

# CHAPTER-ONE

## INTRODUCTION

### 1.1 General Background

Language is a medium through which human beings communicate. It is regarded as a means of human communication which plays an important role to distinguish us 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" (cited in Yadav, 2006, p.3). 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 and so forth.

In the same way, Wilkins (1972) says that "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 (p.3)."

Similarly, OALD (2002, p. 721) states that "Language is the system of sounds, words, patterns, etc used by human to communicate thoughts and feelings." Thus, language is a medium through which we express our thoughts, emotions and feelings.

There are over 6000 living languages in the world. Among them, English has been recognized as a widely used language for global communication. It is the national language of 29 countries and an official language of fifteen other countries such as South Africa and Canada. Barriers of race, colour and creed are 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 process. That is why English is taught in our schools from the 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.

### **1.1.1 Motivation**

The term "Motivation" is derived from ancient Latin word "Mover" which means "to move" There are so many words in English vocabulary which refer to motivation. Such words are striving, desire, need, motive, goal, aspiration, drive, aim, wish, ambition, hunger, thirst, love. Especially, "Motivation" refers to the internal drive that encourages somebody to perform certain actions in particular situations. It is one of the most important factors for successful teaching and learning. Simply, motivation deals with the 'why' of behaviours. If the learners are motivated directly or indirectly, they can achieve the goal of learning easily. The learners or the students can be motivated with the awareness of the 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, the desire to be able is long - term goal. Short - term goals might include such things as wanting to pass the examination.

For Pintrich and Schunk (1996) motivation refers to:

To the process whereby goal directed activity is investigated and sustained.

Motivation is an important quality that affects all classrooms activities because it can influence both learning of new behaviours and performance of previously learned behaviour. Learning and performance are related to reciprocal fashion to motivate because what are done and learnt influence ones subsequent task motivation (p.4).

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

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.

### **1.1.2 Models and Theories of Motivation**

There are various models and theories of motivation produced by many linguists, psychologists and educationalists. All the models and theories that have come into being so far and tabulated by Abisamra (2002, <http://abisamrao3.tripod.com/motivation>) are diagrammatically summarized below:

**Table No. 1**  
**Models of Motivation**

<b>The Theorist/Year</b>	<b>Name of the Models</b>	<b>Components</b>
a- Gardner/Lambert (1959/1972)	Socio-Educational Model	Integrative and Instrumental motivation +Assimilative and Affilitative
b- Schumann (1978/1986)	Acculturation Model (for adults)	Assimilation: total adaptation Rejection of target culture Acculturation: learning to function in the new culture while maintaining one's own identity.
c- Vroom(1986)	Expectancy Value Theories	Effort Valence Expectancy Ability Instrumentality
d-Gardner(1985)	Four motivational orientations	a) reason for learning b) desire to attain the learning goal, c) positive attitude toward the learning situations, and d) effortful behavior.
e-Deci and Ryan (1985)	Self-Determination (autonomy) Theory	Intrinsic and Extrinsic motivation
f-Dornyei (1990)	Motivational construct	Instrumental Motivational Integrative Motivational Need for Achievement Attribution about past failures
g-Crookes and Schmidt(1991)	1-Four areas of SL motivation 2-Structure of	1- Micro level, Classroom level, Syllabus level, and

	motivation	Outside the classroom level. 2-Internal factors ( interest, relevance, expectancy, outcomes) and External factors( decision, persistence, activity level)
h-Oxford and Shearin(1994)	Six factors that impact motivation in language learning	Attitudes Beliefs about self Goals Involvement Environmental support Personal attributes
i- Dornyei(1994)	Taxonomy of motivation	Language Level, Learner Level ,and Learning Situation Level
j- Wen (1997)	Incorporated expectancy-value theories	Motivation of instrumentality Intrinsic motivation Expected learning strategies and efforts Passivity towards requirements.
k- Dornyei( 1998)	Seven main motivational dimensions	<ol style="list-style-type: none"> <li>1. affective / integrative</li> <li>2. instrumental / pragmatic</li> <li>3. macro-context-related</li> <li>4. self-concept-related</li> <li>5. goal-related</li> <li>6. educational context-related</li> <li>7. significant others- related</li> </ol>

**Table No. 2**

**Theories of Motivation**

	<b>Theory Name</b>	<b>Theorist/Year</b>	<b>Components</b>
<p>a- Behavioral Theories =&gt; extrinsic motivation Behaviorists explain motivation in terms of external stimuli and reinforcement. The physical environment and actions of the teacher are of prime importance.</p>	<p>1- Classical conditioning 2- Operant conditioning 3- Observational/social learning</p>	<p>1- Pavlov 2- <u>Skinner</u> 3- Bandura</p>	<p>1- <u>Stimulus, response, association</u> <u>(involuntary)</u> 2- Stimulus, response, reward = reinforcement 3- Modeling (imitation) + Vicarious learning</p>
<p>b- Cognitive Theories =&gt; intrinsic motivation Cognitivists explain motivation in terms of person's active search for meaning and satisfaction in life. Thus motivation is internal.</p>	<p>1- Expectancy-value 2- Attribution theory 3- Cognitive dissonance</p>	<p>1- Festinger / 1957 2- Heider, 1958 3- Vroom / 1964/ Weiner, 1974</p>	<p>1- Expectancy of success + Instrumentality (see the connection between activity and reward) + Value the results. 2- Attribute success/failure to factors that are: internal/external/under control/out of control 3- Act to resolve conflict or</p>

			discrepancies.
c- Cognitive Developmental Theories	1- Stages of cognitive development. 2- Zone of proximal development	1- Piaget / 1972, 1990 2- Vygotsky / 1978	
d- Achievement Motivation Theories	1- Need for achievement 2- Fear of failure 3- Fear of success 4- Goal theory: <ul style="list-style-type: none"> <li>• Mastery goals</li> <li>• Performance goals</li> <li>• Social goals</li> </ul>	1- 2- 3- Atkinson and Raynor / 1974 4- Locke and Latham / 1994	
e- Psychoanalytic	1- Life and Death 2- Social/interpersonal relationships 3- Power 4- Search for soul	1. Adler /1989 2. Freud / 1990 3.Erikson,1993 / Sullivan, 1968 4- Jung / 1953, 1997	
f- Humanistic Theories Humanists stress the need for personal growth. They place a great deal of emphasis on the total person, along with the related needs of personal freedom, choice and self-	1- Hierarchy of Needs 2- Hierarchy of Motivational Needs 3- Self-determination	1- Maslow / 1954 2- Alderfer, 1972 3- Deci and Ryan, 1985	1- Self-actualization, esteem, belongingness, safety, physiological. We are not motivated by any higher-level needs until our lower-level ones have been satisfied. 2- Growth, relatedness, existence needs. Alderfer showed how

determination.			people regress if their higher order needs are not met. 3- Intrinsic vs. Extrinsic motivation- A person must be able to initiate and regulate, through personal choice, the effort expended to complete a task in order for the task to be intrinsically rewarding.
g- Social Cognition	1- Self-efficacy 2- Self-regulation	1- 2- Bandura / 1986, 1997	1- Judging one's own ability 2- Establishing goals and developing a plan to attain those goals.

Source: Abisamra (2002, <http://abisamrao3.tripod.com/> motivation)

Most of the linguists, psychologists and educationalists have taken the models and theories of the motivation as the same but I found models have more socio-educational orientation and theories have more psychological orientation.

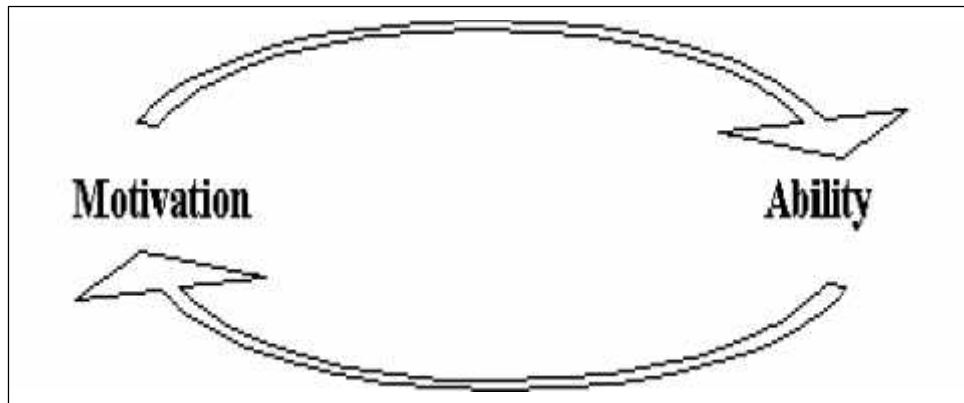
### 1.1.3 Sources of Motivation

The sources of motivation are of prime importance in language teaching and learning. The importance of this is highlighted by this statement: "Without knowing where the roots of motivation lie, how can teachers water those roots?"(Oxford and Shearin, 1994, p.15, as cited in Abisamra 2002, 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. The sources of motivation tabulated by Abisamra (2002, <http://abisamrao3.tripod.com/motivation>) are diagrammatically presented below.

**Table No. 3**  
**The Sources of Motivation**

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

## **1.1.4 Classification of Motivation**

Normally, all types of motivation are categorized into extrinsic and intrinsic. They are as follows:

### **1.1.4.1 Extrinsic Motivation**

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. 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 strong form to integrate themselves into that 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.

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

Instrumental motivation refers to a situation in which student's belief 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.

### **1.1.4.2 Role of Intrinsic 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 in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self determination.

Maslow (1970) states that 'Intrinsic Motivation' is clearly superior to extrinsic. According to his hierarchy of needs, we are ultimately motivated to achieve "self actualization" once the basic physical, safety and community needs are met. No matter what extrinsic rewards are present or absent, we will strive for self - esteem and fulfillment.

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) contend that by looking at motivation "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"(as cited in Brown 1994, p.157).

Regarding more powerful form of motivation, Brown (2002) mentions that "a convincing stockpile research on motivation strongly favors intrinsic drives, especially for long retention"(p.76).

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 behavior 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.

#### **1.1.4.3 Factors Affecting Intrinsic Motivation**

The factors affecting Intrinsic Motivation are described below:

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

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 management and decoration of the classroom may demotivate the students. To get the students appropriately motivated, the teacher should try to make the classrooms pleasant and entertaining.

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

The method implied has enough influence on the student's 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 method 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, appearance, teaching methods and techniques he 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. 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 high challenge 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 with no difficulty at all they may lose the motivation that they have when faced with the right level of challenge. Ultimately, the students' success or failure is in their own hands, but the teacher can influence the course of events in the students favour.

## **1.2 Review of the Related Literature**

Motivation plays an important role in language learning .In E LT, intrinsic motivation has a key role to English language learning .The studies which have been carried out related to motivation in the Department of English Education are briefly reviewed below:

Spolsky (1969, as cited in Van Els et al., 1984, p.115), found a positive correlation between an integrative motivation and the English proficiency of foreign students at American Universities.

Gardner and Lambert (1972) 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" (as cited in Brown 1994, p. 754).

Similarly, Olivia (1972) carried out a study on secondary school and found different factors that enhance motivation. Those factors are learner's conceiving themselves as capable of individuals dealing with materials geared to their level. When they see purpose in their activity, when they see their study as important if they live in a secure environment, when the subject matter is interesting.

Oller, Hudson, and Lin (1977, as cited in Krashen 2003, pp. 27-28) studied educated Chinese speaking ESL Students and found instrumental reasons as primary for studying English.

Likewise, Strong (1984) studied Spanish American classroom and found that the students' intensity of integrative motivation increased relative to their English Language proficiency. He further argues that motivation results from rather than promotes acquisition.

Bashyal (2002) conducted a research on "The Strategies Prevalent in Creating Motivation in Teaching Higher Secondary School in Palpa." This study focused on teachers' motivational techniques.

In the same fashion, Liu, (2005) conducted a research on "Chinese Students' Motivation to Learn English at the Tertiary Level" and found the strongly instrumentally motivated students perform better than integratively motivated students in English as a foreign language.

Chand (2008) conducted a research entitled "Motivation Towards Learning English by the Teenagers in Nepal" and the objective of his study was to investigate the teenager's motivation towards learning English. The finding of this research work is that students learn English for different purposes like: to get a good job, to pass an exam, to be a complete person because English is an international language.

Shams (2008) has carried out a research entitled "Students' Attitudes, Motivation and

Anxiety towards English Language Learning” by selecting 77 students of grade 8<sup>th</sup>. The objective of her study was to investigate students’ attitudes, motivation and anxiety towards learning English as a second language in the multilingual context of Karachi, Pakistan. The findings of this research highlighted that students have positive attitudes and high level of enthusiasm towards the English language and its learning. The result also shows that girls have a slightly higher degree of positive attitudes and motivation comparable to the boys.

Singh's (2008) study on "Role of Motivation in English Language" seems a little related to mine but he studied only a general role of motivation in English Language learning.

Thus, none of these studies touched on the role of intrinsic motivation in English language learning.

### **1.3 Objective of the study**

The objectives of the study were as follows:

- (a) to find out the number of intrinsically motivated students.
- (b) to analyze the role of intrinsic motivation in English language learning.
- (c) to list some pedagogical implications.

### **1.4 Significance of the study**

All language teachers undoubtedly accept that intrinsic motivation provides the main impetus to language learning and it makes learning go smoothly and successfully too. So, the role of intrinsic 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. 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. 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.

## **CHAPTER-TWO**

### **METHODOLOGY**

I used the following study design:

#### **2.1 Sources of Data**

Both primary and secondary sources were used to gather information to meet the objectives specified in this study.

##### **2.1.1 Primary Sources of Data**

Grade eleven students of science, humanities, and management streams as well as the teachers of compulsory English were the primary sources of data.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data were the various related books, especially, Wilkins(1972), Morgan(1978), Van Els et al.(1984), Ellis(1985,1994,1997), Stern(1985), Teaching English Forum (1993,1997) Brown(1994) and (2001), Ur(1996), Krashen(2002), Baron(2005) and reports, articles, research studies and internet related to the topic.

#### **2.2 Population of the Study**

The population of this study were the students and the English teachers who were studying and teaching respectively in different private colleges of Kathmandu valley.

#### **2.3 Sampling Procedure**

It is impossible to include all the population in the study because of time and expense constraints. Given this fact, I purposively selected Kathmandu valley as a research spot of my study. Likewise, I purposively, selected three private campuses such as Shahid Smarak College, Kirtipur, Santwona Memorial Academy College, Shantinagar, New Baneshwor and Grand Academy College, Lagankhel, Kathmandu. I

selected sixty students using random sampling procedure and three teacher purposively from three private colleges of the valley; twenty students and one teacher from each campus were selected. Students were selected through fishbowl draw and teachers were selected purposively.

## **2.4 Tools of Data Collection**

Tools comprise the major weapons to carry out the research. I mainly used two tools for gathering required information, viz. the motivation observation forms and a set of questionnaire having objective type of questions i.e., close ended questions. The motivation observation forms had ten questions with five options: Strongly agree, Agree, Uncertain, Disagree, Strongly Disagree and the set of questionnaire had sixteen questions with three options: 'Yes', 'No' and 'Uncertain'. (See in Appendix A)

## **2.5 Process of Data Collection**

I went through the following procedure to collect the primary data:

- a) At first, I went to the field and built rapport with the concerned people.
- b) Then I explained to the respondents about the purpose of the study.
- c) Then, I randomly selected 20 students from grade eleven and gave them questionnaires.
- d) After that, I facilitated the respondents and cleared the confusion that arose in understanding the statements of the questionnaires. It took 15 minutes. Afterwards, I collected the completed questionnaires.
- e) Then, I observed two classes each of an English teacher and collected required information. It took about 40 minutes to complete motivation observation form.

## **2.6 Limitations of the Study**

- a) The study was limited only to three private colleges of Kathmandu Valley.
- b) It was limited to grade eleven students.
- c) It was limited to a single set of questionnaire and motivation observation form.
- d) It was limited to only three streams of science, management and humanities of private colleges.

- e) It was restricted to classroom situation only.
- f) Questions were limited to secondary level compulsory syllabus.
- g) The study was restricted only to the role of intrinsic motivation in English language learning.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter mainly deals with analysis and interpretation of the data collected from primary sources. The purpose of this study was to find out the number of intrinsically motivated students in grade eleven as well as role of intrinsic motivation in English language learning. For this, the researcher used a set of questionnaire and motivation observation form to collect required information. The researcher used simple statistics (percent) and table for analysis and interpretation.

#### **3.1 Intrinsic Motivation Status**

The researcher gave the respondents the questionnaires and asked them to indicate on a three point scale so as to find out the important statement in their learning English as a foreign language. The chief focus of the questionnaire was to find out intrinsic motivational status. The researcher designed sixteen statements to find out the dominant reasons for studying the English language as the grade eleven students of science, management and humanities streams in particular. In fact, the researcher used motivation survey questionnaires and motivation observation form to find out the information required for the study.

To find out intrinsic motivational status three options (yes, no, uncertain) were given against each statement. The total full mark of the test was sixteen. Then, the researcher calculated the percentage of all students who scored one out of sixteen, two out of sixteen and so on. The main purpose of calculating percentage is to pinpoint the average intrinsic motivational status and to find out which statement has the highest level of intrinsic motivation and which one has the lowest.

**Table No.4****Intrinsic Motivational Status of the Students**

<b>S.N.</b>	<b>Statements</b>	<b>Options Total (%)</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Uncertain (%)</b>
1.	I like to search and study books for extra knowledge to improve my English.		98	0	2
2.	English class is more interesting than other classes.		75	21	4
3.	I like to study English books in my leisure time.		75	25	0
4.	Our teacher makes all the students participate in the classroom activities.		86	14	0
5.	I study English to get good marks in exams.		66	34	0
6.	Our English teacher teaches us very well.		94	3	3
7.	I think the stories given in the English text book are interesting.		93	4	3
8.	Learning of English becomes motivating while using the teaching materials.		74	20	6
9.	A teacher should motivate and encourage the learner.		95	2	3
10.	I like my teacher's style of teaching English.		90	3	6
11.	A teacher should treat all the students equally and provide them equal opportunity.		95	3	2

12.	My English teacher gives me less priority during the classroom teaching.		23	72	5
13.	Praise and appreciation of the teacher makes the students study a lot.		94	2	5
14.	Teacher-centered method and teachers attract the students towards learning English.		38	30	12
15.	Good manners and behaviours of the teachers decide his/her position in the students' heart.		96	2	2
16.	Success of the students impetus them to learn the English language fluently.		90	5	5
	Total	1600	1282	240	58

The table given above contains sixteen statements. In each statement, more than 74 percent of the students agreed with it whereas only two percent showed their negative response and 2 percent were uncertain. Regarding the first statement, 98 percent of the students agreed to it whereas two percent of the students were 'uncertain'. Similarly, in the second statement, 75 percent of the students agreed with it, 21 percent opted for 'no' and 4 percent of the students were 'uncertain'. Similarly, in the third statement, 75 percent of the students were agreed with it, 25 percent showed their negative response and no one was 'uncertain'. Similarly, in the 4<sup>th</sup> statement, 86 percent of the students agreed with it, 14 percent opted for 'no' and no one was uncertain. In the statement five, only 66 percent of the students agreed with it, 34 percent showed their negative response and no one was 'uncertain'. Similarly, the above table shows that in the sixth statement, 94 percent agreed with the statement, 3 percent gave negative response and 3 percent were 'uncertain'. In the seventh statement 93 percent of the students agreed with it, 4 percent gave negative response and 3 percent were 'uncertain'.

Regarding the eighth statement, 74 percent of the students agreed with it, 20 percent opted for 'no' and 6 percent were 'uncertain'. Similarly, in the statement nine, 95

percent of the students agreed to it, 2 percent opted for 'no' and 3 percent were 'uncertain'. In the tenth statement, 90 percent of the students agreed with it, 3 percent opted for 'no' and 6 percent were 'uncertain'. Similarly, in the statement, 95 percent of the students agreed with it, 3 percent opted for 'no' and 2 percent were 'uncertain'. In the twelfth statement, only 23 percent of the students agreed with it, 72 percent opted for 'no' and 5 percent were 'uncertain'. Similarly, in the thirteenth statement, 94 percent of the students agreed with it, 2 percent opted for 'no' and 5 percent were 'uncertain'. In the fourteenth statement, only 38 percent of the students agreed with it, 5 percent showed their negative response and 12 percent were uncertain. Similarly, in the second last statement, 96 percent of the students showed their positive response, 2 percent disagreed and 2 percent were 'uncertain'. At last statement, 90 percent of the students agreed with it, 5 percent opted for 'no' and 5 percent were 'uncertain'.

The above table shows that majority of the students of grade eleven are intrinsically motivated to learn a foreign language i.e. the English language. It indicates that the first statement has the highest level of intrinsic motivation whereas the twelfth statement has the lowest level of intrinsic motivation. The students learn English basically for extra knowledge and improving their English. It can be concluded that the English language seems inevitable in higher secondary education. The chief medium of instruction is the English language and without the knowledge of this language progress in higher secondary education seems too hard. Likewise, the statement twelve shows the lowest level of intrinsic motivation status of the students. The students do not like to learn English when the teachers give them less priority during the classroom teaching.

### **3.2 Streamwise Intrinsically Motivated Students of Private Colleges**

To find out the streamwise intrinsically motivated students towards learning the English language, raw data was processed, analyzed and interpreted. Analysis of their responses is given under the following table:



### 3.2.1 Intrinsically Motivated Students of Management

The following table shows the intrinsically motivated students of Management of grade eleven of higher secondary education.

**Table No. 5**

#### **Intrinsically Motivated Students of Management**

<b>S.N.</b>	<b>Statements</b>	<b>Options Total (%)</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Uncertain (%)</b>
1.	I like to search and study books for extra knowledge to improve my English.		100	0	0
2.	English class is more interesting than the other classes.		99	1	0
3.	I like to study English books in my leisure time.		80	20	0
4.	Our teacher makes all the students participate in the activities.		80	20	0
5.	I study English to get good marks in exams.		85	15	0
6.	Our English teacher teaches us very well.		90	10	0
7.	I think the stories given in the text book are interesting.		100	0	0
8.	Learning of English becomes motivating while using the teaching materials.		70	30	0
9.	The teacher should motivate and encourage the students.		90	5	5

10.	I like my teacher's style of teaching English.		95	5	0
11.	The teacher should treat all the students equally and provide them equal opportunity.		95	5	0
12.	My teacher of English gives me less priority during the classroom teaching.		25	75	0
13.	Praise and appreciation of the teacher makes is study a lot.		100	0	0
14.	Teacher-centered method and teachers attract the students towards learning English.		10	85	5
15.	Good manners and behaviours of the teachers decide his/her position in the students' heart.		100	0	0
16.	Success of the students impetus them to learn the English language fluently.		95	5	0
	Total	1600	1314	276	10

To find out the intrinsically motivated students of grade eleven in the management stream, I gave them a set of questionnaires containing sixteen statements with three options viz. Yes, No and Uncertain. In each statement, more than 70 percent of the students of management agreed it, 30 percent of the students showed their negative response and only 2 percent of the students were 'uncertain'.

The above table shows that, 100 percent of the students agreed with the first statement. In the second statement, 99 percent of the students agreed with it and only 1 percent was negative. Similarly, in the third statement, 80 percent of the students agreed it and only 20 percent showed their negative response. Likewise, in the fifth statement, 85 percent of the students were positive and 15 percent were negative. In the sixth statement, 90 percent of the students agreed with it, only 10 percent were

negative. Similarly in the seventh statement, 100 percent of the students were positive. In the eighth statement, 70 percent of the students agreed it and 30 percent were negative. Similarly, in the ninth statement, 90 percent of the students agreed with it and 5 percent opted for 'no' and 5 percent were 'uncertain'. In the tenth statement, 95 percent of the students agreed with it and 5 percent opted for 'no'. But quite differently, in the twelfth statement, only 25 percent of the students agreed with it and 75 percent showed their negative response. In the thirteenth statement, 100 percent of the students agreed with it. In the fourteenth statement 10 percent agreed with it, and 85 percent opted for 'no' and 5 percent were 'uncertain'. But in the fifteenth statement, 100 percent agreed with it. Similarly, in the last statement, 95 percent of the students agreed with it and 5 percent opted for 'no'.

In conclusion, I found that the students of management were highly intrinsically motivated to learn English with the statement of first, seventh and thirteenth i.e. I like to search and study books for extra knowledge to improve English, I think the stories given in the text book of English are interesting, and praise and appreciation of the teacher makes the students study a lot respectively. Similarly, the statement fourteenth has the lowest level of intrinsic motivation towards learning English language i.e. teacher- centered method and teachers attract the students towards learning English.

### **3.2.2 Intrinsically Motivated Students of Science**

The following table shows the intrinsically motivated students of Science of grade eleven.

**Table No. 6****Intrinsically Motivated Students of Science**

<b>S.N.</b>	<b>Statements</b>	<b>Options Total (%)</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Uncertain (%)</b>
1.	I like to search and study books for extra knowledge to improve my English.		95	5	0
2.	English class is more interesting than the other classes.		75	25	0
3.	I like to study English books in my leisure time.		35	65	0
4.	Our teacher makes all the students participate in the activities.		95	5	0
5.	I study English to get good marks in exams.		30	70	0
6.	Our English teacher teaches us very well.		90	0	10
7.	I think the stories given in the text book are interesting.		90	10	0
8.	Learning of English becomes motivating while using the teaching materials.		85	0	15
9.	The teacher should motivate and encourage the students.		100	0	0
10.	I like my teacher's style of teaching English.		80	0	20
11.	The teacher should treat all the students equally and provide them equal opportunity.		100	0	0
12.	My teacher of English gives me less priority during the classroom teaching.		35	65	0

13.	Praise and appreciation of the teacher makes is study a lot.		85	5	10
14.	Teacher-centered method and teachers attract the students towards learning English.		40	50	10
15.	Good manners and behaviours of the teachers decide his/her position in the students' heart.		95	0	5
16.	Success of the students impetus them to learn the English language fluently.		85	0	15
	Total	1600	1215	300	85

To find out the intrinsically motivated students of grade eleven Science, I gave them a set of questionnaires containing sixteen statements with three options ‘Yes’ ‘,No’ and ‘Uncertain’. In each statement , more than 75 percent of the students showed their positive response.

The above table indicates that 95 percent of the students agreed with the statement first and only 5 percent of the students were negative. In the second statement , 75 percent of the students were positive,25 percent of the students were negative. Similarly, in the third statement, 35 percent of the students showed their positive response and 65 percent of the students were negative. Regarding fourth statement, 95 percent of the students were positive, and only 5 percent of the students were negative. In the fifth statement,30 percent of the students agreed with it and 70 percent of the students opted for ‘no’. Similarly, in the sixteenth statement, 90 percent of the students showed their agreement and 10 percent were ‘uncertain’ .In the seventh statement, 90 percent of the students were positive and 10 percent were negative. Likewise, in the eighth statement, 85 percent of the students agreed with it and only 15 percent of the students were ‘uncertain’. Regarding ninth statement, 100 percent of the students agreed with it. Similarly in the tenth statement, 80 percent of the students agreed with the statement and only 20 percent of the students were ‘uncertain’. In the

eleventh statement, 100 percent of the students agreed with it. Likewise, in the twelfth statement, only 35 percent of the students agreed with it and 65 percent of the students agreed opted for 'no' .In the thirteenth statement, 85 percent of the students agreed with it, 5 percent opted for 'no 'and 10 percent were 'uncertain' . Similarly, in the fourteenth statement ,only 40 percent of the students showed their positive response, 50 percent of the students opted for 'no' and 10 percent of the students were 'uncertain' .In the fifteenth statement, 95 percent of the students agreed with it and only 5 percent were 'uncertain' . Similarly, in the last statement, 85 percent of the students agreed with it and 15 percent were 'uncertain' .

In conclusion, I found that the students of Science were highly intrinsically motivated to learn English with the statements of ninth and eleventh i.e. 'A teacher should motivate and encourage the learners and a teacher should treat all the students equally and provide them equal opportunity' . Similarly, the statement fifteenth has the lowest level of intrinsic motivation towards learning English i. e. to study English to get good marks in exams.

### 3.2.3 Intrinsically Motivated students of Humanities

The following table shows the intrinsically motivated students of humanities of grade eleven.

**Table No. 7**

#### **Intrinsically Motivated Students of Humanities**

<b>S.N.</b>	<b>Statements</b>	<b>Options Total (%)</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Uncertain (%)</b>
1.	I like to search and study books for extra knowledge to improve my English.		100	0	0
2.	English class is more interesting than the other classes.		55	45	0

3.	I like to study English books in my leisure time.		80	20	0
4.	Our teacher makes all the students participate in the activities.		85	15	0
5.	I study English to get good marks in exams.		85	15	0
6.	Our English teacher teaches us very well.		100	0	0
7.	I think the stories given in the text book are interesting.		85	10	5
8.	Learning of English becomes motivating while using the teaching materials.		60	30	10
9.	The teacher should motivate and encourage the students.		95	0	5
10.	I like my teacher's style of teaching English.		95	5	0
11.	The teacher should treat all the students equally and provide them equal opportunity.		90	5	5
12.	My teacher of English gives me less priority during the classroom teaching.		10	75	15
13.	Praise and appreciation of the teacher makes is study a lot.		95	0	5
14.	Teacher-centered method and teachers attract the students towards learning English.		65	20	15
15.	Good manners and behaviours of the teachers decide his/her position in the students' heart.		95	5	0
16.	Success of the students impetus them to learn the English language fluently.		90	10	0
	Total	1600	1285	255	60

To find out the intrinsically motivated students of grade eleven humanities, I gave them a set of questionnaires containing sixteen statements with three options 'Yes', 'No' and 'Uncertain'.

The above table shows that 100 percent of the students agreed with it in the first statement. Similarly in the second statement, 55 percent of the students agreed with it, and 45 percent opted for 'no' and no one was 'uncertain'. In the third part of the statement, 80 percent of the students agreed with it, and 20 percent gave negative response. Similarly in the fourth statement, 85 percent of the students agreed with it and 15 percent of the students were negative. In the fifth statement, 85 percent of the students showed their positive response and 15 percent of the students opted for 'no'. Likewise, in the sixth statement, 100 percent of the students agreed with it. In the same ways, in the seventh statement 85 percent of the students agreed with it, 10 percent opted for 'no' and 5 percent were 'uncertain'. In the eighth statement, 60 percent of the students agreed with it, 30 percent opted for 'no' and 10 percent were 'uncertain'. In the ninth statement, 95 percent of the students agreed with it, 5 percent opted for 'no' and no one was 'uncertain'. Similarly, in the eleventh statement, 90 percent of the students agreed with it, 5 percent gave negative response and 5 percent were 'uncertain'. But quite differently, in the twelfth statement, only 10 percent of the students gave positive response, 75 percent opted for 'no', and 15 percent were 'uncertain'.

In the thirteenth statement, 95 percent of the students agreed with it, and 5 percent were 'uncertain'. Similarly, in the fourteenth statement, 65 percent of the students agreed with it, 20 percent opted for 'no' and 15 percent of the students were 'uncertain'. In the second last statement, 95 percent of the students gave positive response and 5 percent opted for 'no'. Similarly, in the last statement, 90 percent of the students agreed with it and 10 percent were negative.

The above result highlights that the students of humanities are highly intrinsically motivated with the statement first and sixth respectively i.e. like to search and study books for extra knowledge to improve my English and our English teacher teaches us



very well. Quite inversely, the statement twelve has the lowest level of intrinsic motivation towards learning English i.e. 'My English teacher gives me less priority during the classroom teaching'.

### **3.2.4 Causes of Intrinsic Motivation**

To find out the causes of intrinsic motivation in English language learning, I observed six classes of three English teachers of compulsory English. In each college I observed two classes of the same teacher. Those three teachers were teaching in three different streams i.e. science, management and humanities. I used a motivation observation form as a major tool containing ten statements with five options: Strongly agree, Agree, Uncertain, Disagree and Strongly disagree. (see in appendix B)

By observing them, I agreed with the statement one to ten except fourth and last i.e. appropriate size and clarity of instructional materials and a same interest of the teacher in all his students. As a whole, the motivation observation form indicates that there are various causes of intrinsic motivation which affect in English language learning of grade eleven students. That various factors inside the classroom are pleasing appearance of the teacher, proper management of the classroom, logical presentation of the lesson, self –confidence of the teacher, encouragement to students, teacher's clear instructions and examples, teacher's command over subject –matter and language clarity of the teacher play vital role in English language learning.

In conclusion, I found that if these all above factors are found positively in the classroom then the students are highly intrinsically motivated to learn the English language.

## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATIONS

This chapter includes the major findings of the research and some recommendations.

#### 4.1 Findings

The major focus of the study was to find out the number of intrinsically motivated students of grade eleven. On the basis of analysis and interpretation, the following findings of the study can be stated:

1. Approximately 100 percent of the students of grade eleven of the private colleges of Kathmandu valley opine that they want to learn English for extra knowledge and to improve its skills. In other words, the majority of the students of grade eleven are highly intrinsically motivated to learn English as a foreign language to get extra knowledge and improve their English language skills.
2. Similarly, about 75 percent of the students of grade eleven do not like to learn English when their English teachers give them less priority during the classroom teaching. In other words, they are not intrinsically motivated to learn English when their English teachers give them less priority during the classroom teaching.
3. Seventy five percent of the students of Science stream opine that they are highly intrinsically motivated to learn the English language. i.e. to get extra knowledge and improve its skills, the stories given in the text book of English are interesting,; and to get praise and appreciation of the teacher.
4. Similarly 50 percent of the student of Management do not like to learn English when their teachers of English use teacher – centered method during the classroom teaching.
5. Hundred percent (100%) of the students of Science stream opine that they are highly intrinsically motivated to learn the English language i.e., because their

teachers encourage them and treat them equally and provide them equal opportunity.

6. But quite differently, 70 percent of the students of Science stream do not want to learn the English language because they can not get good marks in English though they study a lot.
7. Hundred percent (100%) of the students of humanities are highly intrinsically motivated to learn English language to get extra knowledge and improve its skills. However, 75 percent of the students of humanities do not want to learn the English language when their English teachers give them less priority during the classroom teaching.
8. The grade eleven students of private colleges of Kathmandu valley are intrinsically motivated to learn the English language for the following reasons:
  - (a) Pleasing appearance of the teacher.
  - (b) Proper management of the classroom.
  - (c) Logical presentation of the lesson.
  - (d) Encouragement of the students.
  - (e) Self -confidence of the teacher.
  - (f) Teacher's clear instructions and examples.
  - (g) Teacher's command over the subject-matter.
  - (h) Language clarity of the teacher.

## **4.2 Recommendations**

On the basis of the above findings, the following recommendations are made:

1. Most of the students of private colleges of Kathmandu valley are highly intrinsically motivated to learn the English language for extra knowledge. So the course of compulsory English of grade eleven should be designed in such a way that it can provide sufficient extra knowledge to the students.
2. Approximately 100 percent of the students of grade eleven of the private colleges of Kathmandu valley do not want to learn English when their teacher gives them less priority during the classroom teaching. So, the teacher of English should give them more priority during the classroom teaching.
3. Similarly, 75 percent of students of Science stream are highly intrinsically motivated to learn the English language i.e. to get praise and appreciation of the teacher. So, every English teacher of grade eleven should praise and appreciate to his/her students when they perform their actions nicely.
4. Likewise 50 percent of the students of Management stream do not like to learn English when their English teachers use teacher-centered method during the classroom teaching. So, the teacher of English should follow student-centered method which makes participate in the activities actively.
5. Hundred percent of the students of Science opine that they are highly intrinsically motivated to learn English i.e. their teachers encourage them and treat them equally and provide them equal opportunity. So, the teachers should behave all the students equally and provide them equal opportunity.
6. Testing and evaluation should be done frequently. Simple questions should be asked and good marks should be given them to encourage and inspire.
7. Seventy five percent of the students of Humanities stream do not want to learn English language when their English teachers give them less priority during the classroom teaching. So, the teachers of English should give them more priority during the classroom teaching.
8. The teachers should show same interests to all their students during the classroom teaching.
9. Finally, the teachers' appearance should be pleasing in the classroom which makes the students learn English language interestingly.

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## Appendix A

Dear informant,

This questionnaire has been prepared for collecting data for the research work entitled "Role of Intrinsic Motivation in English Language Learning" which is carried out under the guidance of Dr. Jai Raj Awasthi, Professor, of Central Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. The researcher hopes that you all will co-operate with her to fill up these questionnaires by taking part and provide the data for her research study which will be invaluable contribution to accomplish this research work.

Thank you.

### Researcher

Arhul Kumari Sah

T.U. Kirtipur, Kathmandu

School's Name:

Student's Name:

Class:

Sex: Male [  ] Female [  ]

### Questionnaires for the students

	Yes	No	Uncertain
1. I like to search and study books for extra knowledge to improve my English.			
2. English class is more interesting than other classes.			
3. I like to study English books in my leisure time.			
4. Our teacher makes all the students participate in the classroom activities.			

5. I study English to get good marks in exams.			
6. Our English teacher teaches us very well.			
7. I think the stories given in the English text book are interesting.			
8. Learning of English becomes motivating while using the teaching materials.			
9. A teacher should motivate and encourage the learner.			
10. I like my teacher's style of teaching English.			
11. A teacher should treat all the students equally and provide them equal opportunity.			
12. My English teacher gives me less priority during the classroom teaching.			
13. Praise and appreciation of the teacher makes the students study a lot.			
14. Teacher-centered method and teachers attract the students towards learning English.			
15. Good manners and behaviours of the teachers decide his/her position in the students' heart.			
16. Success of the students impetus them to learn the English language fluently.			

Thank you for your participation.



## Appendix B

### Motivation Observation Form

Please tick (✓) one alternative next to each statement according to the amount of your agreement or disagreement with that item.

Name of the teacher ..... Class observed by .....

Grade ..... Period ..... Subject ..... Title .....

School/Campus..... Date..... Time.....

Q. No.	Questions	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.	Pleasing appearance of the teacher in the classroom.					
2.	Proper management of the classroom.					
3.	Logical presentation of the lesson.					
4.	Appropriate size and clarity of instructional materials.					
5.	Self-confident of the teacher.					
6.	Encouragement of students motivate them intrinsically.					
7.	Teacher's clear instructions and examples.					
8.	Teacher's command over subject-matter.					
9.	Language clarity of the teacher.					
10.	The same interest of the teacher in all his students.					