

CHAPTER ONE

INTRODUCTION

This study is on **The Role of Extrinsic and Intrinsic Motivational Factors in Learning English**. In this study; I explored the perception of secondary level students on the role of extrinsic and intrinsic motivation. This section consists of background, statement of the problem, objectives of the study, research questions, and significance of the study, delimitation of the study and operational definitions of the key terms under separate headings.

1.1 Background of the Study

Language is a system of arbitrary vocal system which permit 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). Language is obviously one of the means of communication. It is the unique asset acquired by human beings as a result human beings are different from other animals. It is used as an effective means to express feelings, ideas, emotions and thoughts. 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" .

Similarly, Brown (1987, p.5) writes: "Language is acquired by all people in the 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.

The word 'motivation' is derived from the Latin term 'mover' which means 'to move'. It means it makes a person do something. Harmer (1991, p.98) defines motivation as: at its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something". In his discussion of motivation, Brown includes the need for ego enhancement as a

prime motivator. This is the need 'for the self to be known and to be approved of by others' (Brown, 2007, p. 169). This presumably, is what causes people to spend hours in the gym! Such a view of motivation also accounts for our need for exploration ('the other side of the mountain').

Language is a means of communication. Human beings express and share their feelings-happiness, pleasure, sorrow, grief, experiences and thoughts through the means of language. People used to communicate using gesture and signs before the human language were discovered. It was very difficult to express the feelings and ideas at that time. Human beings have been developed because of the language. It was impossible today's progress and development without language. Language has played inevitable role in human development and civilization. For as Alan Rogers (1996, p. 61) wrote many years ago, "... we forgot that initial motivation to learn may be weak and die; alternatively it can be increased and directed into new channels".

Williams and Burden (1997, p.120) suggest that motivation is a 'state of cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and for physical effort so that the person can achieve some 'previously set goal'.

Motivation is a psychological factor. It affects any kind of learning and language learning too. Better motivated learners learn effectively and less motivated learners learn late and learning may not be effective. It is a kind of inner desire which drives learners to get success and reach the goal. Motivation has played great role in any kind of learning and teaching. Students are not ready to learn and the teachers cannot teach if the students are not motivated to learn. Motivation creates a kind of enthusiasm and curiosity to learn. Learning cannot take place without the motivation. It creates a kind of thrust and hunger

to learn something. That's why it has great role to play in any kind of teaching and learning.

So, we cannot ignore and avoid the role of motivation in any kind of learning. It plays great and important role in language learning too.

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 plays a vital and determine role for learning English.

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 derive to initiate L₂ learning. It is usually understood to be a matter of quantity because some learners are highly 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.

Motivation is a force that energizes and directs behavior towards a goal. Just as a force moves an object motivation moves a person. Lack of motivation may cause learners to be less successful in learning 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 may not be as effective as expected. Thus, it is necessary to study of about student's perception about motivation. Therefore, the study entitled " The Role of Extrinsic and Intrinsic Motivational Factors in Learning English" focused on finding out the factors that motivated students to learn English

1.3 Objectives of the Study

The objectives of the study were as follows:

- (a) To find out the factors that motivated students to learn English
- (b) To suggest some pedagogical implications.

1.4 Research Questions

- (a) What are the major extrinsic and intrinsic factors that motivate the students in English language learning?
- (b) Whether students of secondary level students are motivated in learning English or not?

1.5 Significance of the Study

This study will explore the student's 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. So, extrinsic and intrinsic motivations both play a vital and determining 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 motivation 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 and in the strong from integrate them into the culture. The students can learn target language for getting a better job, position or status. 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. So, I have taken this study as my topic as research study, to enhance the students in learning English by getting the fruits of motivation. Not only this, this study will be useful to give the direction to curriculum planners, subject specialists, teachers and others concerned personnel. At last, this study will be beneficial for further researches in this field.

1.6 Delimitations of the Study

The study was limited under the following respects:

- (a) The population of this study was limited to the secondary level students of Salyan district.
- (b) The study was limited to grade ten students only.
- (c) The study was limited to 40 students only.
- (d) The study was limited to only two government Schools.
- (e) The study was specific to the study on the role of intrinsic and extrinsic motivation in English language learning.
- (f) The data were collected only through questionnaire.

1.7 Operational Definition of the Key Terms

Perception: In this study the word has been used to refer to the awareness, comprehension of the student's role.

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

Intrinsic Motivation: In this study the word has been used to the motivation which is concerned with the factors such as physical condition, methods, and teachers inside the classroom is known as intrinsic motivation. It comes from within the actor or doer. Intrinsic motivation encourages us to continue learning regardless of what rewards come in our way. Intrinsically motivated learners want to do something because they are curious, they want to improve, they seek knowledge, and learning gives them satisfaction. This form of motivation nurtures and encourages the habits of lifelong learning.

Extrinsic motivation: In this study the word has been used 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 conceptive. When used wisely and thoughtfully, extrinsic motivation can be quite helpful in furthering any work or task.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Theoretical Literature

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

2.1.1 Motivation

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

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

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

According to Kelly (1946), "Motivation is the central factor in the effective management of the process of learning. Some type of motivation must be present in all learning". Petri (1986 p.87), discusses that motivation is the "concept we use when we describe the forces acting on or within an organism to initiate and direct behavior. As stated by Lumsden (1994 p. 21), there are

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

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

2.1.2 Types of Motivation

Motivation is a kind of thrust or readiness that encourages learners to learn. It is 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 someone 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 goal." Furthermore, Christopher ibid added that, "Motivation stimulates appropriate behavior required to insure that teachers perform their duties."

While talking about motivation, in some cases it is interchangeably used with attitude. According to Gardner (1985, as cited in Ellis, 1994 p. 512), "attitude is the combination of effort plus favorable attitudes towards learning the language." Similarly, he adds that 'motivation' refers to the directed effort individuals make to learn the language. In this sense, orientation and motivation are indirectly related whereas; achievement and motivation are related directly Gardner (ibid), claims that motivation constitutes a causative variable. Most of the studies suggest that learners are strongly motivated by their achievement. It is also clear that interest and self direction are the prime concern of the motivation and play crucial role to take place any kinds of learning. In the words of Gardner and Lamfbert (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 displays 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. Instrumental motivation, on the other hand, is the desire to achieve proficiency, in the target language for practical reason or for functional purpose. Most of the researcher like; Suslu (2006), Kizilaslan (2010), Alam and Farid (2011), Christopher (2013), talk about the financial (economic) aspect in case of instrumental motivation. It is also found that instrumental motivation is highly effective in language learning than the earlier one. Lukmani, (1972, as cited in Ellis, 1994) states that an instrumental motivation was more important than an integrative motivation. The social situation helps to determine both kind of motivation in learners. To sum up, the idea, learners, with an instrumental motivation are successful in comparison with the integrative motivation which is also the major disadvantage of instrumental motivation.

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

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

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

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

(A) Extrinsic Motivation

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

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

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

(a) Integrative Motivation

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

The learners who have a positive view toward target language and its culture; that is who are interactively motivated, often outperform in an 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 student's belief that mastery of the target language was instrumental in getting a better job, position or status. The language is an instrument in their attainment of such a goal. It concerns the practical value and advantages of learning a new language.

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

Motivation is the desire to achieve proficiency in a language for utilitarian or practical reasons. It may also relate to proficiency. Its presence will encourage performer to interact with 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 thereby 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.

(B) Intrinsic Motivation

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

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

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

Brown (1994.p157) mentions:

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

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

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

2.2 Review of Empirical Literature

Many researchers have already been done in the field of motivation. Each and every study requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports. Some of the studies done in this area are reviewed as follows;

Bashyal (2000) conducted a study research entitled "A study on the strategies prevalent in creating motivation in teaching English in Secondary schools in Nepal." His main objective was to analyze the theoretical bases on creating motivation in teaching English in Secondary (10+2) classes. This study was based on survey design. The population was taken from the students studying in(10+2) . He has used observation and questionnaire as tools. He has mentioned motivational techniques or strategies in his study. There was no finding of techniques used by the teachers to motivate their students. In his study, he has found some factors influencing motivation. He has concluded that the physical atmosphere of the school, learners themselves and their own initiation to learn .English language as the factor influencing motivation. He also study the text books also as an influencing factor in motivation. But he has not talked about the techniques that are used to motivate students. His study is limited to Secondary level.

Gyawali (2007) did research entitled "English teacher's motivational techniques in Grade 5: a study of selected public schools in Salyan . His main objective of the research was to explore the existing techniques of teachers to create motivation in the English language classroom in the 5th grade." This study was based on survey design. The population was taken from the students studying in grade 5 in public schools, in Salyan district he has used observation and questionnaire as tools. He has mentioned motivational techniques or strategies in his study. There was no finding of techniques used by the teachers to motivate their students. 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 has found out that the teachers do not use motivational technique while teaching. But, his investigation tools are not closely related to the motivational techniques.

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 mainly used motivation Survey questionnaire and Test items together required information. He purposively selected TU constituent campuses and private campuses through fish bowl from Salyan valley. He used questionnaires and test items as tools for data collection. The study was based on the Bachelor first year students of faculty of education. He 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. 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.

B.K. (2012) carried a research on "Motivation Techniques used by English Language Teachers at Secondary level." The main objectives 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 of Palpa district and 20 English teachers were selected. Only 40 students were randomly selected and only 40 classes were observed. 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 like warming up, creating fun environment etc before starting the class. But these techniques differ according to the nature and the situation of the class.

Neupane (2013) carried out a research on "Motivation of Secondary Level Teachers towards Teaching English." The main objectives of the study were to find out whether teachers are motivated towards teaching English or not, to find out the causes of motivation or demonization for teaching English. Population of the study was selected through purposive non-random sampling. Forty teachers were selected from community and private higher secondary schools of Salyan valley. 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 the above reviewed, 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 Schools in Salyan district and the main concern is to find out students perception towards extrinsic and intrinsic motivation in English language learning.

2.3 Implications of the Review for the Study

The reviewed studies were conducted on different aspect the motivation. These are, to some extent, related to my study. After reviewing these works, I got lots of ideas regarding the motivation.

Firstly, literature work of Bashyal (2000) , Gyanwali (2007) Singh (2008), B.K. (2012), Neupane (2013) on motivation and its various perception helped to

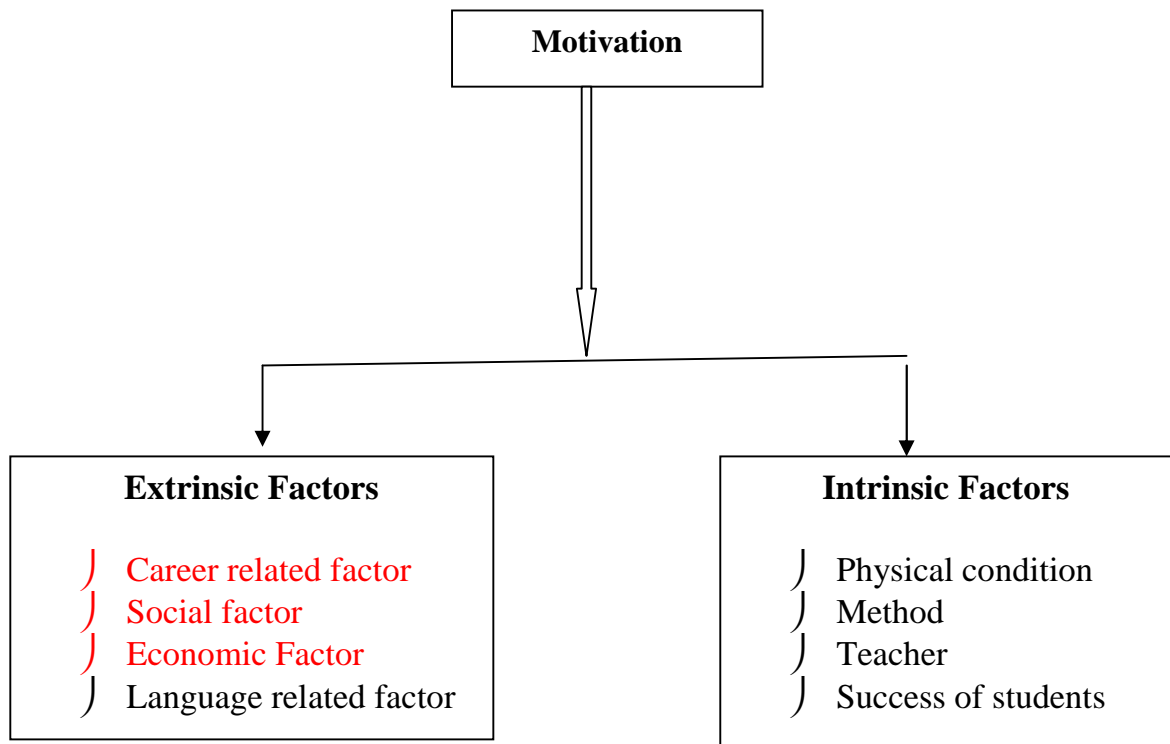
conceptualize and develop the conceptual framework and to bring clarity and focus to the research question. And they assisted me to improve the methodology as well as to contextualize the findings. Indeed, the review provided the theoretical background to the study and broadens the knowledge in the research area. On the other hand, from literature, I got the example ideas regarding my study. Mainly, I got an insight of comparative study from the works of Bashyal (2000) , Gyanwali (2007) Singh (2008), B.K. (2012), Neupane (2013) Similarly, I got the points to find out the role of extrinsic and intrinsic motivation in English language learning. Similarly, these review were provided insights and information of the motivation toward perception. These review helped me to design my research i.e. survey research design. Likewise, I got an idea of using direct and indirect techniques from the study of above mentioned reviews.

As a whole, review of the empirical literatures helped me to develop a systematic methodology to solve the research problems as well as to integrate the findings with the existing body of the knowledge. They provided the full-fledged insight to me in case of conceptualization and development of the conceptual framework, bring clarity and focus to the research questions, research design, sampling procedures, data collection procedures, mode of data analysis and interpretation.

So, all these reviews were helpful for me to show the ideas and explore the theoretical concept of my study.

2.4 Conceptual Framework

The study was oriented to following conceptual frame work;



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted in carrying out this study. It 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 are main methods used to conduct the study. In short, the following methodologies were 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 research 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 significantly for education and linguistics aspects. It has an equal importance to large scale investigation like census to a small scale study. According to Cohen et al.(2010 p. 209). 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. Such qualities proved fruitful to get my objectives of finding perception of secondary level students towards extrinsic and intrinsic motivation in learning English.

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 generalize the ability 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 stated by Cohen et al (2010 p.206) are as follows:

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. More than this if s/he feels required then formulates hypothesis.

4. Decide the issues on which to focus

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

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

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

6. Decide the sampling required

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

7. Decide the instrumentation and metrics required.

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

8. Generate the data collection instruments

In this phase we have to generate instruments required for data collection e.g. questionnaire, observation 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 before used it. Piloting is necessary to be sure that the instruments do what is intended to do. After piloting the instruments in small scale population we can find its strengths and weakness and refine them accordingly.

11. Train the interviewers (if appropriate)

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

12. Collect the data

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

13. Analyzing the data

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

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 was selected keeping the objectives and population of study at the center.

This survey research had been chosen for my research because survey is a research conducted in a large number of populations for more generalize able findings. It is an assumed to be the best research in educational and public operations, professional behavior and attitude and so on. 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. Regarding such qualities were very helpful to get achievement my objectives of finding perception of secondary level students towards extrinsic and intrinsic motivation in learning English.

3.2 Population, sample and sampling strategy

The population of the study was all the students who were studying at class ten of two schools of Salyan district. Forty students were selected

from two government schools they are Amarjyoti Secondary School Tharmare-7 and Mahendra Higher Secondary School Jimali-6 of Salyan district as sample through non-random sampling.

3.3 Study Area/ Field

In this type of small scale research it was difficult to include very broad area/field. The field of the research was motivation. My study areas were intrinsic and extrinsic motivation.

3.4 Data Collection Tools and Techniques

I used questionnaires for the students to elicit the required data. The framework of questionnaires was close-ended. The questionnaire was designed to get students perceptions about motivation in English language learning.

3.5 Data Collection Procedures

After preparing a set of questionnaire, I visited the field i. e. Amarjyoti Secondary School Tharmare-7 and Mahendra Higher Secondary School Jimali-6 for data collection. I adopted the following process to collect the data.

- a) In the first phase of data collection, I visited two government secondary schools of Salyan district. Then, I explained the respondents, the purpose and process of the research to them to get their permission to carry out the research.
- b) After getting permission from the authority, I explained to them about the purpose of research and request them to help on it.
- c) Then, I distributed the questionnaires.
- d) Finally, I collected questionnaire after the allocated time and thanked them for their kind co-operation.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed and interpreted in this section. The collected data were presented, analyzed and interpreted descriptively by using different tools such as list of tables, pie-charts, bar diagrams etc.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

After collecting the entire questionnaire, the data were processed, analyzed and interpreted. The main focuses of the study was to explore the role of extrinsic and intrinsic motivational factors in learning English. Students were provided with three alternatives agreed (A), no opinion (U) and disagreed (D) respectively to express their opinion or responses to the given statements or questions. The student's response were counted and tabulated.

4.1 Analysis of Data and Interpretation of Result

This section is concerned with the analysis of data and interpretation of result to find out the role of extrinsic and intrinsic motivational factors in learning English. This study tries to find out the factors that motivated students to learn English.

4.1.1 Extrinsic Factors

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

4.1.1.1 Career Related Factors

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

Table 1**Analysis of Career Related Factors**

S.N	Career Related Factor	Responses					
		A		U		D	
		No.	%	No.	%	No.	%
1	Learning English offers a good career prospects	38	95	1	2.5	1	2.5
2	I learn English for good grades	31	77.5	4	10	5	12.5
3	Learning English is important to me because it were useful in getting better job	35	87.5	5	12.5	0	-
4	After learning English people have lots of opportunities for their career advancement	25	62.5	8	20	7	17.5
5	Learning English language secure the future	29	72.5	7	17.5	4	10

The table shows regarding the statement learning English offers a good carrier prospect, out of 40 students, 95% agreed , 2.5% disagreed and 2.5% had no opinion. This entails significant number of students agree that learning English offers a good career prospects.

Regarding the statement learning English for good grade out of 40 students, 77.5% agreed that they learn English language for good grades , 10 % were

found with no opinion and 12.5% disagreed this statement. This shows most of the students wants to learn English language for good grades.

Regarding the statement learning English is important to me because it is useful in getting better job, out of 40 students, 87.5 % agreed, and 12.5 % have no opinion. Significant number of students agreed that learning English is useful in getting better job.

Regarding the statement after learning English people have lots of opportunities for their carrier advancement, out of 40 students, 62.5 % agreed , 17.5 % disagreed, 20 % had no opinion. This shows that a significant number of students learned English for opportunities and career advancement. .

Regarding the statement after learning English language secure the future, out of 40 students, 72.5 % agreed that learning English secures the future, 10 % students disagreed and 17.5 % had no opinion. It indicates that significant number of students learned English for their future.

4.1.1.2 Social Factor

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

Table 2**Analysis of Social Factor**

S.N	Social Related Factor	Responses					
		A		U		D	
		No.	%	No.	%	No.	%
1	Learning English provides us prestigious job in our society	32	80	2	5	6	15
2	Learning English is necessary for the exchange of culture	38	95	1	2.5	1	2.5
3	Learning English provides us high position in society	17	42.5	12	30	11	27.5
4	Learning English is important because I want to stay with the English language speaking community	16	40	15	37.5	9	22.5
5	Studying English is important to participate more freely in the activities of other cultural group	40	100	0	0	0	0

The table shows regarding the statement after learning English provides us prestigious job in our society, out of 40 students, 80 % agreed that English provides us prestigious job in society, only 5 % students had no opinion and 15 % disagreed that statement. So a considerable number of students learn English for prestigious job in our society.

Regarding the statement after learning English language is necessary for the exchange of culture, out of 40 students, 95 % students thought that learning English is necessary for the exchange of culture, 2.5 % students neither agreed nor disagreed and 2.5 % students disagreed. Thus, it can be interpreted that English language plays a vital role in exchanging the culture.

Regarding the statement after learning English provides us high position in society, out of 40 students, 42.5 % students learn English for high position in society, 30 % students had no idea regarding this and 27.5 % disagreed the statement. In conclusion, majority of students learn English for high position in society.

Regarding the statement after learning English is important because I want to stay with the English language speaking community, out of 40 students, 40 % students want to stay in English speaking community and 37.5 % students had no opinion, while 22.5 % students did not think so. From this discussion it can sum up that English language help to stay in English speaking community.

Regarding the statement after learning English is important to participate more freely in the activities of other cultural group, out of 40 students, 100% students learn English to participate more freely in the activities of other cultural group. So, it can be concluded that students want to exchange the culture and want to participate in activities of other culture.

4.1.1.3 Economic Factor

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

Table 3**Analysis of Economic Factor**

S.N	Economic Related Factor	Responses					
		A		U		D	
		No.	%	No.	%	No	%
1	The financial aspect is a prime cause to select learning English.	22	55	8	20	10	25
2	Learning English provides more opportunities for economic enhancement.	33	82.5	5	12.5	2	5
3	Learning English changes the status of learners.	26	65	8	20	6	15
4	Learning English helps us to be in good economic condition.	24	60	4	10	12	30
5	There is lots of changes in economic status before and after English.	35	87.5	4	10	1	2.5

The table shows regarding the statement after learning English the financial aspect is a prime cause to select learning English, out of 40 students, 55 % students thought financial aspect is prime cause to select learning English, 20 % students had no opinion and 25 % disagreed that statement. In conclusion, majority of students select English for financial aspect.

Regarding the statement after learning English provides more opportunities for economic enhancement, out of 40 students, 82.5 % students thought that

learning English is necessary for opportunities for economic enhancement while 12.5 % students have no opinion and only 5 % students disagreed. It can be concluded that learning English provide us a lot of opportunities.

Regarding the statement after learning English changes the status of learners, out of 40 students, 65 %) students agreed that learning English changes the status of learner, 20 % students had no opinion and 15 % student disagreed the statement. It indicates that learning English has a vital role to change the status of learner.

Regarding the statement after learning English helps us to be in good economic condition, out of 40 students, 60 % students thought learning English helps to be in good economic condition, 10 % students had no opinion and 30% students disagreed the statement. Thus, we can conclude that majority of students learn English for good economic condition.

Regarding the statement after learning English there is lots of changes in economic status before and after English, out of 40 students, 87.5 % students agreed that there is lots of changes in economic status before and after learning English, 10 % students had no opinion and 2.5 % student disagreed the statement. It means that majority of the students have positive responses over the statement.

4.1.1.4 Language Related Factor

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

Table 4**Analysis of Language Related Factor**

S.N	Analysis of Language Related Factor	Responses					
		A		U		D	
		No.	%	No.	%	No.	%
1	English Language classes are funny, dramatic and attractive.	32	80	2	5	6	15
2	English Language is a window from which we can see the world.	38	95	1	2.5	2.5	2.5
3	English Language helps to widen our perspective towards the global phenomena.	27	67.5	12	30	1	2.5
4	English Language has its unfair domination over the world.	10	25	15	37.5	15	37.5
5	English is an internationally recognized language.	40	100	0	0	0	0

The table shows regarding the statement learning English language are funny , dramatic and attractive, out of 40 students, 80 % thought that English language classes were funny, dramatic and attractive, 5 % had no opinion and 15 % students disagreed. It indicates that large number of students enjoy with funny, dramatic and attractive English language classes.

Regarding the statement learning English Language is a window from which we can see the world, out of 40 students, 95% agreed that English language was a window from which we can see the world, while 2.5 % neither agreed nor disagreed and 2.5 % disagreed upon this statement. It can be sum up that a significant number of students think that English language is a window to see the world.

Regarding the statement learning English language helps to widen our perspective towards the global phenomena., out of 40 students, 67.5 % students agreed with that English language helped to widen our perspective towards the global phenomena, 30 % had no idea and 2.5 % disagreed. It means that a significant number of students have positive responses over the statement.

Regarding the statement learning English language has its unfair domination over the world, out of 40 students, 25 % students showed positive response, 37.5 % neither agreed nor disagreed and 37.5 % disagreed upon the statement.

Regarding the statement learning English is an internationally recognized language, out of 40 students, 100% indicated that English is an internationally recognized language. Thus, there is no doubt that English is an internationally recognized language.

4.1.2 Intrinsic Factors

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

4.1.2.1 Enjoyment of Learning

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

Table 5**Enjoyment of Learning**

S.N	Enjoyment of Learning Related Factor	Responses					
		A		U		D	
		No.	%	No.	%	No.	%
1	I like to search and study books for enjoyment.	31	77.5	4	10	5	12.5
2	English class is more interesting than other classes.	32	80	3	7.5	5	12.5
3	I like to study English books in my leisure time.	23	57.5	10	25	7	17.5
4	I think the stories given in the English textbook are interesting.	37	92.5	2	5	1	2.5
5	Learning English is my aim.	28	70	4	10	8	20

The table shows regarding the statement I like to search and study books for enjoyment, out of 40 students, 77.5 % agreed that they learned English books for enjoyment, 10 % student had no idea and 12.5 % students disagreed upon the statement. It means a considerable, number of students read English book for enjoyment.

Regarding the statement class is more interesting than other classes, out of 40 students, 80 % student thought English class is more interesting than other

classes,. 7.5 % had no idea and 12.5 % disagreed . It indicates that significant number of student like the English classes.

Regarding the statement I like to study English books in my leisure time, out of 40 students, 57.5 % student study English books in my leisure time, 25% had no idea and 17.5 % student disagreed upon the statement. Thus, we can conclude that majority of student study English books in leisure time.

Regarding the statement I think the stories given in the English textbook are interesting, out of 40 students, 92.5 % respondents found stories in the English textbook interesting, 5 % students had no idea and only 2.5 % disagreed the statement. This shows most of the students like the stories given in English textbook

Regarding the statement learning English is my aim, out of 40 students, 70 % respondents agreed that learning English is their aim, 10 % had no idea and 20 % disagreed the statement. This shows that significant number of students have already fixed their aim.

4.1.2.2 Desire to Make Themselves Feel Better

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

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

S.N	Desire to Make Themselves Feel Better Related Factor	Responses					
		A		U		D	
		No.	%	No.	%	No.	%
1	I want to introduce myself as a good English learner.	39	97.5	1	2.5	0	0
2	I feel better while learning English.	32	80	3	7.5	5	12.5
3	I want to continue learning English because I feel better	27	67.5	10	25	3	7.5
4	Learning English move us in a particular direction.	33	82.5	6	15	1	2.5
5	Good and appropriate learning makes me feel better.	36	90	3	7.5	1	2.5

The table shows regarding the statement I want to introduce myself as a good English learner, out of 40 students, 97.5 % agreed that they wanted to be a good English learner and 2.5 % student had no idea. This shows that most of the English students want to build their status by being a good English learner.

Regarding the statement I feel better while learning English, out of 40 students, 80 % student feel better while learning English, 7.5 %) had no opinion and.

12.5 % disagreed upon this statement. It indicates that significant number of student feel better while learning English.

Regarding the statement I want to continue learning English because I feel better, out of 40 students, 67.5 % respondents agreed that they wanted to continue learning English, 25 % students had no idea and 7.5 % disagreed the statement. It indicates a considerable number of students want to continue their learning.

Regarding the statement learning English move us in a particular direction out of 40 students 82.5 % agreed, 15 % students had no idea and 2.5 % students disagreed. It entails significant number of the students accepted learning English move us in a particular direction.

Regarding the statement Good and appropriate learning makes me feel better, out of 40 students 90 % respondents agreed, 2.5 % disagreed and 7.5 % had no idea. It entails significant number of the students felt better to make them good and appropriate.

4.1.2.3 Opportunities to Use One's Ability

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

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

S.N	Opportunities to use one's ability Related Factor	Responses					
		A		U		D	
		No.	%	No.	%	No.	%
1	English language learning offers more opportunities to show my ability.	37	92.5	2	5	1	2.5
2	I have got sufficient opportunities to use my ability.	14	35	7	17.5	19	47.5
3	English language learner have great opportunities in Nepal.	21	52.5	5	12.5	14	35
4	We are being backward internationally because of low English language performance.	19	47.5	9	22.5	12	30
5	English language learning environment is good to use my ability.	29	83.5	4	10	7	17.5

The table shows regarding the statement English language learning offers more opportunities to show my ability, out of 40 students 92.5 % students indicates that English language learning offers opportunity to show their ability, 5 % student had no idea and 2.5 % disagreed upon this statement. It can be concluded that there is great opportunity to show their ability.

Regarding the statement I have got sufficient opportunities to use my ability, out of 40 students 35 % student agreed that they have sufficient opportunities to use their ability, 17.5 % students had no opinion and nineteen students 47.5 % disagreed the statement. No solid response was expressed in this statement.

The table shows regarding the statement English language learner have great opportunities in Nepal, out of 40 students 52.5 % respondents agreed that English language learner have great opportunities in Nepal, 12.5 % students had no idea and 35% disagreed the statement. It indicates that English language learner have great opportunities in Nepal.

Regarding the statement we are being backward internationally because of low English language performance, out of 40 students 47.5 % student thought that the cause of being backward internationally because of low English language performance, 22.5 % show their unresponsiveness and 30 % disagreed

Regarding the statement English language learning environment is good to use my ability, out of 40 students 83.5 % students thought that they had a good English language learning environment to use their ability, 10 % students had no opinion and 17.5 % disagreed which means few learners are not getting good environment of learning English to use their ability.

4.1.2.4 A Sense of Challenge and Achievement

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

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

S.N	A sense of challenge and achievement Related Factor	Responses					
		A		U		D	
		No.	%	No.	%	No.	%
1	Success of the student impetus them to learn the English language fluently.	35	87.5	3	7.5	2	5
2	I learn English language as a challenge to globalize my thoughts.	21	52.5	10	25	9	22.5
3	Learning English is necessary for national development.	33	82.5	2	5	5	12.5
4	Value of English language learner is high in Nepal.	26	65	2	5	12	30
5	I learn English language for great achievement.	26	65	8	20	6	15

The table shows regarding the statement success of the student impetus them to learn the English language fluently, out of 40 students 87.5 % students agreed with the statement that Success of the student impetus them to learn the English language fluently, 7.5 % students had no opinion and 2.5 %) disagreed the statement. Thus, a very few number of students disagreed and majority of students have positive response over the statement.

Regarding the statement I learn English language as a challenge to globalize my thoughts, out of 40 students 52.5 % students agreed that learning English globalize their thoughts, 25 % students had no idea and 22.5 % disagreed the statement. This shows that a significant number of student think that learning English globalize their thoughts and idea.

Regarding the statement learning English is necessary for national development, out of 40 students 82.5 % student thought that learning English is necessary for national development, 5 % students neither agreed nor disagreed and 12.5 % disagreed. It indicates that learning English has a vital role for the national development.

Regarding the statement value of English language learner is high in Nepal, out of 40 students 65 % students agreed that the value of English language learner is high in Nepal 5 % gave no opinion and 30 % students disagreed. It shows that value of English learner is high in our country.

Regarding the statement I learn English language for great achievement, out of 40 students 65 % students agreed that they learn English language for great achievement, 20 % student had no opinion and 15 % students disagreed upon the statement. It can be concluded that students learn English for the great achievement.

4.2 Summary of Findings

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

A) Career Related Factor

Findings related to this factor are as follows:

- J Majority of the respondents (i.e. 95%) agreed that learning English offers a good career prospects.
- J Majority of the respondents (i.e. 90%) students learned English for better job.
- J Majority of the respondents (i.e. 70%) agreed that learning English provides opportunities for career advancement.
- J Minority of the respondents (i.e. 16%) students had no opinion and seven students disagreed. It indicates that significant number of students learned English for their career advancement.
- J Majority of the respondents (i.e. 78%) students wanted to learn English to secure the future while (i.e.14%) respondents had no opinion and 8% disagreed the statement. Thus, we can conclude that majority of students learned English for betterment of future.

B) Social Factor

Findings related to this factor are as follows:

- J Majority of the respondents (i.e.80 %) agreed that English provides us prestigious job in society.
- J It can be interpreted that majority of students Forty-eight (i.e. 95 %) are Said English language plays a vital role in exchanging the culture.
- J Similarly, (i.e. 42.5 %) students learn English for high position in society, while 30 % students had no idea regarding this and (i.e.27.5 %) disagreed the statement.
- J Minority of students learn English for high position in society (i.e.40 %) students want to stay in English speaking community and (i.e. 37.5 %) students had no opinion while (i. e. 22.5 %) students did not think so.
- J Significant (i.e. 100%) of 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.

C) Economic Factor

Findings related to this factor are as follows:

-) Majority of students (i.e. 55 %) students select English for financial aspect.
-) Thirty-three (i.e. 82.5 %) students learning English provide us a lot of opportunities.
-) Similarly, majority of the respondents (i.e. 65 %) agreed that learning English changes the status of learner, (i.e. 20 %) students had no opinion and (i.e. 15 %) student disagreed the statement. It indicates that learning English has a vital role to change the status of learner.
-) Majority of the respondents (i.e. 60 %) learn English for good economic condition.
-) Majority of the respondents (i.e. 87.5 %) students agreed that there is lots of changes in economic status before and after learning English, (i.e. 10 %) students had no opinion and only one (i.e. 2.5 %) student disagreed the statement. It means that majority of the students have positive responses over the statement.

D) Language Related Factor

Findings related to this factor are as follows:

-) Among the Forty students, thirty-two (i.e. 80 %) students large number of students enjoy with funny, dramatic and attractive English language classes.
-) Significant number of (i.e. 95%) students think that English language is a window to see the world.

-) Similarly, significant number of students (i.e. 67.5 %) students agreed with that English language helped to widen our perspective towards the global phenomena.
-) Significant number of students (i.e.100%) indicated that English is an internationally recognized language. Thus, there is no doubt that English is an internationally recognized language.

CHAPTER- FIVE

CONCLUSION AND RECOMMENDATION

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

5.1 Conclusion

The present thesis entitled with "The Role of Extrinsic and Intrinsic Motivational Factors in Learning English ". In order to collect data closed ended questions were prepared. Two secondary schools were selected by using the purpose non- random sampling method from Salyan district and twenty students were selected from each school. Questionnaires were distributed to the selected students with clear instructions. Those questionnaires were prepared especially to find out the perception of students toward the role of extrinsic and intrinsic motivation. Different parameters like career related factor(such as good career prospects, good grades, better job, secure the future, career advancement), Social factor, economic factor, language factor, enjoyment of learning, desire to make themselves feel better, opportunity to use one's ability and sense of challenge and achievement were include to find out the students perception towards motivation. On the basis of analysis and interpretation of the data, it can be concluded that most of the learners have absolutely positive attitude and perception towards English language. Students are extrinsically and intrinsically motivated towards learning English.

Majority of the learners want to introduce themselves as a good English learner. This shows that they are intrinsically motivated towards learning English. Most of the learners seem to have positive attitude towards learning English language, learning English language, English language classes, scope English language teaching learning environment. Thus, it can be concluded that

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

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

5.2 Recommendation

The research was conducted in Salyan 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 learner's performance, it is vital that, they should be extrinsically and intrinsically motivated.
-) Most of the students are highly intrinsically motivated to learn the English language for enjoyment and extra knowledge. So, the course of compulsory English of grade twelve should be designed in such a way that it can provide sufficient extra knowledge to the students.
-) Similarly, policy makers and curriculum designer should analyze the learner's motivation to make the teaching-learning process more effective.

5.2.2 Practice Related

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

5.2.3 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 Salyan district so the finding of this study may not be applicable in the board area because the perception of higher secondary level students of Salyan district may differ from the higher secondary level student of other area so this research also can be conducted in those areas.
-) The population of this study were only Forty 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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Appendix I

Dear Respondents,

The questionnaire is prepared for the purpose of my research study entitled " **The Role of Extrinsic and Intrinsic Motivational Factors in Learning English** " under the guidance and supervision of **Mr. Resham Acharya** , Teaching Assistant, 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

Sukdev Thapa
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.

Appendix I

Questionnaire for Students

1. Extrinsic Factors			
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A) Career related factor	A	U	D
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) Social factor	A	U	D
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.			
C) Economic factor	A	U	D
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.			
D) Language related factor	A	U	D
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.			
2. Intrinsic Factors			
A) Enjoyment of learning	A	U	D

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) Desire to make themselves feel better	A	U	D
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.			
C) Opportunity to use one's ability	A	U	D
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.			
D) A sense of challenge and achievement	A	U	D
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.			

Annex-II (A)
Name List of Students

Amarjyoti Secondary school Tharmare-7, Salyan			
S. N.	Name of the Students	Class	Remarks
1.	Janak LC	10	
2.	Sujan Bohara	10	
3.	Buddhi Raj Bhandary	10	
4.	Sapana Shahi	10	
5.	Yamuna DC	10	
6.	Prerana Bohara	10	
7.	Pabitra Sunar	10	
8.	Kalpana Sunar	10	
9.	Sunita Bohara	10	
10.	Puspa Bohara	10	
11.	Geeta B. K.	10	
12.	Arpana Raut	10	
13.	Lalita Budhathoki	10	
14.	Anusha Raut	10	
15.	Sita Thapa	10	
16.	Reeta B. K.	10	
17.	Rabin Bohara	10	

18.	Subash Shahi	10	
19.	Sarita Budhathoki	10	
20.	Beena Bhandary	10	

Annex-II (B)

Name List of Students

Mahendra Higher Secondary School Jimali-6, Salyan			
S. N.	Name of the Students	Class	Remarks
1.	Dipak Thapa	10	
2.	Bhuwan Jaishi	10	
3.	Gorakh Bhandary	10	
4.	Bikash Bohara	10	
5.	Rekha Chand	10	
6.	Seema Jaishi	10	
7.	Kalika JC	10	
8.	Samjhana Sharma	10	
9.	Lalita Sharma	10	
10.	Dipak Sharma	10	
11.	Chandra Prakash Sharma	10	
12.	Santosh Budhamagar	10	
13.	Ram Bahadur Thapa	10	
14.	Dinesh Chand	10	
15.	Ganesh DC	10	
16.	Dipendra Bohara	10	
17.	Pradip GC	10	
18.	Deepa Bohara	10	
19.	Samjhana KC	10	
20.	Sabita KC	10	

