	9	22.5	29	72.5
4.	Studying English is important because it will allow me to be at more ease with people who speak English.	-	-	2	5	2	5	10	25	8	20	20	50	38	95
5.	Studying English is important because it will allow me to meet and converse with more and variety of people.	5	12.5	2	5	7	17.5	3	7.5	14	35	16	40	33	82.5
6.	I would like to learn many foreign languages.	2	5	4	10	6	15	10	25	13	32.5	11	27.5	34	85
7.	The more I get to know native English Speakers, the more I like them.	3	7.5	3	7.5	6	15	11	27.5	7	17.5	16	40	34	85
8.	You can always trust native English speakers.	3	7.5	6	15	9	22.5	19	47.5	8	20	4	10	31	77.5

Those items were used to find out whether the students are interested in the English native speakers and other foreign languages or not. In item no. 3 was to find out students' desire to know about the English native speakers. In response to this statement, majority of students, i.e., 72.5% agreed with the statement and 22.5% disagreed. It can be said that most of the students are interested on

native speakers of English or most of the students had a strong desire to know more native speakers. It means that students want to develop their English language proficiency by native speakers of the English language.

Similarly, item no. 4 was related to the importance of English language to communicate among English speakers. The aim of the statement was to find out importance of studying the English language. The table showed that 95% students agreed with this statement, few of them, i.e. 5% students disagreed with the statement. Thus, it can be said that English language is important to communicate all over the world.

Likewise, item no. 5 was related to the importance of English language to communication among varied people from the world. The statement was to find out the role of English language to the adjustment with varied people. Regarding the statement, 82.5% students agreed and 17.5% disagreed. It means that learning English is globally important.

Regarding item 6, the statement was related to the students' interest on learning foreign languages. In this regard, the researcher tries to find out students' interest on other foreign languages. In this case, most of the students, i.e. 85% students were interested on other languages and 15% not interested. So, on the basis of the data, as shown in the above table, the researcher concluded that majority of the students had a desire to know/learn other languages.

Native speakers are authentic speakers of a language. It means that native speakers can support the development of the English language competency. Item no.7 was to find out the role of native speakers' to expand knowledge of the English language over non-native speakers. As shown in the above table, 85% students were agreed with the statement and 15% were disagreed. These data indicate that native speakers play the supporting role to the development of the English language competency.

The next item, i.e., item no. 8 was related to whether native speakers are real or authentic source of the English language or not. The responses show that out of forty informants, 47.5 % slightly agreed with this statement, 20 % of them moderately agreed, 15 % of them were disagreed, 10% of them strongly agreed and 7.5 % of them strongly disagree. These responses showed that most of the responses trust on native speakers.

#### 4.1.1.3 Students' Attitude Towards Learning English

There are lots of people who are involved in the process of the English language learning and teaching. Every student had different attitude towards the English language. The following items were administered to find out the students' attitude towards learning the English language.

**Table No. 4**  
**Students' Attitude Towards Learning English**

No.	Items	Responses													
		Disagree						Agree							
		SD (1)		DA (2)		Total		SIA (3)		MA (4)		SA (5)		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
9.	Learning English is a waste of time.	24	60	6	15	30	75	4	10	3	7.5	3	7.5	10	25
10.	Knowing English is not really an important goal in my life.	3	7.5	3	7.5	6	15	11	27.5	7	17.5	16	40	34	85
11.	My parents try to help me to learn English.	1	2.5	3	7.5	4	10	26	65	6	15	4	10	36	90
12.	You are learning English for your better career.	-	-	2	5	2	5	3	7.5	5	12.5	30	75	38	85

Items 4-8 were administered to find out the students' negative perception in English language learning. Item no. 9 was to find out whether the English language learning was beneficial or waste of time. In this statement, most of

the students, i.e. 75% students disagreed whereas 25% students agreed. By observing these responses, the researcher concluded that learning the English language is one of the parts of life.

The next statement was related to whether achievement of the English language proficiency is their goal or not. The responses given by the informants was that 85% were agreed with this statement and 15% disagreed. These responses showed that learning the English language was not important goal of their life.

Similarly, item no.11 was related to the role of parents to encourage learning the English. The statement tried to find out whether their parents encourage them to learn the English or not. In this regard, 90% students agreed with the statement whereas 10% disagreed. It showed that most of the parents support them to learn the English in terms of their further career.

The English language is internationally dominant language in every sector like, education, science, technology, business, trade, law, entertainment etc. Item no.12 was related to the purpose of studying the English language. Most of the students, i.e. 85% agreed with the statement. It means that they want to develop their career by studying the English language whereas few of them, i.e. 15% disagreed with the statement.

#### **4.1.1.4 Power of English**

There are more than seven thousand languages spoken all over the world. The English language is one of the most powerful as well as the dominant language among those languages. The next page table is related to the power of English.



**Table No. 5**  
**Power of English Language**

No.	Items	Responses													
		Disagree						Agree							
		SD (1)		DA (2)		Total		SIA (3)		MA (4)		SA (5)		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
13.	English has such a power.	6	15	4	10	10	25	2	5	10	25	45	18	30	75
14.	To get world knowledge English language is important.	2	5	4	10	6	15	6	15	14	35	14	35	34	85

These two items were administered to find out power of the English language. Item no. 13 was used to find out whether English language is powerful language or not. Among them, 75% students agreed with the statement and 25% disagreed. In this sense, the researcher concluded that the English language is one of the dominant language rather other languages.

Most of the books, magazines, journals, newsletter, literary work are published through English orthography or script. It means that most of the written resources/documents are printed through the English script. In order to get worldwide knowledge; it is necessary to get knowledge about the English language. In this statement, 85% students agreed and 15% disagreed. It means that to get world-wide knowledge the English language is important.

#### **4.1.1.5 Necessity of Grammatical Knowledge in EFL Context**

Grammar is a foundation of any language. The general theory of language learning assumed that it is necessary part of language learning to know all aspects of language. In the context of EFL, every learner and teacher should be aware of the target language grammar and its different aspects.

The following table shows necessity of grammatical knowledge in EFL context.

**Table No. 6**  
**Necessity of Grammatical Knowledge in EFL Context**

No.	Items	Responses													
		Disagree						Agree							
		SD (1)		DA (2)		Total		SIA (3)		MA (4)		SA (5)		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
15.	I have strong desire to know all aspects of English.	6	15	4	10	10	25	2	5	10	25	45	18	30	75
16.	Knowing only grammatical knowledge is not sufficient part of the English language.	1	2.5	2	5	3	7.5	6	12.5	10	25	22	55	37	92.5

The statement, i.e. item no. 15 was used to find out students desire to know all aspect of language learning. In this regard, 75% students agreed and 25% disagreed. These responses showed that to learn the English; it is necessary to know all aspects of the language.

Grammar is foundation of a language. It helps to maintain authenticity in language in terms of its different aspects. But knowing only grammatical knowledge may not be sufficient in the process of language learning or teaching. It means that socio-cultural aspects of the language also should be concerned while learning as well as teaching a language. Item no. 16 was related to whether grammatical knowledge is sufficient part or not. In this statement majority of the students, i.e. 92.5% agreed and few of them, i.e. 7.5% disagreed. After analyzing the obtained data, the researcher concluded that knowing only grammatical knowledge is not sufficient part of language learning.

#### 4.1.1.6 Culture in ELT

Culture and language are so inextricably intertwined aspects. One cannot be study in the absence of another. The informants were requested to respond about important of target culture in ELT.

**Table No. 7**  
**Cultural Awareness in ELT**

No.	Items	Responses													
		Disagree						Agree							
		SD (1)		DA (2)		Total		SIA (3)		MA (4)		SA (5)		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
17.	Culture is key terms on language teaching.	1	2.5	3	7.5	4	10	4	10	18	45	14	35	36	90
18	Language is the reflection of culture or language reflects cultural aspects.	-	-	-	-	-	-	4	10	6	15	30	75	40	100
19	English can be learn through different cultural aspects of the language.	4	10	5	12.5	9	22.5	7	17.5	10	25	14	35	31	77.5

A language is a part of a culture and a culture is a part of language: language shaped by culture. The statement, i.e. item no. 17 was used to find out importance of culture in the process of language learning. It means that whether culture should be concerned or not while teaching/learning a language. Majority of the students, i.e. 90% students agreed with the statement whereas few students, i.e. 10% disagreed. By analyzing above obtained data, the researcher concluded that target culture should be included while teaching/learning the language.

Language is the reflection of culture. In this sense, language is the mirror of culture. It means that all aspects of language were shaped or constructed by the culture. Item no. 18 was related to the relationship between language and

culture. In this statement, all informants, i.e. 100% agreed. These responses showed that cultural knowledge should be included while teaching the language.

Item no.19 was related to language learning through knowing different cultural aspects like custom, beliefs, tradition, attitudes, lifestyle, fashion and so on. Here, the researcher's main intention was to find out whether the knowledge of target culture helped to learn language or not. Regarding this statement, 77.5% students agreed whereas 22.5% disagreed. These responses showed that the English language can be learnt through different cultural aspects of that language.

#### **4.1.1.7 Pop Culture in English Language Learning**

Pop culture is a culture which is preferred by most of the people from the entire world. It has a popular test. The next page items were administered to find out the role of pop culture in English language learning.

**Table No. 8****Role of Pop Culture in English Language Learning**

No.	Items	Responses													
		Disagree						Agree							
		SD (1)		DA (2)		Total		SIA (3)		MA (4)		SA (5)		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
20.	Modern technologies, mass media, fashion also play to promote and learn English.	-	-	5	12.5	5	12.5	6	15	12	30	17	42.5	35	87.5
21.	In my opinion, English language is difficult and complicated to learn	7	17.5	6	15	13	32.5	7	17.5	10	25	10	25	27	67.5
22.	Pop culture is main key to learn English language	2	5	4	10	6	15	6	15	16	40	12	30	34	85
23.	Through pop culture, English language teaching and learning process becomes easy.	-	-	5	12.5	5	12.5	6	15	12	30	17	42.5	35	87.5

Items 20-23 were administrated to find out the role of different pop sources in the process of the English language learning. The table shows that most of the students agreed with the statements. The statement, i.e. 20 item no. was related with the role of different social media like, BBC, CNN, The New Work Times and entertainment world like English movies, songs, web-browser (facebook, twitter, e-mail, internet); modern technology, fashion, advertisement etc. play vital role to promote and learn the English language. The above presented table shows that 87.5% of them agreed and only 12.5% disagreed with this statement. These responses show that the English language can be learn through different pop sources like BBC, CNN, The New Work Times and

entertainment world like English movies, songs, web-browser (facebook, twitter, e-mail, internet); modern technology, fashion, advertisement etc.

Some of the people had a belief that second language learning is a complicated job. Item no. 21 was related to whether the English language learning is easy or complex task. The above presented table shows that 67.5% of them agreed and only 32.5% disagreed with this statement. These responses show that learning the English language is somehow difficult task.

Likewise, item no.22 was related to the role of pop culture in their language learning process. Pop culture is a strong way of motivation toward learning the English language or students' interest in American pop culture has been a source of motivation to learn the English. This question/statement was used to find out the role of pop culture in ELT. In this regard, majority of the students, i.e. 85% students agreed and 15% disagreed. These responses show that pop culture is a strong way of motivation toward learning the English language or students' interest in American pop culture has been a source of motivation to learn the English.

Many people from the world want to learn the English language but all people cannot involve in formal language classroom. But they were developing their language ability through different sources, i.e. pop culture. The data shows that through pop sources the English language teaching and learning process becomes easy. Regarding item no. 2, majority of the students, i.e. 87.5% agreed and 12.5% disagreed with the statement. So, on the basis of the obtained data, as shown above table, the researcher concluded that through pop culture; the English language teaching and learning process becomes easy.

#### **4.1.2 Analysis and Interpretation of Data Obtained from the Open-ended Questionnaire**

This section deals with the analysis and interpretation of the data which were collected from M.Ed second year English students. In order to get required the

information, eight structured questions were raised which was related to the study. The responses of the students to different eight questions are presented under the sub-topic.

#### 4.1.2.1 Students' Interest in English Language Learning

The students were requested to response about their motive regard learning the English language. They provided following responses:

**Table No. 9**

#### **Students' Motivation Towards Learning English**

S.N.	Statements	Frequency	%
1.	To get better opportunities	10	25
2.	For the purpose of English language teaching	10	25
3.	To be fluent in English language	9	22.5
4.	To get worldwide knowledge through English language	6	15
5.	To adjust in the globalization and communicate all over the world	3	7.5
6.	To get knowledge about western culture	2	5

The above table shows different responses were provided by the students regarding students' interest in the English language learning. Among them, 25 % Students responded that the main motivation of learning the English was to get better opportunities in their future career.

Likewise, 25 % students responded they were learning English language for the purpose of being an English language teacher. Among them, 22.5 % students responded that they were learning the English language to be fluent in the English language. It means that they wanted to be fluent in all aspects of the

English language viz. listening, speaking reading, and writing. Some of the students replied, (i.e., 7.5 %) that they were learning the English language to adjust in the globalization and easily communicate all over the world. Few of them, (i.e., 5%) replied that they were learning the English language to get worldwide knowledge through English language.

By analyzing the above views provided by different students, most of the students were interested in English language to get better opportunities and adjust in the globalization and modern age.

#### 4.1.2.2 Role of Mass Media

The students were asked to the role of the English media to improve their English language skills. They provided following responses:

**Table No. 10**

#### **Role of Media to Improve English Language**

S.N.	Statements	Frequency	%
1.	Supporting materials for developing their English language ability.	16	40
2.	To get discourse level knowledge	12	30
3.	To improve language skills in terms of pronunciation, vocabulary.	8	20
4.	Arouse the interest on learners to learn the English language.	4	10

Table no. 2 shows that different students provided different role of English media to develop their English language proficiency. Among them, 40 % students replied that different English media were supporting materials for develop their English language ability, 30 % students replied that they were used these materials for develop their discourse level knowledge. Some of the students, (i.e., 20 %) replied that they want to improve their English language skill in terms of vocabulary, pronunciation through different English media.



Few of them (i.e., 10 %) replied that these materials arouse the interest on the learners to learn English language and easily they can develop their English language ability.

From the observation of the above interpretation provided by different students, it can be said that different English media were supportative materials for developing their English language ability. The roles of these media were crucial in the EFL context.

#### 4.1.2.3 Importance of Target Culture

The students were asked to reply about importance of target culture in EFL context. They provided following responses.

**Table No. 11**

**Importance of Target Culture in EFL Context**

S.N.	Statements	Frequency	%
1.	For cultural sensitive	14	35
2.	For cultural knowledge	12	30
3.	Culture is inseparable parts of language teaching	8	20
4.	Culture shapes the language	4	10
5.	No cultural knowledge, no language learning	2	5

The above mentioned table showed different views on importance of cultural knowledge in EFL context. Most of informants replied that culture is inseparable parts of language. In this sense, without cultural knowledge; language learning would be one sided or half learning of language.

By observing above responses provided by the students, it can be said that culture is a key term for language learning. It provides cultural sensitive as well as cultural knowledge which really important in EFL context.

#### **4.1.2.4 English Language and English Culture**

The students were asked to reply about their interest in the English language and culture.

**Table No. 12**

#### **Students' Interest in English Language and Culture**

S. No.	Statements	Frequency	%
1.	Yes	36	90
2.	No	4	10

In response to the students, (i.e., 90 %) replied that they were interested in the English language as well as the English culture. Few of them (i.e., 10 %) replied that they were not interested in the English language and culture and they replied that it's our compulsion in terms of their career and globally adjust.

#### **4.1.2.5 Pop Culture**

The informants were requested to respond about the role of pop culture in the process of the English language learning. They provided the responses are presented in the next page.

**Table No. 13**

**Role of Pop in English Language Learning**

S.N.	Statements	Frequency	%
1.	Help to learn stylistic language	15	37.5
2.	Help to learn other's culture	11	27.5
3.	Source of motivation in teaching content and method	6	15
4.	Help to make easy to learn the English through different cultural aspects	4	10
5.	Help to adjust globalization and post-modernism	4	10

The table showed different views of students regarding the role of pop culture in the process of language learning. Among them, 37.5 % answered that pop culture helped to develop to learn stylistic features of language, 27.5 % answered that it helps to learn English culture. Some of them replied that pop culture is a source of motivating in teaching content and method.

By observing above responses provided by the students, it can be said that pop culture is a strong motivational sources in ELT.

**4.1.2.6 Role of Pop Culture to Develop Their English Language Proficiency**

The informants were requested to respond about the role of pop culture to promote/facilitate their English language skills. They provided the following responses are presented in the next page.

**Table No. 14**

**Role of Pop Culture to Facilitate Students' English Language Skills**

S.N.	Statements	Frequency	%
1.	Guided teacher to facilitate the language learning	13	32.5
2.	Help to know different stylistic features in the language	9	22.5
3.	Help to improve our language skill	7	17.5
4.	It gives contextual and cultural Knowledge	6	15
5.	Help to adjust globalization and modernism	5	12.5

The above table showed different views of students provided on the role of pop culture to promote/facilitate for development of the language skills. Among them, 32.5 % students answered that pop culture is guided teacher to facilitate their English language skills, whereas 22.5 % replied that it helps to know different stylistic features of that language. Some of them said pop culture help to improve their language skills, 15 % replied that it gives contextual and cultural knowledge of the language, 12.5 % said that it help to adjust globalization and modernism.

**4.1.2.7 English Language Learning Through Pop Sources**

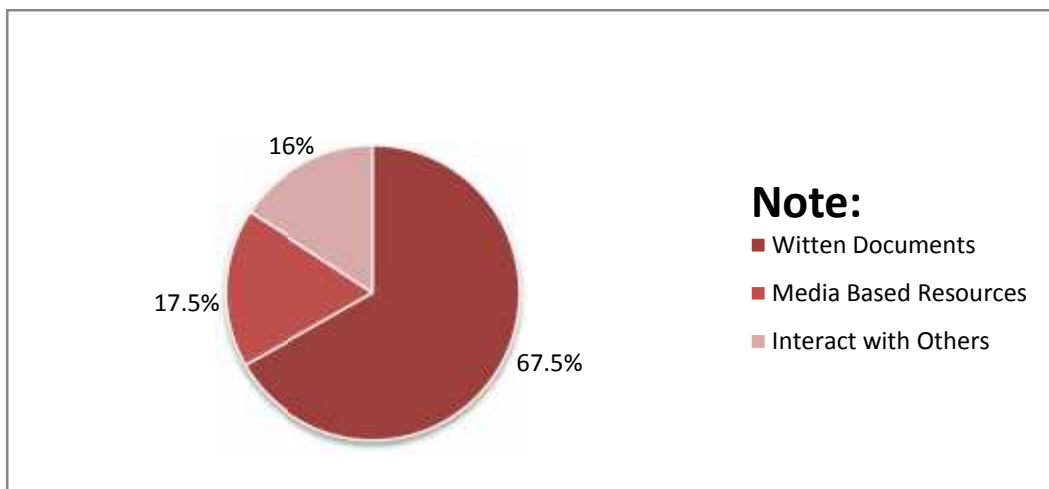
The informants were requested to respond about English language learning through pop sources. In this question, most of the students replied that pop culture is the best way of English language learning. Few of them replied that it has supporting role in the process of language learning.

#### 4.1.2.8 Students' Interest in Supporting Materials to Develop English Language Proficiency

The informants were requested to respond about different sources and materials to develop their English language proficiency. They provided the following responses:

**Figure No. 2**

#### **Different Sources or Materials Used to Develop English**



The above chart shows different views of students provided different sources or materials to develop language skills. Among them, 67.5 % answered that they used written documents to develop their English language proficiency, 17.5 % replied that they used media based resources to develop their English language proficiency, 16 % students replied that they were developing their English language proficiency through interactions with friends, teachers and other people.

## 4.2 Summary of Findings

From this research, it was found that most of the students were motivated towards pop culture. This is why; they got lots of knowledge regarding the English language and English culture through pop culture.

More than 80% of the students are found to be aware about pop culture. It means they were improving their English language proficiency through different pop sources. In this sense, it can be said that different English media, movies, songs, newspapers, web-browsers are very useful materials for developing the English language proficiency in terms of grammatical as well as contextual (cultural and pragmatics) meaning. The whole study has been concluded with the following major findings that were drawn from the study:

1. It was found that majority of the students, i.e. 82.5% students were getting the English language knowledge through the English media and movies.
2. Most of the students were interested in the English language as well as other languages for their better career.
3. It was found that majority of the students were aware of the relationship between language and culture.
4. It was found that majority of the students were interested in pop culture in terms of their better English.
5. Pop culture was a method of language learning and culture for those students who are learning English as a foreign language.
6. It was concluded that language teaching and learning can be possible through different pop sources, (i.e., reading different English newspapers, magazines journals, watching and listening to television , movies and songs, advertisements, fashion etc.) not only by formal classroom setting.
7. It was found that globalization and modernization are key terms to the spread of pop culture all over the world.
8. It was found that pop sources were more beneficial in the EFL context to developing the English language competency.

## CHAPTER - FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

The presented study was on pop culture as a source of motivation for English language learning. This study was divided into five different chapters. The first chapter is an introductory part. This chapter includes topic of the study and its related areas. Similarly, this study has been done under survey research design because the researcher wants to find out students' opinion regarding to the pop culture. These types of opinion possible through survey research design. This research design is also useful to generalize the finding over the whole population of the study area.

Likewise, the study pointed some findings and conclusions from the analysis and interpretation of the data. So, it was found that most of the students were learning English language for their better opportunities in the future career. They argued that different English media were helpful to improve their English language. They argued that target culture is important in the EFL context. In this case, most of the students were interested in English language and the culture. To learn different aspects of the language; the role of pop culture was supportative for the students. It was found that majority of the students used different kind of sources like written materials, grammar books, literatures, web-browser to develop their English language competency and performance.

Finally, this study tried to explore some motivational sources and role of pop culture in English language teaching and learning. In this regard, there are lots of motivational factors in English language learning and teaching. The first one, English is an international lingua-franca. It is the bridge language to communicate all over the world. Second, it is related with our daily life; no English no better opportunities. It means that English is dominant in each and every sector like business, teaching, banking, international trade, law and court,

aviation, scientific innovation and modern technology, and so on. It is difficult to adjust globalization and modern age without knowledge of the English language. Therefore, as a language learner, different pop sources are very useful sources in the language learning. It provides cultural, semantics and pragmatics knowledge of the language.

## **5.2 Recommendations**

Pop culture itself is a strong motivational source in English language teaching and learning. It means that through pop culture, the process of English language learning becomes easy. Every EFL teacher or students want to be good in English language in terms of different social and cultural aspects of that language. Many people from the world can speak the English language but they were not came from ELT background; they developed their English language performance through different English context like modern technology, science invention, movies, songs, media, e-mail internet, books, literatures and so on. As an English language learner, pop culture and its different aspects help to improve their English language ability.

On the basis of findings, the researcher pinpointed the main recommendations of the study on three different levels. They are as follows:

### **5.2.1 Policy Level**

Policy is a set of ideas or plan of what to do in particular situations that has been agreed by a government. It is made to systematize the activities of the people belonging to the particular field or area. In this context, the study done on motivation factors towards pop culture in ELT will be helpful and supportive in the field of English language teaching and learning. The main recommendations at this level are as follows:



1. The government of Nepal can utilize this study to formulate the policy related to ELT.
2. It can be highly effective to make the policies to encourage in ELT through different pop sources.
3. It can be supportive for curriculum development centers to design a textbook which reflects pop culture in textbook.
4. It can be useful who are in the similar field of study.

### **5.2.2 Practice Level**

Pop culture is being a part of the ELT. Many aspects of pop culture are supporting materials in the field of the English language teaching and learning. Here, the study directly related to the practical field of ELT. It means that its findings are related with the practical uses of the English language learners.

The major implications of the study at the practice level are as below:

1. The students should be practice pop culture as the source of motivation towards learning the English language in their actual classroom by using different pop sources like newspapers, web-browsers, advertisements etc.
2. The teachers should teach the English language in their classroom by using various pop sources.
3. The students who are learning English language as a major subject can get practical feedback from the study.
4. The students should practice cultural aspects of the target language in terms of semantics, pragmatics and contextual knowledge of the language.
5. The language practitioner should imply different language teaching skills like listening, speaking, reading and writing to improve their English language proficiency.

### **5.2.3 Further Research Related**

Pop culture is a world-wide phenomenon. It is dominated in every sector. Many people are interested in English language and its different social aspects. In this sense, pop culture becoming a strong way of language learning. Therefore, the present study would be beneficial for further research who wants to carry out further research in the similar area or field of the pop culture. It would be supporting materials to conduct a research. The present study is newly introduced in the Department of English Education, T.U., Kirtipur. It means that it is not fulfill in terms of its different other areas. To introduce new variables; it needs to conduct research in experimental research design and action research design. In this study, questionnaire used as a main tool but interview and other tools are useful to carry out a research.

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## Appendix - I

### Questionnaire

Dear informants,

This questionnaire has been prepared to elicit the information for the research work entitled '**Pop culture as a source of motivation for English language learning**'. This research work is being carried out under the supervision of **Mr Khem Raj joshi**. The researcher hopes that you will give relevant information to support me. Thus, you all are requested to encircle the best option of the option given after each proposition.

Note: the number 1, 2, 3, 4, 5, indicates rating scale: Strongly disagree, disagree, slightly agree, moderately agree, and strongly agree respectively, showing the degree of argument 0%, 25%, 50%, 75%, and 100% of your responses.

#### **Personal details of informant:**

Name of informant:

Address:

Qualification:

Date:

1. I am learning English language through English movies and news.  
1      2      3      4      5
2. English books, articles, newspapers, magazines, journals are supporting me to improve my English language proficiency.  
1      2      3      4      5
3. I would like to know more native English speakers.  
1      2      3      4      5
4. Studying English is important because it will allow me to be more at ease with people who speak English.  
1      2      3      4      5
5. Studying English is important because it will allow me to meet and converse with more and varied people.  
1      2      3      4      5
6. I would really like to learn many foreign languages.  
1      2      3      4      5
7. The more I get to know native English speakers, the more I like them.  
1      2      3      4      5
8. You can always trust native English speakers.  
1      2      3      4      5

9. Learning English is a waste of time.  
1      2      3      4      5
10. Knowing English isn't really an important goal in my life.  
1      2      3      4      5
11. My parents try to help me to learn English.  
1      2      3      4      5
12. You are learning English for your better career.  
1      2      3      4      5
13. English has such a power.  
1      2      3      4      5
14. To get world knowledge knowing English language is important.  
1      2      3      4      5
15. I have strong desire to know all aspects of English language.  
1      2      3      4      5
16. Knowing only grammatical knowledge is not sufficient part of English language.  
1      2      3      4      5
17. Culture is key terms on language teaching.  
1      2      3      4      5
18. Language is the reflection of culture or language reflects cultural aspect.  
1      2      3      4      5
19. English can be learning through different cultural aspects of language.  
1      2      3      4      5
20. Modern technologies, mass media, fashion also play to promote and learn English.  
1      2      3      4      5
21. In my opinion, English language is difficult and complicated to learn.  
1      2      3      4      5
22. Pop culture is main key to learn English language.  
1      2      3      4      5
23. Through pop culture, English language teaching and learning process becomes easy.  
1      2      3      4      5

## Open-ended Questionnaire

Please answer the following questions in your own words.

1. What is your main motive towards learning English language?

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2. Do English media like BBC, CNN, English movies, songs and newspapers help to improve English language?

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3. How important is target culture in EFL context?

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4. Are you interested in English language and English culture?

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5. What is the role pop culture in learning English language?

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6. Is pop culture guided teacher to promote/ facilitate our English language skill?

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7. Pop culture is best way of English language learning. Do you support this statement or not.

.....  
.....  
.....  
.....

8. Which kind of sources or materials do you use to develop your English language? And how its support to you.

.....  
.....  
.....  
.....

**Thanks for your kind help!!!**