

**MOTIVATION OF HIGHER SECONDARY LEVEL  
STUDENTS TOWARDS LEARNING ENGLISH**

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

**Submitted by  
Krishna Kumari Mahara**

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

**2015**

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## **DECLARATION**

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

**Date :** 03-07-2015

\_\_\_\_\_  
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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that Miss **Krishna Kumari Mahara** has prepared this thesis entitled “**Motivation of Higher Secondary Students Towards Learning English**” under my guidance and super vision.

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# **DEDICATION**

Dedicated

To

My Parents, Teachers and My Friends

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## ABSTRACT

As the title **Motivation of Higher Secondary Level Students Towards Learning English** suggests, the present thesis was an attempt to find out the higher secondary Level learners' motivation towards learning English .In order to collect the data, the researcher prepared forty closed ended question and six open ended questions. Fifty Higher Secondary Level Students and ten higher secondary schools were selected by using the purposive non-random sampling method from Kailali district and Students were selected from each school by using the same procedure. Questionnaires were distributed to the selected students with clear instructions. After collecting the data, they were processed, analyzed and interpreted. Majority of the learners were found to be highly motivated extrinsically and intrinsically in English learning. Students like English subject more than other subjects. Most of the students decided to learn English language due to its popularity , career advancement and others. They are motivated extrinsically and intrinsically to learn English. Different factors like good career prospects, good grades, better job, career advancement , security of future, exchange of culture, position in society, good economic condition, extra knowledge and enjoyment, opportunity to show ability, globalize thought, national development, high scope of English language and importance of English language were included to find out students perception towards motivation. So, there are various factors which lead the students towards learning English extrinsically and intrinsically.

The thesis consists of five chapters; the first chapter consists of introduction, background of the study, statement of the problem, Objectives of the study, research questions, significance of the study and delimitation of the study. The review of theoretical and empirical literature, implication of the study and conceptual framework are included in second chapter. The methods and procedures of the study incorporate research design, study population, sampling procedure, data collection tools, study area, data collection procedure, analysis and interpretation are in third one. Result, summary and discussion, are presented in chapter four and conclusion and recommendation are included in chapter five.

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## LIST OF ABBREVIATIONS

ELT	-	English Language Teaching
i.e.	-	That is
No.	-	Number
P.	-	Page Number
Prof.	-	Professor
T.U.	-	Tribhuvan University
A.D.	-	Anno Domini
Dr.	-	Doctor
e.g.	-	for example
EFL	-	English as a foreign language
et al.	-	et alia ( and others)
etc.	-	etcetera
Mr.	-	Mister
Ms.	-	Miss
CUP	-	Cambridge University Press
OUP	-	Oxford University Press
Ed.	-	Edition
M.Ed.	-	Masters in Education

# CHAPTER ONE

## INTRODUCTION

This study is concerned with **Motivation of Higher Secondary Level Students Towards Learning English**. In this study, I want to explore the motivation of higher secondary level students towards learning English. This section consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms under separate headings.

### 1.1 General Background

Language is obviously one of the means of communication. It is the unique asset acquired by human beings as result human beings are different from other animals. It is used as an effective means to express feelings, ideas, emotions and thoughts. Language is a system of arbitrary vocal system which permits all people in a given culture or other who have learned the system of that culture to communicate or to interact (Wilkins, 1972, p.3. Sapir (1978) states that language is purely human and non instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbols (As cited in Yadav, 2001, p.3). Similarly, Brown (1987, p.5) writes, "Language is acquired by all people in same way and language learning both has universal characteristics." Language, therefore, is at the centre of human life and it is used for various purposes such as academic, official, personal, social and so on.

There are over 6000 living languages spoken in the world. Among them, English has been recognized as a widely used language for global communication, i.e., it is used to communicate with the people who are from different linguistic backgrounds. Barriers of race, colour and creed bring no hindrance to the continuing spread of the use of English. Besides being a major vehicle of debate at the UN, it is the language of command for NATO (Broughton et al. 1994, p. 2). It is the official language of international



aviation and unofficially, the first language of international sport and the pop scene. Furthermore, sixty percent of the world's radio programmes are broadcast in English and it is the language of seventy percent of the world's mail. Similarly, English has become part and parcel of our daily life. Half of the world's scientific literature is written in English and it also works as the link language because it is used to communicate with the people who are of different linguistic backgrounds. By giving emphasis on importance of English, Nehru states "The major winds for us to the outside world, we dare not close that window, and if we do it will spell peril for the future" (as cited in Broughton et al. 1994, p.3). The importance of English in Nepal is growing day by day. It has occupied an important place even in the formal education system of Nepal. No one can deny the fact that English has multi usage in teaching and learning processes. That is why English is taught in our schools from very beginning of formal education system i.e. from grade one. It is also the medium of instruction in higher education as a means of communication to impart knowledge and skills. Learners are required to be motivated to learn or acquire language in better way.

The word "motivation" was borrowed from English word 'motive' which was derived from ancient Latin word 'mover' which means 'to move'. It means it makes a person do something. There are so many words in English vocabulary which refer to motivation: such words are wants, striving, desire, need, motive, goal, aspiration, derive, wish, aim, ambition, hunger, thirst, love, revenge to name a few (Morgan, 1978, p. 196). Especially, motivation refers to the internal drive that encourages somebody to perform certain actions in particular situations.

Harmer (1991, p. 983) writes, "At most basic level, motivation is some kind of internal drive which pushes someone to do something in order to achieve something." It is the most important factor for successful teaching and learning. Simply, motivation deals with the 'why' of the behaviours. If the learners are motivated directly or indirectly they can achieve the goal of learning easily.

The learners or students can be motivated with the awareness of two types of goals. They are short-term goals and long-term goals. For example if the learners are motivated with the attraction of the better or prestigious job in future, they are easy to teach; here the prestigious job is the example of the long term goal. Similarly, the language learners are motivated with the desire to be able to communicate with the members of a target language community, is a long term goal. If the learners learn language to pass examination, then it is a short term goal.

Gardner and Lambert (1972, p 72) define motivation in terms of overall goal and orientation of the L2 learners to acquire the L2. Again Gardner (1985, as cited in Gass and SelinKer, 2009, p. 426) agrees that motivation involves four major aspects; a goal, a desire to attain the goal, effortless behaviour, and favorable attitudes to L2 acquisition.

Similarly, Wilkins (1972,p.180) says that motivation is a term which occurs in discussion of second rather than first language learning.

Harmer (1991,p. 51) says , "At its most basic level , motivation is some kind of internal drive which pushes someone to do things in order to achieve some things".

From the above definitions, we can say that motivation is a factor that affects learner's learning process as well as his/her performance of learned behaviour. There is a strong motivation to learn L1 because of importance of communication for satisfying basic needs but learner's motivation is necessarily weak in learning a second language. So, it is necessary to arouse the motivation in learners while learning L2. In conclusion, we can say that motivation is a kind of internal drive which inspires or motivates a person to do things in order to achieve something.

## **1.2 Statement of the Problem**

Motivation is one of the key factors that directly affects on quality education. To make teaching learning process effective teachers as well as learners should be well motivated. Motivation is a social psychological factor. It refers to the desire or inner drive to initiate L2 learning. It is usually understood to be a matter of quantity because some learners are motivated and others have little or no motivation. It is commonly believed that individuals who are highly motivated will learn an L2 faster and to a greater degree. Robert Gardner, a Canadian researcher has become a primary figure in the field of motivation in SLA because the most extensive research into the role of motivation in SLA has been conducted by him.

Extrinsic motivation is concerned with the factors outside the classroom. Some students study a language because they have an idea of something which they wish to achieve. The motivation which is concerned with different factors such as physical conditions, methods, and the teacher inside the classroom is known as intrinsic motivation. Extrinsic and intrinsic motivation play a vital and determining role for learning English. Motivation is a force that energizes and directs behaviour towards a goal. Just as a force moves an object, motivation moves a person. Lack of motivation may cause learners to be less successful to learn foreign language. Lack of motivation usually leads one to failure. If there are not any factors for motivating students, the productivity may decrease gradually. We can also see variation of students result in different schools. There may be different reasons behind it but one of the reasons may be the motivation. Such a lack of motivation from the teachers would naturally lead to negative impact on the motivation of students. As a result, whole teaching learning process will not be as effective as expected. Thus, it is necessary to study of about students' perception about motivation. Therefore this study entitled "Motivation of Higher Secondary Level Students Towards Learning English" is focused on finding out the learner's motivation, intrinsically and extrinsically motivated students and to analyze the role of

intrinsic and extrinsic motivation in English language learning from student points of view.

Motivation is keystone in learning. It is an internal process that activates guides and maintains behavior. It influences the rate and success of second or foreign language acquisition. The students who are motivated work purposefully and energetically. So the role of motivation is indisputable to successful second language learning. This study aims at revealing the proficiency of the learners basically triggered by extrinsic and intrinsic motivation.

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

The objectives of the study were as follows:

- (a) To find out the motivation of higher secondary level students towards learning English.
- (b) To suggest some pedagogical implications.

### **1.4 Research Questions**

- (a) Whether the students of Higher Secondary level are motivated in learning English or not?
- (b) What are the major extrinsic and intrinsic factors that motivate the students in English language learning?
- (c) When are they motivated both intrinsically and extrinsically?

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

This study will explore the students motivation towards learning English. All language teachers undoubtedly accept that intrinsic motivation provides the main impetus to language learning and it makes learning go smoothly and successfully too. Only intrinsic motivation is not adequately supportive for effective language learning, students should extrinsically be motivated too . So, extrinsic and intrinsic motivation both play a vital role. So, the role of intrinsic and extrinsic motivation is indisputable to successful second language

learning. Thus, it will be useful to language teachers to understand motivational status of the learners' and plan their teaching accordingly. If students are motivated intrinsically, the teachers can focus on sharpening the academic achievement of the learners. If students are motivated extrinsically the teacher can focus on culture of the target language community. The students can learn target language for getting a better job, position or status. So at first it will be useful for students' and teachers'. Similarly, this study will be very fruitful to those who want to work in the field of education. Furthermore, this study will be helpful to create motivational factors for students to learn English. Similarly, this study will be highly significant for the ELT practitioners mainly who want to undertake research in the field of students motivation. This study will be useful to give the direction to curriculum planners, subject specialists, teachers and other concerned personnel. At last, this study will be beneficial for further researches in this field.

### **1.6 Delimitations of the Study**

The study was limited under the following respects:

- (a) The population of this study was limited to higher secondary schools of Kailali District.
- (b) The study was limited to grade twelve students.
- (c) The study was limited to fifty students only.
- (d) The study was limited to only ten private as well as government colleges.
- (e) The study was limited to only perception of students towards intrinsic and extrinsic motivation in English language learning.
- (f) The data was collected only through questionnaire.

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

**Perception** : Perception is awareness, comprehension or understanding of something.

- Motivation** : Motivation refers to internal drive that encourages somebody to perform certain actions in particular situation. The factor determines a persons' desire to do something. In second language and foreign language learning, learning may be affected differently by different types of motivation.
- Intrinsic Motivation** : The motivation which is concerned with the factors such as physical condition, methods, and teachers inside the classroom is known as intrinsic motivation.
- Extrinsic Motivation** : It is motivation to act that comes from the external environment outside of the person. When we are motivated extrinsically, we act with the anticipation of rewards grades, praise, money, time off from work, or some other in centive.
- Concept** : A concept is a fundamental category of existence, mental representations, where concepts are entities that exist in the brain, abstract objects, where objects are the constituents of propositions that mediate between thought, language and referents.

## **CHAPTER TWO**

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

For the purpose of this study many books, dissertations of previous matters on related area, articles and journals are consulted and different related website were visited. Several researches have been carried out in the field of motivation in the department of English Education, T.U. which are more or less related to this study are reviewed in following description. This chapter consists the details of review of studies and their implications in the study. In the same way, the theoretical concepts or conceptual framework is also included under this chapter.

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

Language is the best means of self expression. It is through language that humans express their thoughts, desires, emotions and feelings. Most of the activities in the world are carried out through it. We cannot imagine the world without English language. It has become compulsory to learn English language to survive in this world. Now English is not only the language of Britain and America but it has become the language of the world. English is used for general communication and rather widely used in international meetings, conference in science and technology, in business, medicine, economics, games and sports and so on. English has the largest body of vocabulary and richest body of literature. It is taken as standard and prestigious language in the world. Need, compulsion and love of the English language is increasing day by day.

Motivation plays an important role in language learning. In ELT, intrinsic motivation and extrinsic motivation have a key role to English language learning.

Similarly Gardner and Lambert (1972 as cited in Brown 1994, p.755) carried out a research over a period of 12 years to determine how attitudinal and

motivational factors affect language learning success in Canada, the United States and the Philippines. They found that "Integrative motivation may indeed be an important requirement for successful language learning."

Likewise, Strong (1984) studied Spanish American classrooms and found that the students' intensity of integrative motivation increased relative to their English language proficiency. He further argues that motivation promotes acquisition.

The present study will be based on survey research. To conduct this research, I will collect information from different sources. In this section, researchers have discussed different related literature. I have visited different web-sites, read previous researches, different books, articles to prepare a review of related theoretical literature.

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

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

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



- Inner circle: It comprises the native speaker countries like the USA, Britain, Australia where English is spoken as a native language.
- Outer circle: It includes English as a second language in countries like India, Nigeria, Singapore etc.
- Expanding circle: It represents those countries where English is learnt as a foreign language like Poland, Japan, Hungary, Nepal, and so on.

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

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

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

practices, classroom pedagogy, science and technology business, medicine, economics, games, sports and so on.

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

### **2.1.2 Language Teaching**

Language teaching is not restricted within the four walls of classroom or within the boundary of a school it goes beyond that. The main purpose of teaching English is to develop communicative competence in the learners and to enable them to communicate in English language. It is an art to deal with the students and provide the knowledge to them. Traditionally, teachers were the sources of knowledge and teaching is a process of pouring the knowledge into the vacuum. Teaching is the process of transferring knowledge. That's why teacher should invest the great amount of their social intellectual and emotional energy in the process of teaching.

According to Richard and Lockhart (2010, p. 36), "Teaching is a very personal activity and it is not surprising that individual teacher brings to teaching very different beliefs and assumptions about what constitutes effective teaching"

Traditionally, teacher's knowledge of language was only the tool for teaching but the view has been changed to the dynamic nature of language teacher. A teacher has to be updated time and again with the explosion of knowledge. Teaching is widely understood as an act of deliberating the knowledge skill and attitudes to the learner with an aim of bringing positive change in the learners.

The history of language has been characterized by a search for more effective ways of second or foreign language. With the change of time, the teaching profession is continually exploring new options for addressing the basic issues and the effectiveness of different instructional strategies and method in the classroom. Language teaching came into its own as a profession in the twentieth century.

### **2.1.3 Importance of English Language Teaching (ELT)**

Teaching is a complex and technical task that tests one's commitment and courage. It requires the knowledge on students' interest, teaching strategies, curriculum, availability of material. English language is being one of the very basic needs of the world's people. It has global spread as it is used globally. People in each corner of the world teach and learn this language.

According to Shrestha (2013, p.1), "The English language teaching and learning received very important place in today's time because it is similar to the case that human life becomes paralyzed if petrol and computers are not available any more and people of the world become useless and jobless without the proper knowledge of English language".

However, the way of using this English language differs from country to country. The global spread of English language indicates to the fact that English language has received the recognition of global use or it is one of the international languages. In this kind of globally spreaded scenario of English language, Nepal cannot be the exceptional case. It has made provision to teach and learn this language as a foreign language in our context. Joshi (2013, p. 51) states importance of English language as:

English is very important for non-native English users because it is widely spoken all around the world. Knowing English allows people to enjoy their life and work no matter where they are. For students whose mother tongue is not English, mastering English is even more important, not only for their academic life but also for their academic career. English language is the current lingua franca of international business, technology and aviation. It is spoken by most of the people in the world and the number is still rising.

The English language teaching in the present time has shifted the focus point. It should be taught and learnt as the window for the world's knowledge. English language teaching should be directed towards such direction where

learner should be able for the access of information from the growing fund of knowledge found in science and technology, internet in different educational websites, national and international news, journals and magazines, from many authentic books and so on. This indicates to the fact that learners should be provided life skills based education in English. Until and unless we give wider platform to the English language teaching we cannot move forward to this highly competitive world. One of the better ways of providing formal status to English is through implementing it in educational sector in general and in teaching learning in particular.

Several attempts have been made to develop effective approaches and techniques for teaching English in the world as well as in local context. Approximately, every decade, a new approach and method came into practice. Audio-lingual method (ALM), Direct Method (DM), Communicative Approach (CA), Total Physical Response (TPR) all had their heydays. So many new language teaching (TBLT), Computer Assisted Language Learning (CALL), Post method Pedagogy and many more are in recent practice.

Teaching English is an important subject in comparison to other subject and it is taught and learnt as a foreign language in our context. English is one of the languages for national and international communication and business. It gives access to information in the areas of business, finance, science, medicine, technology, education and internet. Furthermore, we can point out importance of English language teaching as follows:

- English language make learners able to communicate successfully in national and international level.
- English language can provide better opportunities for career development.
- English language can make a difference in learners' lives.
- It is well managed way for advance life style of people.
- Teaching English language encourages learners to understand and respect other ways of thinking and acting.

- It helps learners to know the culture, life style of people from different linguistic and cultural backgrounds.

In nutshell, we can say that we cannot imagine the world without English language. It links the people of the world which helped to make the world as a family. We can not ignore the deeply rooted significance of the English language teaching for its learners and users as well. It has been forced by external pressures for example; by globalization and the need for English as a language of international trade and communication, which has brought with it the demand by national educational authorities for new language teaching policies and practices. Therefore, it is very important to realize that English is a subject through which the students are expected to develop their English language proficiency.

#### **2.1.4 Language Acquisition and Learning**

The term acquisition and learning are directly concerned with first and second language respectively. These two terms are very controversial in psychology of learning. Acquisition refers to the gradual development of ability in a language by using it natural in communicative situation. It is the process of natural assimilation involving intuition and subconscious learning, which is the product of real interaction between people where the learners are in an active participant. It is similar to the way children learn their native tongue, a process that produces functional skill in the spoken language without theoretical knowledge.

The concept of language learning is linked to the traditional approach to the study of language and today is still generally practised. In high schools worldwide attention is focused on the language in its written form . Objective is for the students to understand the structure and rules of the language through the application of intellect and logical deductive reasoning the term . Learning is used to refer to the conscious process by which a language other than the other tongue is learned in a natural or a tutored setting. It covers the

development of phonology, lexis, grammar, the pragmatic knowledge but has been largely confined to morpho- syntax. But on the other hand, learning happens with in classroom setting with limited time.

Krashen and Terrell (1983) provide following points to distinguish between acquisition and learning:

<b>Acquisition</b>	<b>Learning</b>
- Similar to L1 acquisition	- Formal knowledge of language
- Picking up language	- Knowing about language conscious
- Implicit knowledge	- Explicit knowledge
- Formal teaching doesnot help	- Formal teaching helps

Similarly, Krashen (1983, p.2) says "Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill." He proposes five hypothesis in his theory of second language acquisition. Acquisition learning hypotheses is the combination of two system, the acquired system and the learned system. Thus, second language is also acquired. To sum up, Krashens' acquisition-learning hypothesis also distinguishes between acquisition and learning.

### **2.1.5 Factors Affecting Language Learning**

Teaching and learning English Language takes place in a formal academic setting in Nepal. As second language learning takes place in formal situation within limited time which is affected by different environmental and psychological factors. Brown (1987, p.130) mentions socio-cultural and personality factors in this regard. Second language learning is not just learning the language rather than learning its culture and society where the language exists. It is very important to understand the culture of the society of which language we are learning. The language is interrelated with living styles, beliefs, ideas and customs of related society. The culture is associated with language. If one is learning a second language indirectly a learning the culture

of that society learners need to understand the culture of that society to get cultured with that language.

On the other hand, personality factors within a person contribute to some way for the successful language learning. Understanding how human beings feel and respond to and believe in the value sin exceeding important aspect of theory of second language learning. Brown (1987, p.134) records the following factors:

- Self-esteem
- Inhibition
- Risk-taking
- Anxiety
- Empathy
- Extroversion
- Motivation

### **2.1.6 Introduction to Motivation**

The term motivation is said to be derived from the Latin term "mover" which means "to move". Thus, etymologically, motivation means to move someone to do something. It is thought to be responsible for why people decide to do something, how long they are willing to sustain the activities and how hard they are doing to pursue it. It is some kind of internal drive which pushes someone to do something in order to achieve something. Because of this activating and stimulating force of motivation, students learn language in an amazing way.

Morgan (1978, p. 196) views that there are several hundred words in our vocabulary that refer to motivation: wants, striving, desire, need, motive, goal, aspiration, derive, wish, aim, ambition, hunger, thirst, love, revenge to name a few. It is general tendency to believe that motivation is a personal trait. Some

people have it and the other do not. However, individuals differ in their basic motivational drives. Morgan (1978) further says:

Motivation is all inclusive term covering just about anything that psychologist wants to say about the subject. It has three distinct aspects: (i) some motivating state that impels the person towards some goal (ii) behaviour displayed in striving for the goal (iii) achievement of the goal (p. 190).

Motivation is an important tool that is often under-utilized by heads of institutions in today's workplace. To motivate others is one of the most important management tasks. It is a desire or drive within a person to achieve some goals. There are many factors that determine people's behaviors to motivate them. These are psychological needs, psychological drives, survival, urges, emotions, hurts, impulses, tears, threats, rewards (money, friendship, status), possessions wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self satisfaction, interest, pleasure, dislikes, established habits, goal, ambition and so on.

People who are motivated exert a greater effort to perform than those who are not motivated. We know that fear and money are not the only ways to motivate people to work. Human beings have reasons for the things that they do. Human motivation thus, is the process where by the behaviour of an individual is energized, sustained and directed in order to meet individual, needs and achieves organizational objectives. Motivation is the willingness to do something and is continued by this actions ability to satisfy some need for the individual. The act of arousing is related to the desire and vigor to produce. Directing is the election of behaviour and maintainance is the inclination to behave in a certain manner until the desired outcome is met. Motivation is one of the constructs that the psychologists have propounded in their quest for understanding the individual. Motivation is the willingness to exert high level of efforts towards organizational goals conditioned by the efforts and ability to satisfy some individual needs.



Thus, the factor that determines a person's desire to do something is motivation. In second language and foreign learning, learning may be affected differently by different types of motivation.

### **2.1.6.1 Language Learning and Motivation**

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

The reason a person wants to learn a second language and how much he wants to learn it, how well and in what manner, may determine the amount of effort he is willing to put into it. Psychologists have claimed that practice without willingness gives poor results (Mackey, 1965, p.122). There are different views on motivation. According to Kelly (1946), "Motivation is the central factor in the effective management of the process of learning. Some type of motivation must be present in all learning." Petri (1986), discusses that motivation as the "concept we use when we describe the forces acting on or within an organism to initiate and direct behaviour. As stated by Lumsden (1994), there are two types of motivation, viz. intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation from within the student." It occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important or they feel that what they are learning is significant. On the other hand, an extrinsic motivation comes into play when a student is compelled to do something or act in a certain way because of factors external to him or her (like money or good grades). An extrinsically motivated student studies and learns for the reasons (for career, economic factor, social factor etc.). Such as a student performs in order to

receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like failing grade (Lile, 2007, December 10).

These definitions of motivation show us the wide areas of motivation. This explain the success or failure of virtually any complex task. It is easy in foreign language learning to claim that a learner will be successful with the proper motivation. Such a claim is, of course, not erroneous, motivation is a key to invest one's effort to achieve the goal that will create, foster and maintain success. Thus, motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teacher, counselors, school administrators, and parents. Behavioural problems in the classroom often, or always, seem to be linked to the lack of motivation.

#### **2.1.6.2 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 is how can teachers water those roots?" (Oxford and Shearin, 1994, p. 15, as cited in Abisamra 2002, p.20). 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 satisfaction
2. The teacher/institution/employment: extrinsic reward
3. Success in the task: combining satisfaction and reward

Abisamra (2002) expresses his view about the sources of motivation in this way: while teachers and school systems have drawn on both of the first two sources of motivation, the third source is perhaps under exploited in language teaching. This is the simple fact of success, and the effect that this has on our

view of what we do. As human beings, we generally like what we do well, and are therefore more likely to do it again, and put in more effort in action.

In the classroom, this means that students who develop an image of themselves as 'no good at English' will simply avoid situations which tell them what they already know- that they are not any good at English. Feelings of failure, particularly early on in a student's school career can, therefore, lead to a downward spiral of a self-perception of low ability-low motivation-low effort-low achievement- low motivation, low achievement, and so on.

Thus, the teacher has the main responsibility to identify the sources of motivation and work on them to make the students effectively participate in fruitful language teaching and learning.

### **2.1.6.3 Types of Motivation**

Motivation is a kind of thrust or readiness that encourages learners to learn. It is a social psychological factor that leads to the path of success and achievement of goal. It is a kind of desire or inner drive to initiate learning. Harmer (1991, p. 983), defines motivation as, "At its most basic level, motivation is some kind of internal drive which pushes some one to do things in order to achieve something." It creates a kind of enthusiasm and curiosity in learning which play significant role in learning. It is a psychological factor so, well motivated learners learn better in comparison with less motivated learners. Similarly, Glatthorn, (1995, as cited in Christopher, 2013, p. 15) states, "Motivation refers to the strength of the inner drive to achieve professional goals." Furthermore, Christopher (2013, p. 15) added that Motivation stimulates appropriate behaviour required to insure that teachers perform their duties.

While talking about motivation, in some cases it is interchangeably used with attitude. According to Gardner (1985, as cited in Ellis, 1994 p. 512), "Attitude is the combination of effort plus favourable attitudes towards learning the language." Similarly, he adds that 'motivation' refers to the directed effort

individuals make to learn the language. In this sense, orientation and motivation are indirectly related whereas; achievement and motivation are related directly Gardner (ibid), claims that motivation constitutes a causative variable. Most of the studies suggest that learners are strongly motivated by their achievement. It is also clear that interest and self direction are the prime concern of the motivation and play crucial role to take place any kinds of learning. In the words of Gardner and Lambert 1972, as cited in Ellis, 1985, p. 117), "Motivation is the L2 learners' overall goal or orientation."

In this regard, Brown (1994, p. 153) views that Motivation is something that can like self-esteem, be global, situational or task oriented. Learning a foreign language clearly requires some of all three levels of motivations.

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

To talk about the types of motivation, it is classified differently by different scholars. Gardner and Lambert (1972), classify it as integrative motivation and instrumental motivation. Integrative motivation is invariably related to L2 achievement. To quote Ellis (1994, p. 513), "measures of motivation (and, in particular, integrative motivation) are related to the amount of effort and persistence that individual display in classroom context." In this sense, it is the desire shown by the L2 learners to be like valued members of the target language community. Integrative motivation has been shown to be strongly related to L2 achievement. It combines with instrumental motivation to serve as a powerful predictor of success in formal context. Learners with integrative motivation are more active in class and are less likely to drop out. Instrument motivation, on the other hand, is the desire to achieve proficiency, in the target language for practical reason or for functional purpose. Most of the reasearcher like: Suslu (2006), Kizilaslani (2010), Alam and Farid (2011), and Christopher (2013), talk about the financial (economic) aspect in case of

instrumental motivation. It is also found that instrumental motivation is highly effective in language learning than the earlier one. Lukmani, (1972, as cited in Ellis, 1994) states that an instrumental motivation was more important than an integrative motivation. The social situation helps to determine both kind of motivation in learners. To sum up, the idea, learners, with an instrumental motivation are successful in comparison with the integrative motivation which is also the major disadvantage of instrumental motivation.

Similarly, Brown (1981) distinguishes three types of motivation as global motivation, oriented towards the general goal of learning L2; situational motivation, the motivation associated with class room is distinct from the motivation involved in naturalistic learning and task motivation, which is related to performing the particular learning task.

Different scholars classified motivation in their own ways. Normally, all types of motivation are categorized into extrinsic and intrinsic motivation. Students have both intrinsic and extrinsic needs. A student who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self actualization. Internal motivators are inside the individual. These are things that make him want to do a good job for his own reasons such as pride of accomplishment a desire to live up to the expectations of a respected supervisor etc. On the other hand, an extrinsically motivated students may perform the activity in order to obtain some reward. External motivators are things outside the individual that cause him to work such as wages, the desire to avoid discipline from the boss and so on. Extrinsic motivation plays an important part in people's life. Reeve (2001, p. 95) states:

Motivation can come from two sources, the extrinsic and intrinsic. People may be motivated by factors in the external environment such as pay, supervision, benefits and job perks.

This is referred to as extrinsic motivation. They may also be motivated by the relationship between worker and the task. This type of motivation is called intrinsic motivation.

Motivation is extrinsic as well as intrinsic and some psychologists stress the importance of extrinsic motivation. Working for externally determined rewards is extrinsically motivated behaviour. Intrinsic motivation can not sustain all activities. Extrinsic motivation is often necessary for persistence of motivated behaviour. Normally, all types of motivation are categorized into extrinsic and intrinsic. They are as follows:

### **(1) Extrinsic Motivation**

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

According to Brown (1994, p. 156), "Extrinsically motivated behaviours are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback. Financial aspect is important issue when talking about job satisfaction and teacher motivation. It is similar with the instrumental motivation of Gardner and Lambert (1972).

According to Good (1959, p. 354) extrinsic motivation is "the application of incentives that are external to a given activity to make work palatable and to facilitate performance". This motivation driven by person getting a reward for

doing something. Extrinsic motivation can also be driven by threats of punishment or even fear. An extrinsically motivated student may perform the activity in order to obtain some reward. Thus, financial aspect is important issue when talking about job and student motivation. It is governed by working condition and work load, the necessity of appropriate compensation and long term job stability. Extrinsic motivation plays an important part in people's life. It is very important and strong in influencing a person's behavior. Extrinsic motivation is further categorized into integrative motivation and instrumental motivation:

**(a) Integrative Motivation**

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

According to Gardner's socio-educational model, an integrative orientation involves an interest in learning an L2 because of "sincere and personal interest in the people and culture represented by the other language group" (Lambert 1974, p. 98, as cited in Ellis 1994, p. 509). It contrasts with an instrumental orientation, which concerns "the practical value and advantages of learning a new language."

Saville-Troike (2006) maintains that integrative motivation is based on interest in learning L2 because of a desire to learn about or associate with the people who use it (e.g. for romantic reason), or because of an intention to participate or integrate in the L2 using speech community; in any case, emotional or affective factors are dominant.

The learners who have a positive view toward target language and its culture; that is who are interactively motivated, often outperform in an L2 or foreign language acquisition. The common assumption is that motivation is the cause of L2 achievement. However, it is also possible that motivation is the result of learning; that is, learners who experience success in learning may become more, or in some contexts less motivated to learn.

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

Instrumental motivation refers to a situation in which students believe that mastery of the target language will be instrumental in getting a better job, position or status. The language is an instrument in their attainment of such a goal. It concerns with the practical value and advantages of learning a new language.

Brown (1994, p. 153) states, "Instrumental motivation refers to the motivation to acquire a language as means for attaining instrumental goals. Furthering a career, reading technical materials, translation and so forth. An integrative motive is employed when learners wish to integrate themselves within the culture of the second language group to identify themselves with and become a part of the society".

Krashen (2000, p. 22) defines instrumental motivation as:

The desire to achieve proficiency in a language for utilitarian or practical reasons. It may also relate to proficiency. Its presence will encourage performer to interact with L2 speakers in order to achieve certain ends. Integrative motivation, in contrast, is defined as the desire to be like valued member of the community that speaks the second language. It is predicted to relate to proficiency in terms of the two functions. The presence of



integrative motivation should encourage the acquirer to interact with speakers of the second language out of sheer interest, and there by obtain intake.

Instrumental motivation involves perception of purely practical value in learning the L2, such as increasing occupational or business opportunities, enhancing prestige and power accessing scientific and technical information, or just passing a course in school or campus. Stern (ibid) argues that the social status of the second language in relations, economic or political factors are likely to influence motivation to learn a second language. Thus, when the sociolinguistic status of a group is lower than that of the target language group instrumental motivation is likely to be strongly in evidence because acquisition of the target language is likely to be a prerequisite for economic advancement.

## **(2) Intrinsic Motivation**

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on external pressures or a desire for reward. According to Good (1959, p. 354) intrinsic motivation is the "determination of behaviour within an activity and that sustains it as with autonomous act and interest." Intrinsic motivation means the individual's motivational stimuli are coming from within. It is important as it helps us to develop and grow. Intrinsically motivated people participate in sport for internal reason, particularly pure enjoyment and satisfaction. According to Harmer (1991, p.985) Intrinsic motivations, comes from within the individual. Thus , a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better. Intrinsic motivations are the self-generated factors which influences people to behave in a particular way or to move in a particular direction. They are related to "psychological" rewards such as the opportunity to use one's ability, a sense of challenge and achievement, positive recognition and being treated in a caring

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

In the similar vein, Brown (1994.p157) mentions

While many instances of intrinsic motivation may indeed turn out to be integrative, some may not. For example, one could, for highly developed intrinsic purpose, wish to learn a second language in order to advance in a career or to succeed in an academic program. Likewise, one could develop a positive affect toward the speakers of a second language for extrinsic reasons, parental reinforcement, teachers' encouragement, etc.

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

#### **2.1.6.4 Role of Intrinsic and Extrinsic Motivation in English Language Learning**

The motivation which is concerned with the factors such as physical conditions, methods and the teachers inside the classroom is known as intrinsic motivation, (Harmer 1991). Only extrinsic motivation is not adequately supportive for effective language learning. So, intrinsic motivation also plays a vital and determining role. People who are intrinsically motivated work on the tasks because they find them enjoyable. Task participation is its own reward and does not depend on implicit rewards or other external constraints.

For Deci (1975, p. 23, as cited in Brown 1994, p. 754) The relation of reward and intrinsic motivation is:

There is no apparent reward except the activity itself. People seem to engage the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self determination.

The intrinsic-extrinsic continuum in motivation is applicable to foreign language classrooms around the world. Regardless of the cultural beliefs and attitudes of learners and teachers, intrinsic and extrinsic factors can be quite easily identified much more universally so that integrative instrumental continuum that relies exclusively on a social psychological approach.

Similarly, Crooker and Schmidt (1991, p.502 as cited in Brown 1994 p.157) contend that by looking at motivated "in terms of choice, engagement and persistence, determined by interest, relevance, expectancy and outcomes... the

concept of motivation (will have) a more satisfactory connection to language-learning process and language pedagogy"

Motivation is very important and strong in influencing a person's behavior. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for students to learn effectively and at the same time, to supply some extrinsic motivation along the way for school improvement.

Regarding more powerful form of motivation, Brown (2001, p. 76.) mentions "A convincing stockpile research on motivation strongly favors intrinsic drives, especially for long retention"

Likewise, Bruner (1962), praising the autonomy of self-reward he claimed that one of the most effective ways to help both children and adults to think and learn is to free them from the control of rewards and punishments. One of the principal weaknesses of extrinsically motivated behaviour is its addictive nature. Once captivated as it were, by the lure of an immediate prize and or praise, we become dependent on those tangible rewards, even to the point that their withdrawal can extinguish the desire to learn.

According to Dornyei (2001), "motivation is performing a behaviour for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity" . In this sense, there is certainly a strong relationship between intrinsic motivation and skilled language teaching. It is influenced heavily by an internal desire to teach, a dialogic connection between teachers and students, a higher feeling of efficiency in the classroom, a sense of accomplishment and it is fact that the teacher with high intrinsic motivation is motivating for students as well.

Intrinsic and extrinsic motivation plays vital role in learning English language. Without motivation learner can not learn effectively because they do not know the opportunity, social status, economic enhancement, prestige which they will get after learning English language .Likewise, sum learners learn English

language for enjoyment, for opportunity to use one's ability, desire to make themselves better, a sense of challenge and achievement and so on. Thus, teaching and learning are complex and technical task that test one's commitment and courage.

#### **2.1.6.5 Factors Affecting Intrinsic Motivation**

There are many factors that affect intrinsic motivation. Regarding the factors that affect intrinsic motivation, Harmer . (1991, p. 986) has presented the following factors :

##### **(a) Physical Condition**

Physical condition is the one of the factor that affects intrinsic motivation. The physical conditions inside the classroom have a great and determining effect on learning and can alter a student's motivation either positively or negatively. The classroom that are poorly and badly managed and decoration of the classroom may demotivate the students. To get the students appropriately motivated, the teacher should try to make the class rooms pleasant and entertaining.

##### **(b) Method**

The method implied has enough influence on the students learning. There are numerous language teaching methods being practiced. The teacher should make an appropriate selection of the methods depending upon the circumstances and other requirements only one methods is not used in a single class, more than one method can be implied. The proper selection of the method is to be determined on the basis of some factors existing and affecting teaching-learning activities.

##### **(c) The Teacher**

The teacher is also believed to be one of the factors to create motivation. The teacher's personality, appearants teaching methods and techniques he/she uses,

the manners how he behaves etc. can be the factors to decide his position in the student's heart.

#### **(d) Success of the Students**

Presence or absence of the success plays a vital role in the motivational drive of a student. Both complete failure and complete success may be demotivating; complete failure demotivate students because they have no hope of success. Likewise, complete success also demotivate learners because they feel that they have achieved everything and they become stable. It will be the teacher's job to set goals and tasks at which most of his students can be successful or rather tasks he or she could realistically expect the students to be able to achieve. To give students very highly challenging activities where there is not appropriate success may have a negative effect on motivation. It will also be the case that low challenge activities are equally demotivating. If the students can achieve all the tasks without difficulty at all, they may lose the motivation that they have faced with the right level of challenge. Ultimately, the student's success or failure is in their own hands, but the teacher can influence the course of events in the students favour.

#### **2.1.6.6 Extrinsic Factors**

Regarding Extrinsic motivation, Brown ,H.D.(1994, p. 158) has presented the following factors :

##### **1. Career Related Factor**

This is one of the factor that affect extrinsic motivation. The career related factors have a determining effect on learning English language. After learning English people have lots of opportunities for their career advancement. Due to this cause learners want to learn English language. It means extrinsic motivation also play vital role to learn language. Everyone wants to secure his/her future. English is global language so to get success in life learning English is necessary.

## **2. Social Factor**

Language is not only thing to fear, but also the abolition of a culture and the historical ties that people have. Language is more than just a tool to communicate. It connects people with something greater than themselves. A common language breaks barriers between people. It allows people that share a language to identify with each other although they are different. So people learn English language to communicate with each other i.e., social factor the learner want to communicate in business, trade, job, etc. So, extrinsic motivation is very important to motivate learners socially.

## **3. Economic Factor**

The economic factor is also believed to be one of the factors to create motivation. After learning English language, learner can get better job which help him/her to be in good economic condition. In other words, learning English language makes people economically strong. So, economic factor is also called the source or factor of motivation.

## **4. Language Related Factor**

Language plays a vital role in people's motivation. English language is global language. So every people want to learn English language. It is so called standard language, the people who can speak English think that they have prestige in front of other people who cannot speak English language. English language is very important in every sector. So, people want to learn English language. Nowadays, it is crucial to learn English for everything: just like communication, education, transportation, health, job, conferences, etc. The people who cannot speak English is like a lame. So, language is also a factor that affects motivation.

### **2.1.7 ELT Situation in Nepal**

Today English language is getting one of the very basic needs of the world people. English has occupied a prominent place in Nepalese academic situation. Before we talk about the present situation of English in Nepal, it is better scratch the short history of English language development in Nepal. The history of English language in Nepal goes back to the 17th Century at the time of Pratap Malla according to the pages of annals of the Malla period know fourteen languages including English. Similarly, Awasthi (2003, p. 199) states, "The use of the English language in Nepal goes back to Seventeenth Century, when king Pratap Malla ruled over Kathmandu. Several changes took place after that during the later part of the Malla king's regime."

During the Rana period, Bengali or English tutors were hired to teach Rana and higher class families' children. Rana Prime Minister Janga Bahadur Rana opened Durbar High School, later this school was shifted to its present place Bhanu Madhyamik Vidhyalaya. At that time the opportunity was given to the children who were members of Rana clan. The influence of English language was spreaded later over the kingdom partly because of British Indian Army in which Nepalese took part during world war first (1914-18). At the very beginning, English language education was exclusively for Rana and higher classes people where English language education was a distance dream for ordinary people. But, slowly and gradually different movements, establishment and implementation of educational commission and revolution widened the access of public in English. The Rana Prime Minister Chandra Shamsher opened Tri-Chandra College in 1918 and after this the English language was adopted in higher education. Since then people have been learning English as a foreign language for successful career, personality development, to gain access to the world body of knowledge to keep one updated with knowledge in different fields, to participate in international program and conference, to pass the exam, to communicate with foreigners and for other emotional, personal,



intellectual and school purposes, people are learning English language enthusiastically for different purposes.

To talk about English language in Nepal, it is taught and learnt as a foreign language in all most of academic institutions. According to Awasthi (2003, p. 199).

English entered in the Nepalese education system in 1854 when the Prime Minister Jang Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of NESP. Until then English language teachers were not trained. It started only in 1971 when IOE of TU initiated the B.Ed. programme in English education.

Now, thousands of schools, colleges and many universities are opened and English is taught and learned in every part of the country. There are many English medium schools, colleges and private institutions. English is taught as a compulsory subject up to graduate level and it as a major subject up to master level. Different fields like tourism, business, study in foreign countries, science, technology, games and sports, international meetings, seminars, international labour and other international relation have made the use of English wide and necessary.

There is lack of sufficient teaching learning materials and teaching learning environment is not satisfactory in Nepal but also English is being well developed and its use and importance is increasing day-by day. Use of English in speaking and writing is increasing rapidly. Nepal National Education Planning Commission (NNEPC) 2011, All Round National Education Committee (ARNEC) 2018, National Education System Plan (NESP) 2028, Royal Higher Education Commission (RHEC) 2040, National Education Commission (NEC) 2049 are examples of effects made for planning educational sector and their valuable contributions were important to uplift the

educational status along with English language education in Nepal. Thus, English language is taught and learned as a foreign language in Nepal. To teach such language teachers should be well motivated. Motivation has an important role to make a teaching learning process effective.

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

Every researcher needs to observe the fundamental background of the related subject and past studies. There are so many research works carried out on the motivational factors in learning English language, role of motivation in English and so on in the Department of English Education, T.U. Most of the researchers have chosen learner, learning style and strategy used by teachers in teaching English. However, the present study highly focused on the student's motivation. There are only a few researches carried out in this area. Some of the related studies are briefly reviewed in this section.

Gyanwali (2007) carried out a research entitled "English teachers' motivational techniques in Grade 5: a study of selected public schools, in Kathmandu". His main objectives of the research was to explore the existing techniques of teachers to create motivation in the English language classroom in the 5th grade. He found out that most of the teachers taught English language without warm-up activities and materials. Teachers did not make students participate in teaching learning activities. Teachers of English are found untrained. He found out that the teachers do not use motivational technique while teaching. However, his investigation tools are not closely related to the motivational techniques.

Chand (2007) conducted a research entitled "motivation towards learning English by the teenagers in Nepal" and the objectives of his study was to investigate the teenagers motivation towards learning English. The study was based on primary data i.e. hundred students of different campuses and institutions of Kathmandu district. The major finding was that students learn

English for different purposes like to get good job, to pass the exam, to be a complete person because English is an international language.

Singh (2008) carried out a research on "Role of motivation in English language proficiency." In this research, the objectives were to identify interactively and instrumentally motivated students, to explore their English language proficiency and to analyze the role of motivation in English language proficiency. He purposively selected to TU constituent campuses and to private campuses through fish bowl from Kathmandu valley. He mainly used motivation Survey questionnaire and test items together required information. The study was based on the Bachelor first year students of faculty of education and found that the number of instrumentally motivated student was larger than that of the interactively motivated students and the motivation has some sort of positive and direct role in language proficiency. This study was restricted to explore only the reading and writing proficiency of students, not listening and speaking skills.

Bhattarai (2009) carried out a research entitled "Teacher's practices of motivation in Teaching English." The Main objective of the study was to find out the techniques of creating motivation in the English language classroom. She selected Rupendehi district. Eight schools were selected purposively and observed two classes of each of the 16 English teachers in Grade 10. The major finding of her study was that most of the teachers were untrained though they used their own methods to motivate their students. But she has not given emphasis on motivation techniques used by the English teachers to motivate their students.

Negi (2009) conducted a study research on "Teacher's Non-verbal Communication and its Impacts on Learners' Motivation". The objectives of his study was to identify the most frequently used non-verbal behaviours of English teachers' in ELT class room and to find out the impact of teacher's non-verbal communication on learners motivation. The study was based on

both primary and secondary sources of data. The primary sources of data of the study were the teacher and their students' of the ten higher secondary schools in Kathmandu valley and the secondary sources of data were various books', dissertation, journal, reports, articles, related to topic were used to facilitate the study. The population of the study were the teacher's and their students' of the higher secondary schools in Kathmandu. The sample consists of ten teachers' and their 80 students' who were teaching and studying at 10 higher secondary schools. The schools and 10 teachers were selected purposively, 80 students were selected non-randomly. The data collection tool was questionnaire consisted of two sets. The major finding was that students' like to work in pair/group in classroom rather than listening to the lecture all the times.

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

B.K. (2012) carried a research on "Motivation Techniques used by English Language Teachers at Secondary level." The main objective of the study was to find out the motivation techniques used by English language teachers to motivate their students at the secondary level in which twenty teachers of ten secondary schools were taken as the sample population. He selected secondary public schools in Palpa district and 20 English teachers were selected. Only 40 students were randomly selected and only 40 classes were observed. Observation checklist and questionnaire were the tools for data collection. Questionnaire was for getting the actual concept and opinions of the teachers' and students' related to motivation. Two classes of every teacher were

observed and the motivation techniques were noted on the basis of observation checklist. The major findings of the study was that most of the teachers made their voice commanding to motivate their students and most of the teachers used some kinds of motivation techniques before starting the class. But these techniques differ according to the nature and the situation of the class.

Neupane (2013) carried out a research on "Motivation of Secondary Level Teachers towards Teaching English." The main objectives of the study were to find out whether teachers are motivated towards teaching English or not, to find out the causes of motivation or demotivation for teaching English. Population of the study was selected through purposive non-random sampling. Forty teachers were selected from community and private higher secondary schools of Kathmandu valley. A set of questionnaire was used as the tool for data collection. Close-ended and open-ended questions were included to gather the information. The finding was that most of the teachers seem to have positive attitude towards teaching English language, English language learners, English language classes, scope of English language, teaching learning environment. Handling the challenging situation in the classroom and outside the class may make the teachers exhausted so, the School administrator should organize different motivational programs for the teachers.

From above survey of literature, it is clear that different people have their own perspectives on the English language and its learning. Though the present study is related to these earlier studies. It is different from them in terms of target group of primary data i.e. students who are studying in different +2 and colleges in Kailali district and the main concern is to find out students motivation ( i.e extrinsic and intrinsic motivation) towards learning english.

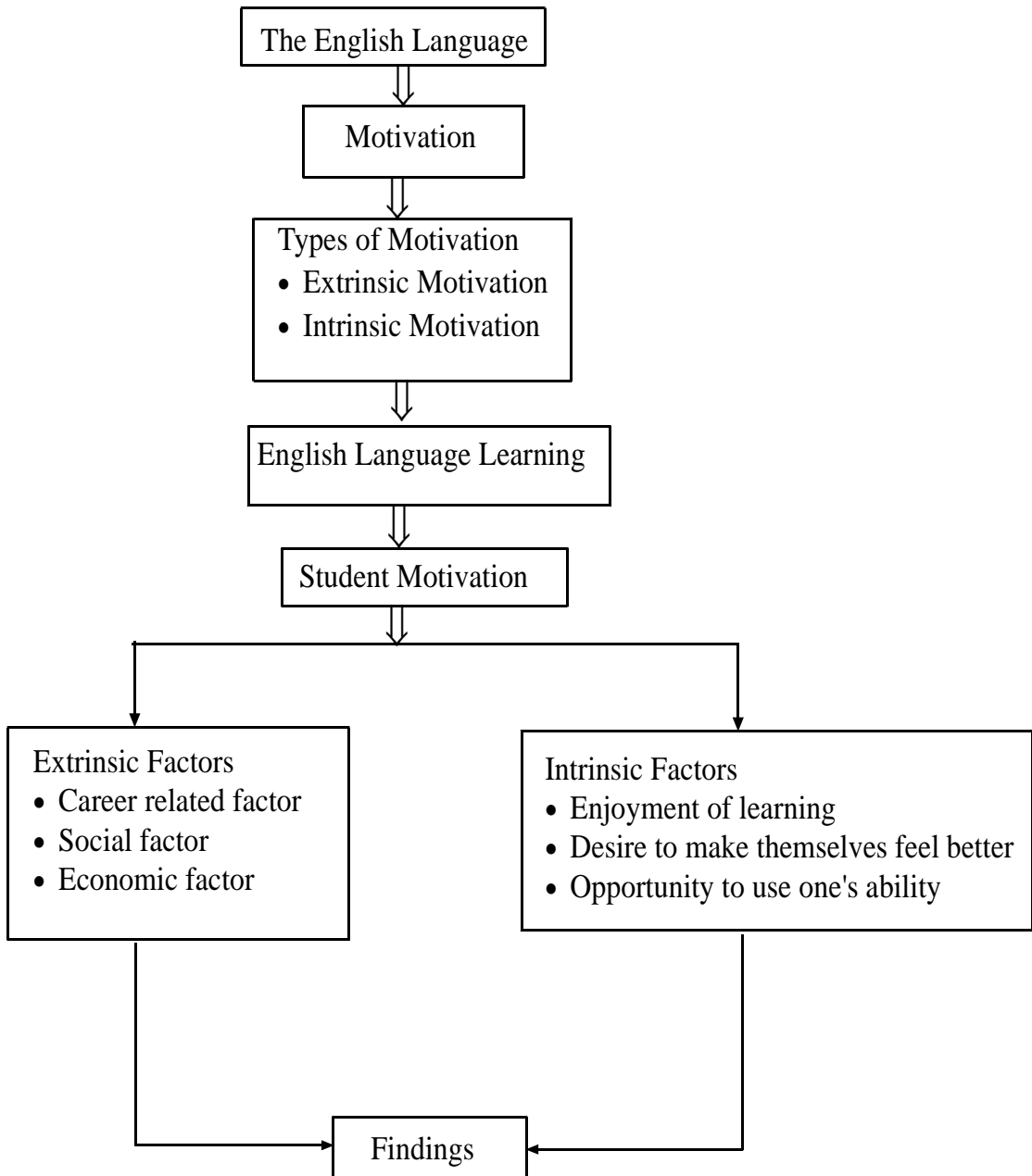
### **2.3 Implication of the Review for the Study**

Among the various studies carried out regarding motivation in Nepal, most of them are related to students' motivation. In case of some research studies carried out outside the country, they are related to teacher motivation and the

English language teachers. These studies are related to my study in various respects. After reviewing these works, I got lots of ideas regarding the student motivation, background knowledge about the motivation, factors motivating students in learning English, gain knowledge about the methodology of the study, select the appropriate research tools for survey research, familiar with the role of motivation, know about the importance of the instructional materials and so on. Likewise, those studies were helpful for clarification of subject matter, selecting research problems, designing of framework, designing research questions, and empirical review and choosing objectives. In this connection, though those works were carried out in foreign context. Those works provided insights for my study and helped to explore the theoretical concepts and various guidelines to carry out overall research work. In short, those literature studies and research helped to form the foundation of my study with greater significance.

## **2.4 Conceptual Framework**

This present research study generally concerns with role of intrinsic and extrinsic motivation that play significant role in motivating student in learning language. There are various factors responsible to motivate students. It is much crucial to motivate learners in language learning because without proper motivation one cannot learn language effectively. If students are well motivated, educational quality can be enhanced sufficiently. For various reasons student motivation is much relevant.



## **CHAPTER THREE**

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

This chapter deals with the methodological procedure for data collection during the study. I adopted the survey research as a research design. This chapter consists of design of the study, population and sample of the study, sampling procedure, data collection tools, data collection procedure, and data analysis and interpretation procedure. In short, the following methodology was adopted to accomplish the objectives of my research.

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

Research design, here, refers to the model that any researchers apply or follow in courses of his/her research work. According to Kumar (2009 p.84), "A researchers design is a plan for, structure and strategy of investigation so conceived as to obtain answer to the research questions or problems ." I would like to discuss the survey research that I followed in my research work.

Survey research design is a design that is most commonly used in educational researches. It is equally important to social inquiry, politics and development studies and most significant for education and linguistics aspects. It has an equal importance to large scale investigation like census to a small scale study. According to Cohen and Manion (1985), as cited in Nunan, 1992, p. 140), "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large governmental investigations through to small scale studies carried out by a single researcher. They further state that, the purpose of the survey is generally to obtain a snapshot of conditions, attitudes, and or events at a single point in time". In this sense, survey research is different from other types of researches as experimental and quasi experimental research in terms of population of the study, nature of collecting data. There is a single time data collection in survey research and conducted in natural setting. Similarly, it differs from case study in terms of large size of



samples while case studies are oriented to the more intensive and longitudinal study of small population.

In case of educational survey research, Cohen et al. (2010, p.207) states, it often makes use of test results, self completion questionnaires and attitudes scales. Surveys are useful to gather factual information both present and past. According to Cohen et al (2010, p.208), Survey can be both descriptive and analytical. Descriptive surveys simply describe data on variables of interest, where analytical surveys operates with hypothesized predictors or explanatory variables that are tested for their influence on dependent variables. The attraction of survey research lies in its appeal to generaliability or universality.

The basic purpose of survey research is to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to the education and generalize its findings on the basis of representative sample of specified target population. In survey research data are gathered from relatively large numbers of population using certain sampling procedures where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with the clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Some of the characteristics of survey research as stated by Cohen et al. (2010 p.206) are as follows:

- a. It collects data on one shot basis and hence is economical and efficient.
- b. Represents a wide target population
- c. Generates numerical data
- d. Gathers standardized information
- e. Captures data from multiple choice, closed questions, tests scores or observation schedules.

Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalizable findings. It is the exploration of existing situation, ie; which is happening in current situation.

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

1. Define the Objectives

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

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

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

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

According to the Cohen et al. this is the third phase in survey research. In this phase / step researcher prepare research questions or formulates hypothesis.

4. Decide the issues on which to focus

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

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

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

6. Decide the Sampling Required

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

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

8. Generate the data collection instruments

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

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

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

10. Pilot the instruments and refine them

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

#### 11. Train the Interviewers (if appropriate)

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

#### 12. Collect the data

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

#### 13. Analyzing the Data

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

#### 14. Report the Results

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

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

The population of the study were all the students who are studying in class twelve of Kailai district. Fifty students were selected from ten private and government aided schools as the sample.

### **3.3 Study Area**

Ten higher secondary schools were selected through purposive non-random sampling. I selected 50 students from 10 higher secondary school of Kailai district; 5 students from each school.

### **3.4 Data Collection Tools**

I used questionnaire for the students to elicit the required data. The framework of questionnaire was both open-ended and close-ended. The questionnaires were designed to get students' motivation towards Learning English.

### **3.5 Data Collection Procedure**

I adopted the following process to collect the data.

1. At first, I visited the selected higher secondary schools and talked to the authorities to get permission and explain briefly on the purpose and process of the research.
2. Then, I established rapport with concerned teachers and students.
3. Using purposive non-random sampling procedure, I selected the population required for my research.
4. Then, I distributed the questionnaires.
5. Finally, I collected questionnaires after allocated time and thank the informants and other school authority for their kind cooperation.

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

The collected data were analyzed and interpreted under this chapter. The collected data were presented, analyzed and interpreted descriptively by using different tools such as tables and lists.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULT**

After collecting all the questionnaire, the data were processed, analyzed and interpreted. The main focuses of the study was to explore the student's perception on extrinsic and intrinsic motivation at higher secondary level. Students were provided with three alternatives (A), (U) and (D) for 'agree', 'no opinion', and 'disagree' respectively to express their opinion or responses to the given statements or questions. The student's response were counted and tabulated. Responses and percentage of the responses, the data were analyzed and interpreted.

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

The research shows that majority of learners were found to be motivated extrinsically and intrinsically. Career related factor like for good career prospects, for good grades, and for better future were seen as major factors due to which learners are motivated. Regarding for getting better job 70% of the students have been found to be agreed with for getting better job, 16% of the students did not want to put their views and 14% learners have been found to be disagreed with getting better job. A significant number of learners were found to be motivated because of its prestige, necessity and importance for exchanging culture and relationship with the society. In the same way because of the fact that English language helps to globalize the thoughts, its necessity for national development, its value and opportunities in Nepal learners were found to be highly motivated. Similarly, learners were found to be highly motivated. Similarly, learners were found to be highly motivated because of the wide applicability and acceptance towards the global phenomena and for economic enhancement. Due to value of English, learning environment, enjoyment of learning of learners were found to be motivated. Majority of the learners were found to be satisfied with the teaching method and learning environment. Learners want to introduce themselves as a good English learner,

opportunity to show and use their ability, to globalize their thoughts, value and opportunities in Nepal learners were found to be highly motivated. So these could be interpreted as the major motivating factors that are highly responsible for learners to be motivated. However, in some issues such as in security of job, result oriented trends, noise and overcrowded classes, lack of opportunities, teaching materials, class environment , value of English in getting job, its unfair domination over the world and failure of the students were seen as demotivating factors for learners.

#### **4.1.1 Extrinsic Factors**

There were four topics namely career related factor, social factor, economic factor and language related factor under this heading, each consisted five statements regarding the learner's extrinsic motivation.

##### **4.1.1.1 Career Related Factors**

Tabulation of responses on every question of this topic is given below. There were five statements asked to fifty students. The responses and their analysis are presented in table 1

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

S.N	Career Related Factors	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	%A	%U	%D
1	Learning English offers a good career prospects	48	1	1	96	2	2
2	I learn English for good grades	41	4	5	82	8	10
3	Learning English is important to me because it will be useful in getting better job	45	4	0	90	10	0
4	After learning English people have lots of opportunities for their career advancement	35	8	7	70	16	14
5	Learning English language secure the future	39	7	4	78	14	8

There were five statements under the topic career related factors which tried to find out students' perception towards extrinsic motivation.

Among the fifty students, Forty eight i.e. 96% agree that learning English offers a good career prospects; one had no opinion which occupies 2% and one student chooses disagree option which is insignificant as it is only 2%. This show that a significant number of student agree that learning English offers a good career prospects.

Forty-one (i.e. 82%) agree that they learn English language for good grades , Four students (i.e. 8%) were found with no opinion and five students (i.e. 10%) disagree this statement. This shows most of the students wants to learn English language for good grades.



Similarly, Forty-five (i.e. 90%) respondents learn English language for better job, Five students (i.e. 10%) were found with no opinion and no one disagreed this statement. This shows that a significant number of students learned English for better job.

Thirty-five (i.e. 70%) agree that learning English provides opportunities for career advancement. Eight (i.e. 16%) students have no opinion and seven students disagree. It indicates that significant number of students learned English for their career advancement.

In the similar way, thirty-nine (i.e. 78%) students want to learn English to secure the future while seven (i.e. 14%) respondents have no opinion and four (i.e. 8%) disagreed with the statement. Thus, we can conclude that majority of students learned English for betterment of future.

#### **4.1.1.2 Social Factors**

There were five statements asked to fifty students under this category. The responses and their analysis are presented as in table 2

**Table 2**  
**Analysis of Social Factors**

S.N	Social Factors	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	%A	%U	%D
1	Learning English provides us prestigious job in our society	42	2	6	84	4	12
2	Learning English is necessary for the exchange of culture	48	1	1	96	2	2
3	Learning English provides us high position in society	27	12	11	54	24	22
4	Learning English is important because I want to stay with the English language speaking community	26	15	9	54	30	18
5	Studying English is important to participate more freely in the activities of other cultural group	50	0	0	100	0	0

Among fifty students Forty-two (i.e. 84%) agreed that English provides us prestigious job in society, only two (i.e. 4%) students have no opinion and six students (i.e. 12%) disagree with that statement. So a considerable number of students learn English for prestigious job in our society.

Forty-eight (i.e. 96%) students think that learning English is necessary for the exchange of culture, two (i.e. 4%) students neither agree nor disagree and two

(i.e. 4%) students disagree. Thus, it can be interpreted that English language plays a vital role in exchanging the culture.

Similarly, twenty-seven (i.e. 54%) students out of fifty students learn English for high position in society, while twelve (i.e. 24%) students have no idea regarding this and eleven (i.e. 22%) disagree the statement. In conclusion, majority of students learn English for high position in society.

Twenty-six (i.e. 52%) students out of fifty want to stay in English speaking community and fifteen (i.e. 30%) students have no opinion while nine (i.e. 18%) students do not think so. From this discussion it can be sum up that English language helps to stay in English speaking community.

Fifty (i.e. 100%) out of fifty students learn English to participate more freely in the activities of other cultural group. So, it can be concluded that students want to exchange the culture and want to participate in activities of other culture.

#### **4.1.1.3 Economic Factors**

There were five statements asked to fifty students regarding the economic factor associated with learning English.. The responses and results are presented as in table.

**Table 3**  
**Analysis of Economic Factors**

S.N	Economic Factors	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	%A	%U	%D
1	The financial aspect is a prime cause to select learning English.	32	8	10	64	16	20
2	Learning English provides more opportunities for economic enhancement.	43	5	2	86	10	4
3	Learning English changes the status of learners.	36	8	6	72	16	12
4	Learning English helps us to be in good economic condition.	34	4	12	68	8	24
5	There are lots of changes in economic status before and after English.	45	4	1	90	8	2

Thirty-two (i.e. 64%) students think financial aspect is the prime cause to select learning English, eight (i.e. 16%) students have no opinion and Ten students (i.e. 16%) disagree that statement. In conclusion, majority of students select English for financial aspect.

Forty-three (i.e. 86%) students think that learning English is necessary for opportunities for economic enhancement while five (i.e. 10%) students have no opinion and only two (i.e. 4%) students disagree. It can be concluded that learning English provide us a lot of opportunities.

Similarly, thirty-six (i.e. 72%) students agree that learning English changes the status of learner, eight (i.e. 16%) students have no opinion and six (i.e. 12%) student disagree with the statement. It indicates that learning English has a vital role to change the status of learner.

Thirty-four (i.e. 68%) students think learning English helps to be in good economic condition, only four (i.e. 8%) students have no opinion and twelve (i.e. 24%) students disagree with the statement. Thus, we can conclude that majority of students learn English for good economic condition.

Forty-five(i.e. 90%) students agree that there is lots of changes in economic status before and after learning English, Four (i.e. 8%) students have no opinion and only one student disagree the statement. It means that majority of the students have positive responses over the statement.

#### **4.1.1.4 Language Related Factors**

Language Related Factors had consisted five statements. The responses and their analysis are presented in table.

**Table 4**  
**Analysis of Language Related Factors**

S.N	Language Related Factors	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	%A	%U	%D
1	English language classes are funny, dramatic and attractive.	42	2	6	84	4	12
2	English language is a window from which we can see the world.	48	1	1	96	2	2
3	English language helps to widen our perspective towards the global phenomena.	37	12	1	74	24	2
4	English language has its unfair domination over the world.	20	15	15	40	30	30
5	English is an internationally recognized language.	50	0	0	100	0	0

Among the fifty students, Forty-two (i.e. 84%) thought that English language classes are funny, dramatic and attractive, two students (i.e. 4%) had no opinion and six (i.e. 12%) students disagree. It indicates that large number of students enjoy with funny, dramatic and attractive English language classes.

Forty-eight (i.e. 96%) agree that English language was a window from which we can see the world, while one (i.e. 2%) neither agree nor disagree and one (i.e. 2%) disagree upon this statement. It can be sum up that a significant number of students think that English language is a window to see the world.

Similarly, thirty-seven (i.e. 74%) students agree with that English language helped to widen our perspective towards the global phenomena, Twelve students (i.e. 24%) have no idea and only one (i.e. 2%) disagreed. It means that a significant number of students have positive responses over the statement.

Twenty(i.e. 40%) students show positive response, while fifteen (i.e. 30%) neither agree nor disagree and fifteen (i.e. 30%) disagree with the statement.

Out of fifty respondent, all of them (i.e. 100%) indicate that English is an internationally recognized language. Thus, there is no doubt that English is an internationally recognized language.

#### **4.1.2 Intrinsic Factors**

There were four topics namely career enjoyment of learning, desire to make themselves feel better, opportunity to use one's ability and sense of challenge and achievement under this heading, each consisted five questions. The main objective of this heading was to find out the learner's perception on intrinsic motivation.

##### **4.1.2.1 Enjoyment of Learning**

There were five statements asked to fifty students regarding enjoyment of learning associated with intrinsic factors. The responses and their analysis are presented in table 5

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

S.N	Enjoyment of Learning	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	%A	%U	%D
1	I like to search and study book for enjoyment.	41	4	5	82	8	10
2	English class is more interesting than other classes.	42	3	5	84	6	10
3	I like to study English books in my leisure time.	33	10	7	66	20	14
4	I think the stories given in the English textbook are interesting.	47	2	1	94	4	2
5	Learning English is my aim.	38	4	8	76	8	16

Among the fifty students, Forty one (i.e. 82%) agree that they learn English books for enjoyment, four (i.e. 8%) student have no idea and five (i.e.10%) students disagree with the statement. It means a considerable, number of students read English book for enjoyment.

Forty-two (i.e. 84%) student think English class is more interesting than other classes, three students (i.e. 6%) have no idea and five students (i.e. 10%) disagree. It indicates that significant number of student like the English classes.

On the similar way, Thirty-three (i.e. 66%) students study English books in leisure time, Ten students (i.e. 20%) have no idea and seven (i.e. 14%) student disagree with the statement. Thus, we can conclude that majority of student study English books in leisure time.

Forty-seven (i.e. 94%) respondents find stories in the English textbook interesting, two (i.e. 4%) students have no idea and only one student (i.e. 2%)



disagree the statement. This shows most of the students like the stories given in English textbook

Thirty-eight (i.e. 76%) respondents agree that learning English is their aim, four (i.e. 8%) have no idea and eight (i.e. 16%) disagree the statement. This shows that significant number of students have already fixed their aim.

#### 4.1.2.2 Desire to Make themselves Feel Better

There were five statements asked to fifty students under this category. The responses and their analysis are presented in table 6

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

S.N	Desire to make themselves feel better	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	%A	%U	%D
1	I want to introduce myself as a good English learner.	49	1	0	98	2	0
2	I feel better while learning English.	42	3	5	84	6	10
3	I want to continue learning English because I feel better	37	10	3	74	20	6
4	Learning English move us in a particular direction.	43	6	1	86	12	2
5	Good and appropriate learning makes me feel better.	46	3	1	92	6	2

Among the fifty students, forty-nine (i.e. 98%) agree that they want to be a good English learner and only two (i.e. 4%) student have no idea. This shows that most of the English students want to build their status by being a good English learner.

Forty-two (i.e. 84%) students feel better while learning English, three students (i.e. 6%) have no opinion and five students (i.e. 10%) disagree with this

statement. It indicates that significant number of student feel better while learning English.

Similarly, thirty-seven (i.e. 74%) respondents agree that they want to continue learning English, ten (i.e. 20%) students have no idea and three students (i.e. 6%) disagree the statement. It indicates a considerable number of students want to continue their learning.

#### 4.1.2.3 Opportunities to Use One's Ability

This topic had consisted of five statements. The responses and their analysis are presented in table 7

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

S.N	Opportunities to use one's ability	No. of Responses on each Question			Percentage of Responses on each Question		
		A	U	D	%A	%U	%D
1	English language learning offers more opportunities to show my ability.	47	2	1	94	4	2
2	I have got sufficient opportunities to use my ability.	24	7	19	48	14	38
3	English language learners have great opportunities in Nepal.	31	5	14	62	10	28
4	We are being backward internationally because of low English language performance.	29	9	12	58	18	24
5	English language learning environment is good to use my ability.	39	4	7	78	8	14

Among the fifty students, forty-seven (i.e. 94%) students indicates that English language learning offers opportunity to show their ability, four (i.e. 8%) student have no idea and Four (i.e. 8%) disagree with this statement. It can be concluded that there is great opportunity to show their ability.

Twenty-four (i.e. 48%) students agree that they have sufficient opportunities to use their ability, seven (i.e. 14%) students have no opinion and nineteen students (i.e. 38%) disagree the statement. No solid response was expressed in this statement.

In Similar way, thirty-one (i.e. 62%) respondents agree that English language learner have great opportunities in Nepal, five (i.e. 10%) students have no idea and fourteen students (i.e. 28%) disagree the statement. It indicates that English language learners have great opportunities in Nepal.

Twenty-nine (i.e. 58%) students think that the cause of being backward internationally because of low English language performance. while Nine (i.e. 18%) show their their unresponsiveness and twelve (i.e. 24%) disagree .

Thirty-nine (i.e. 78%) students think that they have a good English language learning environment to use their ability, while only four (i.e. 8%) students have no opinion and seven students (i.e. 14%) disagree which means a few learners are not getting good environment of learning English to use their ability.

#### **4.1.2.4 A Sense of Challenge and Achievement**

There were five statements asked with fifty students. The responses and their analysis are presented in table 8

**Table 8****A sense of challenge and achievement**

S.N	A sense of challenge and achievement	No. of responses on each question			percentage of responses on each question		
		A	U	D	%A	%U	%D
1	Success of the student impetus them to learn the English language fluently.	45	3	2	90	6	4
2	I learn English language as a challenge to globalize my thoughts.	31	10	9	62	20	18
3	Learning English is necessary for national development.	43	2	5	86	4	10
4	Value of English language learner is high in Nepal.	36	2	12	72	2	24
5	I learn English language for great achievement.	36	8	6	72	16	12

Forty-five (i.e. 90%) students agree with the statement that success of the student impetus them to learn the English language fluently, three (i.e. 6%) students have no opinion and only two students (i.e. 4%) disagree with the statement. Thus, a very few number of students disagree and majority of students have positive response over the statement.

Among the fifty students thirty-one (i.e. 62%) students agree that learning English globalize their thoughts, ten (i.e. 20%) students have no idea and nine students (i.e. 18%) disagree the statement. This shows that a significant number of student think that learning English globalize their thoughts and idea.

In similar way, forty three (i.e. 86%) student think that learning English is necessary for national development, while two (i.e. 4%) students neither agree

nor disagree and five students (i.e. 10%) disagree. It indicates that learning English has a vital role for the national development.

Thirty -six (i.e. 72%) students agree that the value of English language learner is high in Nepal while two (i.e. 4%) give no opinion and five (i.e. 10%) students disagree. It shows that value of English learner is high in our country.

Thirty -six (i.e. 72%) students agree that they learn English language for great achievement, eight (i.e. 16%) student have no opinion and six (i.e. 12%) students disagree with the statement. It can be concluded that students learn English for the great achievement.

- **Opinion elicited through open ended question**

There were altogether six different open ended questions which tried to ask students opinions on various topics that were set considering the objectives.

The researcher asked first question to find out whether the students like English subject or not . According to their views, the majority of the students thought that English subject is better than other subjects. So, it can be concluded that most of the students take English subject better than others subject.

In second question the researchers tried to know whether the students are motivated to learn English language or not and how they are being motivated. Students are motivated to learn English language for better job, to get high position in the society, to get good opportunities in their own country and foreign country. They are also motivated due to prestigious job and they want to live in English speaking community.

The third question was asked to students to find out why they decide to learn English language. They decide to learn English language because it has high scope in Nepal, to develop the career, to serve the society, community as well as the nation. Some students decide to learn English language because it is their aim to be good English learner.

The fourth question was “what motivates you most in your current situation of learning English?” It was asked to find out the factors that motivates learners in current situation. Majority of the learners opined that they get positive and good response in their society as an English learner. Most of the students were motivated by teaching method, teaching environment, physical condition, teaching materials available in the class room, foreign jobs, good career prospects, good grades .Job security, popularity of English language, training and conferences, opportunity for their career advancement, prestige in the society, economic enhancement, to widen their perspective towards the global phenomena, are the factors that motivate learners . Majority of the learner thought that being an English language learner helps to enhance their economic status.

The fifth question was asked to find out the demotivating factors. Students have listed demotivating factors in learning which are lack of encouragement, failure of learners, Schools environment, lack of teaching learning materials, teaching method, overcrowded class, facilities provided by the government and policies, social negligence.

The sixth question was asked to students to find out how they are being motivated and the sources of motivation. Students are motivated because English is an international language, it helps to globalize the people and it is common means of expression. According to them, the sources of motivation are listening English songs, watching English movies, reading own textbooks, different English stories, poems, drama, easy, Biography, writing English news, listening BBC.

## 4.2 Summary of Findings

Students like English subject more than other subjects. Most of the students decided to learn English language due to its popularity , career advancement and others. They are motivated extrinsically and intrinsically to learn English. On the basis of analysis and interpretation of the data obtained from the respondents, the following findings have been drawn:

1. Ninety- six percent of the students of grade twelve of the Kailali district opined that they want to learn English for good career prospects. In others words, the majority of the students of grade twelve are highly extrinsically motivated to learn the English language to make good career.
2. Similarly, about ninety-six percent of the students of grade twelve like to learn English language to exchange the culture . So, students of grade twelve are highly extrinsically motivated to learn the English language.
3. Sixty- four percent of the students opined that they are highly extrinsically motivated to learn English language for the financial aspect. But twenty percent of the students denied this.
4. Similarly , forty percent of the students do not like to learn English language due to its unfair domination over the world. So, students of grade twelve are highly extrinsically motivated to learn the English language
5. Seventy- four percent of the students are motivated to learn English language because it helps to widen their perspective towards the global phenomena . So, students of grade twelve are highly extrinsically motivated to learn the English language.
6. Majority of the students think that English is better than other subject. So, students of grade twelve are highly intrinsically motivated to learn the English language.

7. Similarly, seventy-six percent of the students of grade twelve are intrinsically motivated because they have already fixed their aim to learn English language.
8. Students are motivated to learn English language for better job, to get high position in the society and to get good opportunities in their own country. So, students of grade twelve are highly intrinsically motivated to learn the English
9. Majority of the learner are motivated to learn English language because they want to introduce themselves as a good English learner . So, students of grade twelve are highly intrinsically motivated to learn the English
10. Similarly ninety percent of the learner opined that they want to learn English language for national development. So, students of grade twelve are highly intrinsically motivated to learn the English
11. Majority of the learner thought that being an English language learner helps to enhance their economic status. So, students of grade twelve are highly extrinsically motivated to learn the English



## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

On the basis of the rigorous analysis and interpretation of the data, it can be concluded that most of the learners have absolutely positive attitude and perception towards English language. Students are extrinsically and intrinsically motivated towards learning English.

Majority of the learners want to introduce themselves as a good English learner. This shows that they are intrinsically motivated towards learning English.

Most of the learners seem to have positive attitude towards learning English language, English language classes, scope English language, teaching learning environment.

Thus, it can be concluded that majority of learners are motivated by the intrinsic factors like getting prestige from society as an English learner, their aim to be a good English learner, its scope, opportunities and its importance.

On the other hand, extrinsic factors like teaching methods, career related factors, social factors, economic factors, language related factors, learner attitude towards education system are the factors due to which learners are motivated.

Thus, we can say that students' perception on intrinsic and extrinsic motivation is positive, i.e. they are extrinsically and intrinsically motivated to learn English language.

#### **5.2 Recommendation**

This research is conducted for the partial fulfillment of master's study. So, there are many limitations on this study especially in terms of resources and area

covered. Therefore, its implications may not cover a wide range and it may not have a wide applicability. The research as solely conducted in Kailali district and the situation regarding facilities, accessibility and availability of material are different. Hence, the finding of this research may not be applicable for the nation as a whole. However, the findings do not have implication for policy, practice as well as further research.

### **5.2.1 Policy Related**

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

### **5.2.2 Practice Related**

- Intrinsic motivation of learner is important in teaching-learning process however there is the role of extrinsic motivation as well. Learners' extrinsic motivation such as rewards, security, prizes, grades, fringe benefits and even certain types of positive feedback motivates learners to learn English language. Learners' intrinsic motivation such as the opportunity use one's ability a sense of challenge and achievement, positive recognition enjoyment of learning and even desire to make themselves feel better also motivates learners to learn the English language. So school administration should focus on these factors to make the

teaching-learning process more effective and to increase the learner motivation.

- Handling the challenging situation in the classroom and outside the class may make the learners exhausted so the school administrator should organize different motivational programs for the learners.

### **5.2.3 Further Research Related**

- Learner motivation is very important factor in teaching-learning process it should be followed as a major subject of the study in future.
- This study was conducted only in the Kailali district so the finding of this study may not be applicable in the broad area because the perception of higher secondary level students of Kailali district may differ from the higher secondary level student of other area so, this research also can be conducted in those areas.
- The population of the study was only fifty students from ten schools thus to make more effective study on student perception, further study can be conducted on different levels and in broad areas.

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**Dear Respondents,**

The questionnaire is prepared for the purpose of my research study entitled "Motivation of Higher Secondary Level Students towards Learning English" under the guidance and supervision of **Dr. Ram Ekwel Singh**, Reader, Department of English Education, T.U. Kirtipur. Your co-operation in completion of the questionnaire will be of the great value to me. Please feel free to put your response required to the questionnaire. I assure that your response will merely be used as information for the research and will have no harmful effect upon your career.

**Researcher**

Krishna Kumari Mahara

University Campus, T.U.

Department of English Education

Kirtipur, Kathmandu.

Name:

Class:

School's Name:

In the following statements, you have to tell me about your feeling regarding the role of motivation for learning English language. Please go through the statements carefully and write 'A' if you agree, write 'U' if you have no opinion and write 'D' if you disagree.

## Questionnaire for Students

<b>1. Extrinsic Factors</b>			
<b>A) Career related factor</b>	<b>A</b>	<b>U</b>	<b>D</b>
1) Learning English offers a good career prospects.			
2) I learn English language for good grades.			
3) Learning English is important to me because it will be useful in getting better job.			
4) After learning English people have lots of opportunities for their career advancement.			
5) Learning English language secure the future.			
<b>B) Social factor</b>	<b>A</b>	<b>U</b>	<b>D</b>
1) Learning English Provide us prestigious job in our society.			
2) Learning English is necessary for the exchange of culture.			
3) Learning English provide us high position in society.			
4) Learning English is important because I want to stay with the English language speaking community.			
5) Studying English is important to participate more freely in the activities of other cultural group.			
<b>C) Economic factor</b>	<b>A</b>	<b>U</b>	<b>D</b>
1) The financial aspect is a prime cause to select learning English.			
2) Learning English provide more opportunities for economic enhancement .			
3) Learning English changes the status of learners.			
4) Learning English help us to be in good economic condition.			
5) There is lots of changes in economic status before and after learning English.			
<b>D) Language related factor</b>	<b>A</b>	<b>U</b>	<b>D</b>
1) English language classes are funny, dramatic and attractive.			
2) English language is a window from which we can see the world .			
3) English language helps to widen our perspective towards the global phenomena.			
4) English language has its unfair domination over the world.			
5) English is an internationally recognized language.			
<b>2. Intrinsic Factors</b>			
<b>A) Enjoyment of learning</b>	<b>A</b>	<b>U</b>	<b>D</b>
1) I like to search and study books for enjoyment.			
2) English class is more interesting than other classes.			
3) I like to study English books in my leisure time.			
4) I think the stories given in the English textbook are interesting .			
5) Learning English is my aim.			

<b>B) Desire to make themselves feel better</b>	<b>A</b>	<b>U</b>	<b>D</b>
1) I want to introduce myself as a good English learner .			
2) I feel better while learning English .			
3) I want to continue learning English because I feel better .			
4) Learning English move us in a particular direction .			
5) Good and appropriate learning makes me feel better.			
<b>C) Opportunity to use one's ability</b>	<b>A</b>	<b>U</b>	<b>D</b>
1) English language learning offers more opportunity to show my ability.			
2) I have got sufficient opportunities to use my ability.			
3) English language learner have great opportunity in Nepal.			
4) We are being backward internationally because of low English Language performance.			
5) English language learning environment is good to use my ability.			
<b>D) A sense of challenge and achievement</b>	<b>A</b>	<b>U</b>	<b>D</b>
1) Success of the students impetus them to learn the English language fluently.			
2) I learn English language as a challenge to globalize my thoughts.			
3) Learning English is necessary for national development .			
4) Value of English language learner is high in Nepal .			
5) I learn English language for great achievement.			

## Open-ended Questions

Please write your opinions, comments and suggestions as following demands:

1. Do you think English language is better than other subjects?

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

2. Are you motivated to learn English language ? How?

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

3. Why did you decide to learn English language?

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

4. What motivates you most in your current situation of learning English?

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

5. What demotivates you most in your current classes of English?

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

6. How are we being motivated? What are the sources of motivation?

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