

**ROLE OF INTRINSIC MOTIVATION IN ENGLISH  
LANGUAGE LEARNING**

2010

By Arhul Kumari Sah

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

1075

Role of Intrinsic Motivation in English Language Learning

**Submitted by  
Arhul Kumari Sah**

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

**2010**

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## **DECLARATION**

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

Date: 2067-11-12

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Arhul Kumari Sah

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mrs. Arhul Kumari Sah has prepared the thesis entitled "**Role of Intrinsic Motivation in English Language Learning**" under my guidance and supervision. I recommend the thesis for acceptance.

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## **DEDICATION**

I cordially dedicate this thesis to my parents, mother-in-law, brother and sister-in-laws and my husband who devoted their entire lives to make me what I am today. I will always cherish their love, affection and support which they showed till date along with quality education.

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**Arhul Kumari Sah**

## **ABSTRACT**

This study entitled "Role of Intrinsic Motivation in English Language Learning" was carried out to investigate language learning intrinsically motivated students of higher secondary level grade eleven of the private colleges of Kathmandu valley. In order to collect the data, the researcher prepared a set of questionnaires containing sixteen questions and the motivation observation form containing ten statements. Altogether sixty students and three English teachers were selected from three different private colleges of Kathmandu valley. Twenty students were selected randomly from each private college and one English teacher was selected purposively from the same college. Questionnaires were distributed to the selected students for collecting data and motivation observation forms were used by the researcher for the same purpose. After collecting the data findings were derived. Then recommendations were suggested on the basis of the findings. The major findings of this research work are that most of the students learn the English language for different purposes like: to get extra knowledge, to improve their English, to get praise and appreciation of the teacher. But they are not intrinsically motivated when their teachers give them less priority during the classroom teaching, do not show the same interest to all their students and use only teacher-centered method. There are various factors which lead the students towards learning English intrinsically.

The thesis consists of four chapters. The first chapter consists of introduction, the general background, various models and theories of motivation, sources of motivation, classification of motivation, factors affecting intrinsic motivation, literature review, objectives of the study and the significance of the study. The second chapter deals with the methodology of the research. The chief tools of data collection are motivation survey questionnaires and motivation observation form. This chapter presents the limitations of the research, too. The third chapter deals with the rigorous analysis and interpretation of the collected data. The data were analyzed and interpreted by using simple statistical tool (table) in terms of percentage. The fourth chapter presents the findings and recommendations some pedagogical implications of this research.

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## LIST OF SYMBOLS AND ABBREVIATIONS

%	Percent
e.g.	For example
et al.	And others
etc.	Etcetera
ibid.	In a source just referred to
i.e.	That is (id est)
p.	Page
pp.	Pages
L1	First Language
L2	Second Language
T.U.	Tribhuvan University
CUP	Cambridge University Press
OUP	Oxford University Press
S.N.	Serial Number
ELT	English Language Teaching