



**LANGUAGE LEARNING MOTIVATION OF GRADE 12
LEARNERS IN BHUTAN**

BY

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Abstract

This study aimed at investigating a type of motivation predominant among Grade 12 English language learners in one of the eastern districts of Bhutan. The explanatory mixed method approach was employed to gather data from 238 respondents from two higher secondary schools in the second semester of 2019 academic year. A modified 30-item motivation survey questionnaire based on Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was used to collect quantitative data, and semi-structured interview was administered to explore qualitatively. These data were analyzed using descriptive statistics (mean and standard deviation) and thematic analysis approach respectively.

The survey result indicated that the Grade 12 learners in Bhutan were highly motivated (mean=4.02) to learn English as Second language both instrumentally (mean=3.80) and integratively (mean=4.25). However, integrative motivation indicated slightly higher predominance with a difference of 0.45 over instrumental motivation. The semi-structured interview result revealed that ultimate sources of various motivation themes that emerged under instrumental as well as integrative were embedded in the policies, curriculum and the flourishing trend of globalization.

(Total 143 pages)

Keywords: Grade 12, language, learning, motivation, instrumental motivation,
 integrative motivation

Student's Signature Thesis Advisor's Signature

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ABBREVIATIONS

Abbreviations	Meanings
BCSEA	Bhutan Council for School Examination and Assessment
CAPSD	Curriculum and Professional Support Division
CDEO	Chief District Education Officer
CERD	Center for Educational Research and Development
DAHE	Department of Adult and Higher Education
ESL	English as Second Language
IOC	Index of Item Objective Congruence
NAPE	New Approach to Primary Education
MoE	Ministry of Education
MoLHR	Ministry of Labour and Human Resource
SD	Standard Division
PPD	Policy and Planning Division
REC	Royal Educational Council
RGoB	Royal Government of Bhutan



CHAPTER 1

INTRODUCTION

This chapter elucidates on the background and rationale of the study, objective and questions of the research, scope of the study and its limitations. It also includes significance of the study and operational definitions.

1.1 BACKGROUND AND RATIONALE OF THE STUDY

English language is a global lingua-franca (Crystal & O'Brien, 2013) and great number of countries like Canada, Australia, United States of America, and United Kingdom use it as official language. It is also reputed as the language for international communication, business, media and information and entertainment owing to which learning English provides people with opportunity in the global job market, access to information and entertainment and exposure to abounding cultural diversity (Chitchuen, 2016). According to British Council (2013), the approximation of global population speaking English at a convenient level is 1.75 billion and predicts a rise to 2 billion by 2020 either using it or learning to use it. Chalermnirundorn (2015); Chayanuvat and Sodachan (2018) share the similar view that English plays crucial role in the community of globalization. At this globalizing age, the English language is the principal required means of communication among countries all over the world (Jianfeng, Raj, & Ai, 2018). Similarly, it has deep-rooted role in the official transactions, employment sector and education system of Bhutan.

The country's Constitution clearly declares "Dzongkha is the National Language of Bhutan" (Royal Government of Bhutan [RGoB], 2008, p.1) but Dorjee (2014) and Tashi (2018) state that English is also bestowed the status of official language approving parallel importance. LaPrairie (2014, p.8) observes Dzongkha and English as Bhutan's official language of civil service and (p.22) remarks it as a "part

and parcel of Bhutan’s participation in both regional and global economic, social and cultural activities”. Singay (2018) rationalizes that English has benefited Bhutanese as medium of communication in the global community of participation and productivity. Phuntsho (2013) assertively confirms that English as a language of internationalization has helped Bhutan for its unprecedented development in the recent decades. It is also observed as a lingua franca amongst over twenty dialects prevailing in Bhutan. In Bhutanese education system it is the core component that channels the delivery of its service.

English as global language (Crystal & O’Brien, 2013; Rajasekhar & Krishnamurthy, 2017) manifests the central component of school curricula in multitude of countries around the world (Qi, 2016). Similarly, it is the medium of instruction (Rai, 2017; Sherub, 2013; Tashi, 2018) and also taught as an independent subject in Bhutan. The English curriculum of Bhutan encompasses “four modes of discourse- reading and literature, writing, listening and speaking and language and grammar” (Center for Educational Research and Development [CERD], 2002; Curriculum and Professional Support Division [CAPSD], 2015; Wangchuk, 2018). There are texts or activities targeted to achieve sets of objectives for each mode and each mode of discourse is given its own time allocation to enable to develop and foster the ESL learners’ communication eloquence and receptiveness. The table below presents the time allocation for four different strands:

Table 1.1 Time allocation for each language strand in Class XII

Class XII					
Mode of discourse	Reading and literature	Writing	Listening and Speaking	Language and Grammar	Total periods
Periods	80	50	20	30	180

Source: CAPSD, 2015, p.37, REC, 2018, p.xi

The time allocation above assumes an academic year with 180 instructional days excluding holidays and time for examination. The subject is mandated to receive

six periods a week with the time length of 50 minutes. Time allocation for period or number of periods may vary from school to school but the entire hours for the course should total to the aforementioned table (REC, 2016, 2017, 2018, p. xi)

The curriculum purposively teaches English literature by instilling them the appreciation and love for different genres of literatures. It incorporates different pieces of literature from across the world which are most appropriate for learners of different age group and grade levels. The contents are “gender sensitive, age appropriate and are the example of the best pieces of literature of the periods they belong to” (REC, 2016, as cited in Wangchuk, 2018).

It is significantly crucial for Bhutanese students to equip with commendable proficiency in English because “English as medium of instruction” (Dorji, 2005; Rai, 2017; Sherub, 2013; Tashi, 2018), ensures that the better mastery in English skills directly or indirectly augments the performance in other subjects. However, Tshering (2015) and Nima (2018) perceive that English curriculum in Bhutan is deficient to produce competent learners equipped with all four language strands. English curriculum and language teaching practices in Bhutan are dominated by teacher-centered delivery with teachers talking and explaining the text while students’ participation is passive especially in grades seven to twelve (CAPSD, 2005; Rai, 2017; Singay, 2018). It indicates that English instruction in school is inefficient and ineffective and impedes to ignite learners’ motivation to learn the language and consequently causing poor performance.

English teachers in Bhutan affirmed to LaPrairie (2014) that “Bhutanese students’ difficulty in acquiring adequate English proficiency negatively impacts their ability to learn across the curriculum through English”. He emphasizes that although Bhutanese learners study English at all levels of education, their ability to use English is not up to the expected standard. He discerns a dearth of “language-based interaction between teachers and students inside classrooms” and recommends a need to translate various curriculum reforms that has taken place into classroom practices.

Unsatisfactory performances in English by Bhutanese Grade 12 learners are reflected in the subsequent Pupil's Report of Bhutan Council for School Examination and Assessment [BCSEA]. The Ministry of Education [MoE], (2017)'s press release as mentioned in Rai (2017) unravels that the mean score of English for the 2016 academic year was the lowest of all subjects with only 55.42%. Pupil's Performance Report 2018 reports 53.66% as mean score of English, the third lowest and Pupil's Performance Report 2019 accounts 53.44% in English I and 48.31% in English II in which combined mean is 50.87% managing one step ascend in the Bhutan Higher Secondary Education Certificate[BHSC] examination 2017 and 2018 successively (BCSEA, 2017, 2018, 2019). The reports indicate slight raise in the position but it strove in bottom four consistently for three consecutive years from among 21 other subjects.

Grade 12, the terminal level of secondary education (MoE, 2016, 2017, 2018) is chosen for the purpose of this study. The MoE (2014)'s aspiration to "ensure access and equity to education" (p.74) by "enhancing access to basic, higher education ..." (p. 75), increasing number of Bhutanese children have been completing secondary education in a recent year. These Grade 12 graduates seeking admission into tertiary level institution both within the country and abroad increases annually (Higher Education Planning Division [HEPD], 2017, 2018). The Annual Education Statistics too acknowledges that after completing Grade 12, the children either continue tertiary education within the country or abroad, or enter job market (Policy and Planning Division [PPD], 2015, 2016, 2017, 2018). However, after successfully completing the National Examination, Bhutan Higher Secondary Education Certificate examination students' opportunity to enter tertiary education under government scholarship is "strictly based on merit" (MoE, 2014; RGoB, 2008). English is one of the core subjects along with their electives and in their Admission Criteria, almost all courses require minimum of 50% or 55% in English to get enrolled into the undergraduate courses (Royal University of Bhutan [RUB], 2019).

Furthermore, internationally recognized Proficiency Examination of English language such as International English Language Testing System (IELTS) or Testing

of English as a Foreign Language (TOEFL) is mandatory for most of the English-medium institutes abroad for the aspiring foreign students. It is observed that Bhutanese often need to take the test more than once which suggest that schooling does not equip the students effectively with required skills (LaPrairie, 2014, p.17). Even if they enter into job market, “most formal sector employment options require competence in both languages (Dzongkha and English)”. This vividly indicates the paramount importance of English language competency required for Grade 12 students. It is aptly pointed out that better proficiency in English helps Bhutanese students to “gain access to learning beyond basic education, particularly for higher technical and professional training” (Ibid). Many Bhutanese students leave Bhutan to continue higher studies in India or further abroad where English is the principal language of curriculum discourse (HEPD, 2016, 2017, 2018). So, the Grade 12 which is at pre-university stage of studies require even greater proficiency in English with most appropriate learning motivation as they advance to university studies because “second language learner could successfully learn the language with proper motivation” (Nazir, Bashir, S., & Bashir, Z., 2017).

Many ESL teacher researchers point out that ESL learning achievement is influenced by numerous factors such as “learning style”, the language teacher’s proficiency in the language and competency to teach English, teaching methods, teaching-learning resources, class size and students’ “attitude and perception” (Alfauzan & Hussain, 2016) towards learning the target language. Numerous researches like Alizadeh (2016); Hong and Ganapathy (2017); Halvaei and Ansarin (2018); Kondal (2015), reveal that ESL students’ attitude and motivation towards the language influence the learning achievement of the language to a great extent. Nazir et al. (2017) supports that “motivation is prerequisite for second language learning and higher level of motivation shows better performance in second language learning”.

According to Chalermnirundorn (2015), motivation is a crucial factor in learning ESL/EFL, lacking which results in unsatisfactory linguistic and communicative skill and development of negative attitude towards the language. Motivation is also “one of the success factors in their future goals or career” (Hong &

Ganapathy, 2017) and plays a pivotal role in language learning success. They claim that ESL learning demands strenuous effort from students to become proficient because classroom maybe the only place within which reliable language input happens. This necessitates firm language learning motivation of student particularly in ESL classroom like in Bhutan. The learning and motivation are inseparable, as learning is attributed to motivation and learning can enhance motivation interdependently.

Gardner's socio-educational theory on the second-language learning emphasizes the need to understand students' "ultimate goal or purpose" in learning the target language. Accordingly, two distinct types of motivations- instrumental and integrative (Altasan, 2016; Chalermnirundorn, 2015; Hong & Ganapathy, 2017; Kondal, 2015) are identified. Hong and Ganapathy (2017) posit that these two orientations of motivation impacts students' English competency. As stated in Kondal (2015), students who lack either of these two motivations or both find difficult to progress their achievement in learning second language.

The ESL teachers' understanding of relationship between motivation and ESL learning and its influence on the learning progress will foster second language learners' motivation to learn progressively. There is very limited research conducted on teaching ESL in Bhutan. Some of the studies are Dorji and Soranastaporn (2015)'s Influence of Principal leadership on English as Second Language Teacher Empowerment in Bhutan, Tenzin (2016)'s A Study of Class Size and Difficulties faced by Middle Secondary ESL Teachers in Bhutan, Wangchuk (2016)'s Bilingualism and Comprehension Skills in Primary School students: An Experimental Study, and Wangchuk (2017)'s Effective English as Second Language (ESL) Teachers' characteristics as Perceived by the Students from a Higher Secondary School in Bhutan. However, no study has been done particularly on ESL students' motivation in Bhutan. Thus, this research attempted to investigate the motivation among Grade 12 learners of ESL (English as Second Language) in Bhutan.

1.2 RESEARCH OBJECTIVES

1.2.1 To investigate Grade 12 Bhutanese learners' motivation towards English language learning.

1.3 RESEARCH QUESTIONS

The main research question corresponding to the objective was

1.3.1 What type of motivation did Grade 12 Bhutanese learners have in learning English?

And the sub questions were:

1.3.1.1 Were they instrumentally motivated or integratively motivated in learning English?

1.3.1.2 What motivated learners to learn instrumentally?

1.3.1.3 What motivated learners to learn integratively?

1.4 SCOPE OF THE STUDY

1.4.1 Settings

The study was carried out in two government higher secondary schools in Samdrupjongkhar, one of the eastern districts in Bhutan. This region of the country was chosen due to the easy accessibility which facilitated the smooth and successful conduct of the study, otherwise geographical constraints would have impeded the study process and progress if other part of the country was chosen.

1.4.2 Respondents

The respondents in this study comprised 238 grade 12 learners from two higher secondary schools in Samdrupjongkhar, one of the eastern districts of Bhutan. One school had 111 learners and the other had 127 in Grade 12. The learners' ages ranged between 16 and 23 years. School 1 had 53 males and 58 female learners while school 2 had 66 male and 61 female learners. So, the total respondents were 119 male and 119 female learners, exactly 50 percent each.

1.4.3 Time Frame

The study commenced with the literature review and writing three chapters from the month of January, 2019, after which the proposal was presented in the month of June, 2019. The three-chapter proposal was approved and further field study for data collection was carried out for four weeks starting from August, 2019 to September, 2019. Two weeks each were spent in a school to administer a questionnaire survey and conduct semi-structured one-to-one interview with students. The detail of the time frame is shown in Table 1.2.

Table 1.2 Time frame for the entire study

Sl. No.	Activity	Time Frame
1	Literature review	January – December
2	Three-chapter Defense	June
3	Data collection	August
4	Data analysis	September
5	Final Defense	November

1.5 LIMITATION OF THE STUDY

This study had some limitations. Firstly, it was a small-scale survey study that covered only two higher secondary schools in one of the districts in eastern Bhutan. As the selected sample size cannot represent the entirety of Grade 12 students in Bhutan, the result cannot be generalized.

This study was also confined to examining learners' instrumental and integrative motivation towards learning English language. Other variables associated with language learning such as learners' family background, number of languages spoken, academic performance and learning atmospheres which could have affected the motivation were not explored

1.6 SIGNIFICANCE OF THE STUDY

The study was expected to reveal beneficial information and outcome to educators and teachers who taught English in higher secondary schools in Bhutan by identifying the type of motivation the students were driven with. It was also perceived to inform the provocation of each motivation type to direct the teachers in exploring appropriate motivation orientation in the instructional practices that promotes learning.

Moreover, the findings would be instrumental to curriculum developers or course designers and ESL teachers to incorporate and integrate appropriate motivational resources and educational experiences in their instructional practices.

1.7 CONCEPTUAL FRAMEWORK

In this study the source of data was student respondents. There were two data collection techniques. For the quantitative purpose, a survey questionnaire was administered to identify a type of predominant motivation. Qualitatively, semi-structured interview was employed to explore the causes of motivation. Descriptive

data analysis and thematic analysis were used respectively for quantitative and qualitative data to reveal the result.

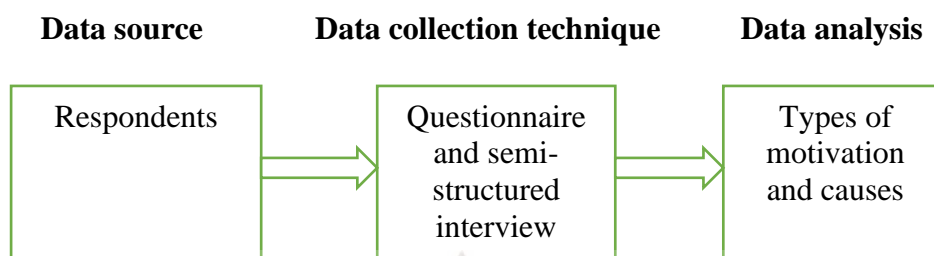


Figure 1.1 Conceptual framework

1.8 Operational Definitions

Grade 12: It is the highest level of secondary education in Bhutan.

Language: English language which is studied as second language by Bhutanese learners.

Learning: learning English curriculum of Bhutan aimed at developing the four language strands- reading and literature, writing, listening and speaking and language and grammar.

Motivation: strong sense of reason for learning English as second language. It has two aspects:

a. Integrative motivation: willingness or interest of learning inspired by love and appreciation of the language and culture with the desire to integrate with the language community.

b. Instrumental motivation: is related to functional purpose of learning such as for passing examination and graduation, employment, business communication or expectation of upgrading one's personal image.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses on the languages used across the Bhutanese curricula, English curriculum in Bhutan, definition of motivation, theories and types of motivation, instrumental motivation and integrative motivation in ESL Learning and reviews some of the related studies in the field.

2.1 LANGUAGES IN BHUTANESE EDUCATION SYSTEM

Wangchuk (2016) states “Bhutan is essentially a bilingual society” because Bhutanese students learn two languages simultaneously in the same grade. Dzongkha, the national language of Bhutan and, English, the global lingua franca manifest in the curriculum of Bhutanese bilingual-education system both as medium of instruction and an independent subject. Dorji (2005) in his autobiographical story of Bhutanese Education system recounts that the advent of modern education in Bhutan as early as 1914 brought English as one of the curricula in Bhutanese education system with Hindi, Mathematics and Dzongkha. Since 1962, it has been adopted and used as the medium of instruction for all school curricula, except Dzongkha, the national language (p. 10-11). Sherub (2013) too acknowledges that in contrast to many nations of non-English speakers, English is chosen by Bhutan as the medium of instruction in the schools. As per Farrell, Singh, and Giri (2011), the prominence of English-medium policy in the education system makes Bhutan a distinguishable country from other South East Asian countries. Ministry of Education (2014)’s Bhutan Education Blueprint 2014-2024 confirms that his Majesty the third king Jigme Dorji Wangchuck expanded the modern education and established “English medium schools in Bhutan” with the launch of the first “Five Year Plan” in 1961. Namgyel and Rinchhen (2016) approves that as Bhutan committed to integrate with the outside world English replaced Hindi in early 1960s as medium of instruction.

Ever since, till 2017, in the lower primary classes, two subjects- Dzongkha, the national language and Environmental Studies were taught in Dzongkha medium. However, in accordance to the sixth resolution of National School Curriculum Conference, 2016 “strengthen Primary Education with special focus on literacy and numeracy” and subsequent resolution of eighteenth National Education conference, 2017 that “In order to strengthen language and literacy, Environment Studies (EVS) to be infused into Dzongkha and English curriculum for classes PP-III without losing its essence”, Royal Education Council was directed to develop “Environment studies infused language curricula” which came into to implementation from the academic year 2018 (MoE, 2017). Dzongkha medium subject in lower primary classes was thus, superseded by English then, as there are two subjects (English and Mathematics) taught in English medium whereas only Dzongkha is taught in its own medium. Correspondingly, in upper primary, secondary and tertiary education levels, despite Dzongkha being the national language, it is only one of the subjects taught with other electives and optional subjects. The contemporary education system of Bhutan structurally comprises “seven years of primary schooling, six years of secondary education and three/four years of tertiary education” (Sherub, 2013). In all these levels of education, English is the medium of instruction which reflects its impetus importance as global language and as a core school curriculum.

The article 9.1.3 of the Ministry of Education (2019, p. 8)’s National Education policy draft emphasizes “Dzongkha as the national language shall be taught in all schools to ensure that all students acquire high proficiency” however, article 9.1.4 overridingly states “English shall be the medium of instruction in schools. Efforts shall be made to ensure that all students acquire high proficiency in English, and continually improve the standard of English teaching and learning.” The policy conspicuously directs the Bhutanese curriculum developers and educators to assert paramount importance on developing competency in English and strengthening the proficiency in the national language, Dzongkha simultaneously.

Sherub (2013) agrees that in spite of having some adverse influence of preserving unique Bhutanese culture and tradition, English, the global language as the

principal medium of instruction policy proves advantageous to communicate effectively with outside world and while pursuing higher education abroad. It clearly indicates that the paramount emphasis is being put on the English language in the Bhutanese curriculum.

2.2 ENGLISH CURRICULUM IN BHUTAN

English is not only a medium of instruction in Bhutanese education, it is one of the major subjects throughout the educational stages. Over the decades, many changes have been taking place in the English curriculum in endeavor to cater to the needs of different generations and learning ability. CAPSD (2015) critically states “... revisions are necessary to keep the program up to date with the changes in English usage, new developments in literature and the understanding of how language is acquired.” Various stakeholders, general public, parents and educated community and educators expressed concerns about the declining standards of English in Bhutanese education. English curriculum and language teaching practices in Bhutan was dominated by teacher-centered delivery with teachers talking and explaining the text while learners’ participation was passive especially in grades seven to twelve (Rai, 2017; Singay, 2018; Tashi, 2018). The deterioration of English standard was felt by many teachers as students exhibit poor vocabulary, incompetent writing skill and syntactical skills. It signals the necessity for active learning that develops language skills to enable their exposure to a wider breadth of language that they can use in their daily oral and written communications.

The Center for Educational Research Development [CERD] (2002)’s investigative research came out with a book publication titled “The Silken Knot: Standards for English for Schools in Bhutan” which prescribes a set of English Standards and Indicators of Levels of Achievement for each grade up to the graduation of twelfth grade. Guided by these standards the current English curriculum was developed and commenced its implementation from 2007. James Moffit (1983)’s theories as presented in the “Teaching the universe of discourse” was the basis of its

development. It consists of “four modes of discourse - reading and literature; writing; listening and speaking; language and grammar”. All the modes are aimed at actively engaging the learners, emphasizing learner-centered approach to classroom instruction (CAPSD, 2015; CERD, 2002; Rai, 2017; Wangchuk, 2018). The expected standards in four language strands for Grade 12 graduates and corresponding general objectives are presented in Appendix J and K.

As per Royal Education Council, 2018’s prescribed syllabus for Grade 12, it comprises a one act play, poetry with different forms of 8 mandatory and 7 supplementary poems, 7 compulsory and 9 supplementary short stories belonging to different category, and 6 compulsory and 7 supplementary essays of different types. (Refer Appendix L for the syllabus). The curriculum purposively teaches English literature by instilling them the appreciation and love for different genres of literatures. It incorporates different pieces of literature from across the world which are most appropriate for learners of different age group and grade levels. The contents are “gender sensitive, age appropriate and are the example of the best pieces of literature of the periods they belong to” (REC, 2016, as cited in Wangchuk, 2018). It remarkably suggests that the Bhutanese Grade 12 learners are intensively immersed into English literature exposing them to diverse cultural constitution and associated values, resourcefulness and adaptability of the language in describing and expressing different situations and emotions, building the motivation for learning.

However, in spite of the revised curriculum in place guided by the general objectives for each strand and recommended standards to be achieved as the learners graduate from Grade 12, the performances did not reveal satisfactory outcome (Bhutan Council for School Examination and Assessment [BCSEA], 2017, 2018, 2019). So, as motivation is one of the significant factors in language learning progress it entails teachers to employ the appropriate motivation orientation in language teaching and students too need to be driven by the right motivation which will be discussed hereafter.

2.3 DEFINITION OF MOTIVATION

The etymological genesis of the word ‘motivation’ is from the Latin word “movere” which connotes “to move”. So, in general term, it is some kind of emotion, desire, impulse and inner drive that impetuses and inspire someone to do a particular action. It includes internal and external forces that stimulates, commands, organize, strengthen, dismiss, and persevere a behavior. It is a factor that moves people to do something and make choices as to achieve some experiences or goals they approach in pursuit (Dimitroff, A., Dimitroff, A., & Alashimi, 2018; Gardner, 2012; Gunobgunob-Mirasol, 2019; Hong & Ganapathy, 2017).

As motivation encompasses myriad definitions and meanings there have been many arguments over its meanings and nature (Chalernmirundorn, 2015). Rogers and Svenning (1969, p.1, as cited in Cerón, 2014) define that motivation is “a social value that emphasizes a desire for excellence in order to attain a sense of personal accomplishment”. It is an inner power that ignites people’s volunteerism to attain a goal. In a complex process like language learning, such force required active employment while attempting to achieve the goals (Ibid). Similarly, motivation is the “internal drive” that stimulates impulsions to a person to do something. When a person thinks that their goal is worth-achieving or appealing, they endeavor to achieve it. That is the “the action driven by motivation” (Harmer, 1991, p.3).

Motivation is a psychological process that is too complex to be defined accurately. It is related to an “internal need and behavior” that induces individuals to work towards accomplishing their “goal” (Hong & Ganapathy, 2017). This explains the reason behind some efficient employees in jobs and better performing children in learning tasks who are focused and persistent while others are vice versa. Pineda (2011) insists that this variable plays pivotal role in learning process, including ESL or EFL. Motivation is factors that result to deliberate or involuntary stimulation and invigoration of people to persistently do something in pursuit of predetermined objectives (Kea, 2008). It includes “internal and external aspects like, intensity of desire, reward of achieving the goal and expectations from others”.

According to Dornyei (2001), behaviors of a person including making decision to do something, time devoted for doing it and the amount of effort he/she exerts are all associated with motivation. Some perceive it as an inner energy that excites a person to perform a particular action. If a person has a specific goal that he/she desires, feels worthy of doing it and tries hard to reach the goal, then, those ventures can be defined as motivation driven actions (Harmer, 1991). As per Williams and Burden (1997) it is defined as a particular cognitive condition and emotional stimulation related to consciously making decision and initiating an action, consistently and physically exercising effort through a duration of time to achieve a set goal. It is a process that is directly inconspicuous, but exhibited through effort, persistence and verbalization in as behaviors. It is an activity directed by goals involving both physical and mental, and sustained towards achieving them (Pintrich & Schunk, 1996).

2.4 THEORIES AND TYPES OF MOTIVATION

It began in early twentieth century on the philosophical ground of “volition and instinct” (Pintrich & Schunk 1996). Over the years, many theories have been developed about motivation and classified into behavioral, cognitive, and humanistic (Dornyei, 2001, 2002; Pintrich & Schunk, 1996). As per Behavioral theories, motivation is viewed as connection between stimuli and response that causes behavioral changes (Pintrich & Schunk, 1996). However, Cognitive theories assert that motivation is internal process of mind that impels behavioral outcome (Bandura, 1977, 1986; Pineda, 2011). Further, humanistic theories emphasized on the role of need. It relates to the desire to achieve a personal growth and fully developed capacity.

Among multitude of contemporary motivation theories, some examples are Achievement Motivation Theory, Self-determination Theory, Attribution Theory and Expectancy value Theory (Hong & Ganapathy, 2017). The Theory of Achievement claims that achievement motivation arise as a consequence of expectation for success and fear of failure (Atkinson & Rayor, 1974). It is characterized by three aspects-need for achievement, need for power and need for affiliation. This motivation is not

inherent but developed in the course of time irrespective of their “age, gender, race or culture one belongs to” (Maharjan, 2018).

Deci and Ryan (1985)’s Theory of Self-determination explains that there are two factors that influence or initiate person’s motivation, categorically, intrinsic and extrinsic:

Intrinsic motivation: This is associated with inherent volition of a person to do an activity. It encompasses interest, curiosity and happiness coupled with enjoyment and satisfaction of doing the activity. In L2 learning, it is defined as persistency of an individual’s effort towards language learning as the activity enthuse them and provides satisfaction (Legault, 2017; Ng, F., & Ng, K., 2015a). Its distinguishing features are “knowledge” (desire to explore, acquire and expand knowledge), “accomplishment” (urge to excelling the task and achieving the goal), and “stimulation” (moved by appreciating aesthetically, excitedly and enjoyably).” Researchers postulate that it fosters life-long learning endeavor.

Extrinsic motivation: This motivation is stimulated by external factors such as expectation of reward, grades, appraisal and avoidance of undesired reaction like punishment. These forms of motivations are either self-inclined or controlled (Komiya & McMorris, 2017, Legault, 2017; Ng, F., & Ng, K., 2015a). It is posited that such external factors either surges up or declines the motivation impacting the efficacy of the self. Although, researchers claim the supremacy of intrinsic motivation over extrinsic motivation in the success of L2 learning, predominance of combined motivation is agreed perspective.

The Goal-setting theory emerged in early 1970s pioneered by Locke and expanded by Locke and Latham. This theory asserts that preset goal induces a person’s efficient performance of an activity. The goal is emphasized to be specific and difficult that arouses commitment and effort from the performer provoked by “emotional urgency” (Yurtkoru, Bozkurt, Bekta, Ahmed, & Kola, 2017).

Weiner (1992)'s Attribution theory views that individual motivation is predetermined by the successes and failures in their earlier actions (Weiner, 2010). The Goal-orientation theory of Ames (1992) entails two types of goals- mastery-oriented goals and performance-oriented goals. The learners with mastery-oriented goals typically concentrate on expanding knowledge, accomplishing skills, and understanding the educational activities comprehensively. Effort is crucial factor in their achievement performed with intrinsic valor. In contrast, performance-oriented learners want to exhibit "ability and competence to others to see their judgments or evaluations". They are extrinsically motivated (Nazarieh, 2015). The two orientation of goals are associated with person's confronting the task choice, enthusiasm in the learning activities, and learning attitude.

According to Self-efficacy theory of Bandura (1997), the preference of activity and sustainability of effort towards the task is determined by individual's perceived capability. The bases of self-efficacy are "mastery experiences, vicarious learning, verbal persuasion, and physiological and affective states at the time of the behavioral opportunity" (Williams, & Rhodes, 2016).

The Theory of Self-worth propounded by Covington (1998) claims that protecting and securing their personal value and worth highly motivates people to exhibit their particular behavior. Sekreter and Serin (2017) agrees that learners are definitely inclined to "establish and maintain a positive self-image, sense of self-worth, or an appraisal of their own value as an individual." Another theory, Eccles and Wigfield (1995)'s Expectancy-value theory associates motivation with expectation of success and value attached to the activity. People are more motivated to carry out a particular task if they think they can perform well and think it worth-doing (Wigfield, Tonks, & Kluda, (2016). Table 2.1 is adapted from Dornyei (2002, pp. 10-11) to present these theories at a glance:

Table 2.1 Some of the popular contemporary motivation theorists and their theories

Theorists	Theory	Motivation aspects	Principle
McClelland, 1961	Achievement motivation theory	Need of achievement, need of power, and need of affiliation	The individual behavior like learning is a consequence of person's need for excellence, need for self-control and influence on others and wish for fellowship and affinity.
Deci & Ryan, 1985; Vallerand, 1997	Self - determination theory	Intrinsic motivation and extrinsic motivation	Motivation is initiated by inherent need for competence as well as by external factors such as reward or fear of punishment. [Two different forms- self-determined motivation and controlled motivation]
Locke & Latham, 1990	Goal-setting theory	Properties of goal such as specificity, difficulty, commitment	Any action of human emerges from a purpose for which there must be a specific and difficult pre-set goal and committedly work towards it.

Table 2.1 Some of the popular contemporary motivation theorists and their theories
(Cont.)

Theorists	Theory	Motivation aspects	Principle
Weiner, 1992	Attribution theory	Attribution to earlier achievements and catastrophes	Individual motivation to venture action for future is influenced by their earlier consequences- both successes and failures.
Ames, 1992	Goal-orientation theory	Mastery-oriented goals and performance-oriented goals	The two orientation of goals are associated with person's confronting the task choice, enthusiasm in the learning activities, and learning attitude.
Bandura, 1997	Self-efficacy theory	Supposed efficacy of self	The preference of activity and sustainability of effort towards the task is determined by individual's perceived capability.

Table 2.1 Some of the popular contemporary motivation theorists and their theories
(Cont.)

Theorists	Theory	Motivation aspects	Principle
Covington, 1998	Self-worth theory	Ability, effort, performance, self-worth	Any individual is determined to enhance one's self-image. An endeavor to defend their self-worthiness possibly results to undesired behaviors.
Brophy, 1999; Eccles & Wigfield, 1995	Expectancy-value theory	Success expectation and task value	People are more motivated to carry out a particular task if they think they can perform well and think it worth doing.

2.5 INSTRUMENTAL MOTIVATION AND INTEGRATIVE MOTIVATION IN LEARNING ESL

Gardner and Lambert have extensively conducted researches on role of motivation in second-language learning and determinant factors that affect language learning performance (Li, 2017). According to Gardner and Lambert's (1972) theory of motivation as emphasizes on two important constructs of motivation; integrative and instrumental motivation. Gardner and Lambert (1959, as cited in Gorshkov & Lange, 2015) too agrees motivation as a crucial factor in second language learning and acknowledges the two orientations. Gardner (1977, p.144) precisely defines the two concepts of motivation as:

Integrative reasons are defined as those, which indicate an interest in learning the language in order to meet and communicate with members of the second language

community. Instrumental reasons refer to those reasons, which stress the pragmatic aspects of learning the second language, without any particular interest in communicating with the second language community.

As per Gardner's socio-educational theory, two types of motivations are mentioned as connecting and contributing to the second language learning achievement.

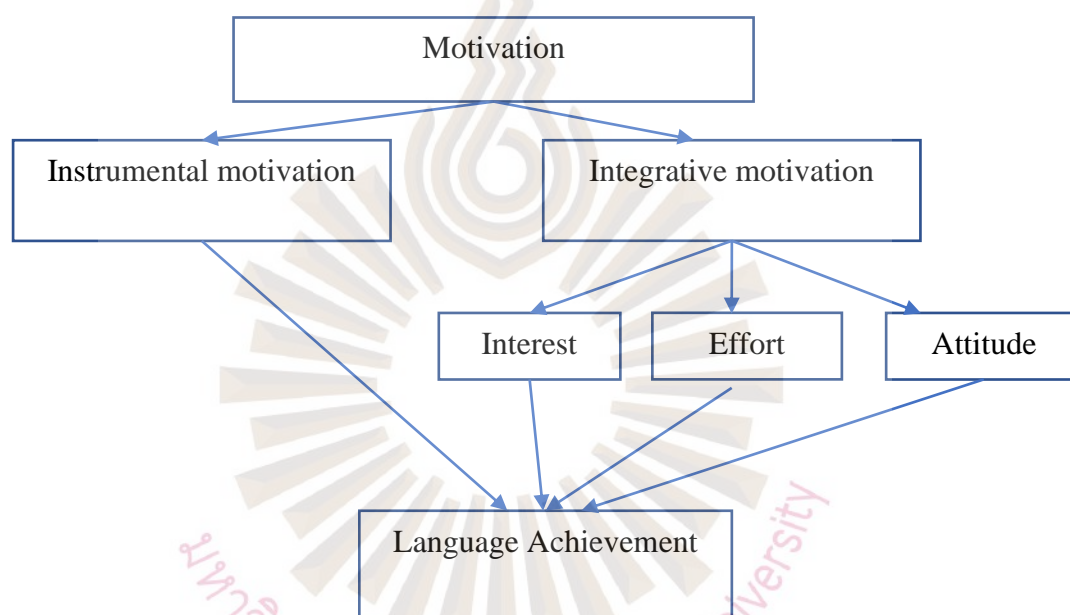


Figure 2.1 Motivational variables impacting language learning and achievement in Gardner's socio-educational theory.

Source: Chalermnirundorn, 2015

Instrumental motivation is associated to some external factors such as concrete rewards, the notions of purely practical value in learning the second language in order to elevate students' careers or business opportunities, gain more personal prestige and power, access scientific and technical information, or simply to pass a course of their study in school. To put it concisely, its utilitarian-oriented and non-interpersonal (Gardner, 1983, p. 203; Hong & Ganapathy, 2017; Nazir et al., 2017; Samad, Etemadzadeh, & Far, 2012).

Integrative motivation on contrary is connected to the desire to associate with a recognized or important member of the community or that society that speak the second language. It is based on willingness and interest to learn the second language because they appreciate the need to learn about, associate or socialize with the people who use it. Moreover, the students have purpose or intention to participate or integrate in the second language using the same language in that community although sometimes it involves emotion or affective factors a great deal (Gardner, 2012; Hong and Ganapathy, 2017; Nazir et al., 2017).

According to Gardner's theory, integrative motivation a "multidimensional" (Gardner, 2012) and characterized by three aspects: Interest, Effort, and Attitude (Chalermnirundorn, 2015).

Interest, as Grabe (2009) postulates, is associated to student's desire to learn or need to achieve learning goals in the target language which implies that students are interested in learning the language to fulfill certain rewarding needs. Students who are integratively motivated are more likely to express an interest and desire to succeed, to feel involved, to be attentive, and then endeavor for success in the target language (Resnick & Hall, 2013; Zhang & Fu, 2008, as cited in Chalermnirundorn, 2015).

Effort is associated student's willingness or eagerness to exert effort in learning activities that enables to progress and achieve desired grade (Narayanan, 2006; Peacock, 2010; Stevens & Miretzky, 2012). The motivated students will attempt to process it actively whenever they encounter target language input. There will be persistency and consistency in attempt to learn inclusive of additional works, inquiry for clarification. They will share their thoughts and learnt knowledge, explain ideas about the learning topics, and look for opportunity to learn beyond the classroom lessons (Resnick & Hall, 2013; Weimer, 2014). Gardner (1985a, p.53) too discovered that integratively motivated students demonstrate a higher level of effort, collaboratively work harder and more enthusiastically, seeking out input and interaction as well as instruction.

Attitude is a student's favorable or positive attitude toward every aspect of target-language learning and its speakers (Abidin, Pour-Mohammadi, & Alzwari, 2012). It can also refer to set of beliefs developed over time in a given educational setting by the student. According to Gardner (2001), some learners express more positive or less positive attitudes than others given the same educational context or environment which implies that not every learner need to view everything about a class as ideal. The learning that is enjoyable, interesting, necessary, useful, rewarding, educational, and easy are attributive to positive attitude. Likewise, motivated learners with positive attitudes are prospective to help their peers in learning which often allows them to experience the amusement and enjoyment of learning within groups (McLoughlin & Luca, 2004). Thus, a positive attitude helps to facilitate learning and influence the learner's success or failure in learning another language since it connected to developing strong self-managed learning techniques and confidence (McWhorter, 2004).

Some researchers refute the supremacy of integrative motivation over instrumental motivation. They claim that students are benefited practically from target language rather than integrating into the culture of native speakers. In the situation where students' opportunity to interact in target language is limited or in the absence of native speakers to interact, the instrumental motivation proves more practical and appealing (Nazir et al., 2017).

In contrast, there are great numbers of other researchers who propose integrative motivation to be more effective in second language learning. The research has shown that integratively motivated language students are more successful and proficient in language learning. This is due to their stronger and more powerful motivation (Yu & Downing, 2012). These students are more industrious and learn faster. Although both motivations are crucial for language learning success, integrative motivation is significantly determinant in sustaining long-term success in learning (Ellis, 1994).

Nevertheless, despite the divided findings and views of researchers, both types of motivations are important in sustaining interest in the classroom. Their impact is

directly or indirectly remarkable in language learning success from different perspective (Dornyei, 2001; Hong & Ganapathy, 2017). Wan-Er (2008) maintains that positive results for learners are created if these two motivations are used together in a study.

2.6 ATTITUDES/MOTIVATION TEST BATTERY

Gardner (n.d.) suggests two goals in any second language learning- linguistics and non- linguistics. The linguistic goals emphasize on developing competence in the individual's ability to read, write, speak and understand the second language whereas non-linguistic goals emphasize such aspects as improved understanding of the other community, desire to continue studying the language, an interest in learning other languages. Motivation and attitudes are two non-linguistic variables that gained considerable attention from the researchers of second language learning (Masgoret, Bernaus, & Gardner, 2001).

The Attitude/Motivation Test Battery (AMTB) has been developed to assess such non-linguistic variables. This development was done after more than 20 years of research mostly directed towards investigating of English-speaking students learning French as a second language (Gardner,1985b). Later, it was adopted and adapted in ESL and other second language learning research. Much of the study on role of motivation and attitude in second language learning use AMTB or test derived from it (Masgoret, et al., 2001).

According to Gardner (n.d.), the main idea of AMTB and items were originally formulated and developed by Gardner (1958, 1960). Since then, it has been used in many different forms. Later, it was extended by Gardner and Lambert (1972). Its development followed more than twenty years of research (Gardner, n.d.). Gardner (2012) claims that Attitude Motivation Test Battery is particularly and purposively developed to measure relevant variables such as motivation, integrativeness and attitude toward the learning situation, and language anxiety.

Lately, many studies such as Samada et al. (2012), Gardner (2012), Kitjaroonchai, (2012), Wimolmas (2012), Altasan (2016), Alfauzan and Hussain (2017), Hong and Ganapathy (2017), Nazir et al. (2017) Halvaei and Ansarin (2018) used this instrument for investigating motivation among students of ESL and EFL. It served effective to measure and identify the variables.

Thus, the study adapted the modified AMTB used in Wimolmas (2012) in the form of questionnaire to investigate the type of motivation. Few items were also adapted from Kitjaroonchai (2012). The semi-structured interview questions were also developed based on AMTB to garner their perceived source of motivation.

2.7 RELATED RESEARCH AND STUDIES

Ng, F. and Ng, K. (2015) in their “A Review of Intrinsic and Extrinsic Motivations of ESL Learners” indicated that motivation is pivotal factor in achieving the language learning target prevalently believed by majority. Numerous previous studies reflect the extensiveness of this belief. Deci and Ryan (1985) Dornyei (2001) and Gardner (2006) are some of the prominent earlier research works that expound the insight into language learner’s motivation. The extensive researches of these authors enrich the field of motivation significantly and supplement a conceptual application of the relationship between motivational theory and the classroom.

Samad et al. (2012) studied Iranian EFL learners’ motivation in connection to language proficiency in one of the Universities in Malaysia. The two aspects of motivation, instrumental and integrative were examined in the study. Hundred respondents who scored IELTS band above “6 [high achievers] and below 6 [low achievers]” from different faculties were selected as to garner diverse ideas on second language learning. The study adopted nineteen-item integrative and instrumental motivation questionnaire from Attitude Motivation Test Battery (AMTB) and the result indicated that highly integrative motivated students were high achiever L2 learners.

Kitjaroonchai (2012) used Gardner's AMTB on 137 Thai learners who were studying English major. The study discovered that the learners' motivation level was high both integratively and instrumentally. It too confirmed that the integrative motivation secured slightly lower than the instrumental motivation. The study also showed that learners' academic performance can be attributed to both motivation types. A survey study by Wimolmas (2012) also employed Gardner's Attitude/Motivation Test Battery (AMTB). A survey questionnaire was administered to 30 undergraduate learners studying in the first-year at one of Thailand's international institutes. The results indicated that the students were highly motivated to learn English. However, they were discovered to be slightly more "instrumentally" motivated.

An investigative research by Zhao (2012) revealed the types of basic motivation among Chinese ESL learners in one of the local colleges in China. One hundred and twenty-four respondents indicated that they were more instrumentally motivated. The study claimed that students' inadequate exposure to communicate and interact with the native English users might have contributed to difficulty in learning English with integrative motivation.

Another study by Chunmei, Zhu, and Liping, (2013) in the Chinese context approves Zhao. In this case study, forty-five respondents from Junior Middle school, Gejiu in China were distributed with questionnaires to examine their motivation in learning English language. The result showed that a maximum number of the students perceived motivation as the crucial determinant to obtain commendable grades in examinations. However, their motivation level was low and mostly instrumental.

In Malaysia, Muftah and Rafik-Galea (2013) investigated language learning motivation among 182 non-English major Malaysian Pre-University students. Learners' attitudes and motivation were reflected on a questionnaire which respondents were asked to fill in. The responses demonstrated high level of motivation in both the aspects. Such phenomenal occurrence was elucidated as possibility of attempting to obscure their identity in fear of negatively impacting their local language

and culture possibly by integrative motivation towards the target language or community.

Chalermnirundorn (2015)'s dissertation research conducted a teaching experiment case study in which she used integrative motivation in enhancing ESL reading skill of second year students of one of the tertiary level Thai university. Forty second-year learners from the Pharmacy faculty participated in the study. The teaching method emphasized students' "participation, collaboration, learner-centered instruction and teacher-student interaction". The study used "pretest, post-test, student feedback, teacher feedback and classroom observation, and structured interview." The results garnered showed significant enhancement of reading motivation and moderate improvement in reading performance within a short period of time.

Hong and Ganapathy (2017) investigated motivation among secondary learners in a Chinese School in Penang, Malaysia through a case study. A focus group discussion was conducted with 12 learners to gather the data. The results show that learners were motivated more instrumentally than integratively in learning ESL. It was found that instrumental motivation had a greater impact on learners' English language learning progress.

Nazir et al. (2017) examined the instrumental and integrative motivation among 100 Pakistani ESL learners at Certificate level. This study too used the Gardner's AMTB (1985b) which was used by Akram (2007). It was modified to suit the context of the study. The study revealed that Pakistani ESL learners at certificate level are least bothered about integrative motivation and highly and instrumentally motivated.

This chapter introduced the languages used in the education system of Bhutan and familiarized on the English curriculum of Bhutan and its transformation over the ages. The standards of English skills proficiencies of Grade 12 graduates coupled with objectives for four different language skills noticeably portrayed the expectation of the national English curriculum and mastery in language skills that a graduate must be equipped with. It too elucidated on the motivation which is the significant factor in

language learning success. It presented the definition, related theories for conceptual understanding and types of motivation in ESL learning. Some of the related studies are also discussed to show their implications and evidences to prove the pivotal role of motivation in language learning.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the methodology adopted by the researcher to address the questions of the research laid down in Chapter 1. The description encompasses the research design, respondents, the research instruments to be used in collecting data, the validity and reliability of the research instrument, the data collection process and the data analysis procedure.

3.1 RESEARCH DESIGN

This study was basically an explanatory mixed method study that involved questionnaire survey to identify a type of predominant language learning motivation, semi-structured interview as qualitative instrument to interview and investigate the source of each motivation orientation. Creswell (2009, p.145) states “a survey design provides a quantitative or numeric description of trends, attitude, or opinion of a population by studying a sample of that population”. Likewise, Owen (2017) claims that survey method makes “inferences” from the information and data collected from a representative sample of population to draw a conclusion. Thus, questionnaire survey was administered to garner learners’ perception.

However, a single set of data is not enough to answer a research question. It entails substantiated data from both qualitative and quantitative as well as other types of data to be embedded (Creswell & Clark, 2011, as cited in Chalermnirundorn 2015). Cameron (2015); Molina-Azorin (2016); Rai (2017); Schoonenboom and Johnson (2017); Tashi (2018) agree that mixed method represents a research that comprise assembling, analyzing and interpreting the quantitative and qualitative data in a single study or successions of studies that examine the embedding phenomenal similarities. Thus, this study used mixed method design.

Brewer, Geraldine, and Wang (2015) postulates that survey is “cost effective and time efficient” method of research which is usually used for acquiring “insight into the attitudes, thoughts, and opinions of populations”. It is also characterized by survey design and data collection instruments which gives researcher the flexibility to select the best method for their particular research. Nevertheless, irrespective of the method, the researcher’s prudent selection or construction of an effective instrument or construction for collecting data is required to conduct successful survey research studies (ibid).

The study was intended to unveil the type of motivation predominant among ESL learners of Bhutan and their perceived causes of purpose towards learning English. For examining the motivation type the researcher employed survey questionnaire while semi-structured interview was administered to investigate the grounds of any particular motivation.

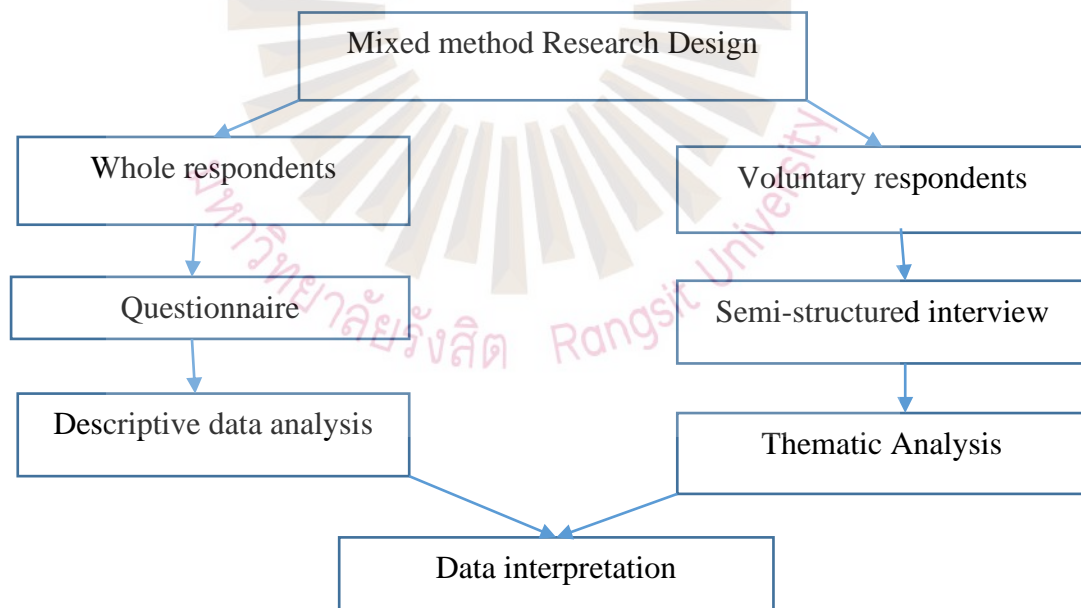


Figure 3.1 Research Design

3.2 RESPONDENTS OF THE RESEARCH

This study was conducted in two higher secondary schools in Samdrupjongkhar, one of the districts in eastern Bhutan. There were only two government schools in this district with higher secondary level and the research covers both. One school had 111 students and the other had 127 students in Grade 12. So, the total respondents were 238. The detail of its composition is presented in the table below:

Table 3.1 Composition of the Respondents

Schools	Male	Female	Total
School 1	53	58	111
School 2	66	61	127
Total	119	119	238

Owen (2017) concerns that survey sample group is not confined to geographical boundary but share some common features. Accordingly, both schools in this study shared same characteristics. They were established in a same setting where the accessibility to modern amenities is equally commendable. They are government schools under ministry of Education of Bhutan following the same policy directives and curriculum.

The characteristics of students' background was also the same. They comprised of heterogenous group from the parents of all walks of life. Their age ranged between 16 to 23. Students in both schools in this grade had been studying English for more than 12 years as “medium of instruction as well as separate subject” starting from their pre-primary grade.

For the semi-structured interview, sixteen students were selected on a volunteer basis: four boys and four girls from each school, a total of 16 respondents. This was according to the recommendation of Adler, P.A. and Adler, P. (1987), that

minimum of 12 interviewees is adequate to furnish researcher, an experience to plan and structure interviews, conduct and partially transcribe, and generate questions for the paper. Similarly, Guest, Bunce, and Johnson (2006) stated “after analysis of twelve interviews, new themes emerged infrequently” stressing to have occurred “data saturation” within the mentioned interviews. It is also supported that from relatively homogenous groups, 16 or fewer interviews were sufficient to identify recurrent themes (Hagaman & Wutich, 2016).

3.3 RESEARCH INSTRUMENTS

According to Owen (2017) questionnaires and interviews are distinctive data collection methods for survey. So, the study used two instruments to collect data in this study. 1) the Attitude/Motivation Test Battery (AMTB) in the form of survey questionnaire to investigate and identify the type of motivation among ESL students and 2) semi-structured interview to explore the fountainhead of different types of motivation toward learning English.

3.3.1 Quantitative Data Collecting Instrument

As the study focused on investigating motivation, the “Attitude Motivation Test Battery (AMTB)” in the form of questionnaire was used as quantitative instrument. The major concept and original items of this questionnaire was formulated and developed by Gardner (1958, 1960). Since then, it has been used in many different forms. It was extended by Gardner and Lambert (1972). Its development followed more than twenty years of research (Gardner, 1985b). Gardner (2012) claimed that Attitude Motivation Test Battery is particularly and purposively developed to measure relevant variables such as motivation, integrativeness and attitude toward the learning situation, and language anxiety.

Lately, a number of studies such as Samada et al. (2012), Gardner (2012), Kitjaroonchai (2012), Wimolmas (2012), Altasan (2016), Alfauzan and Hussain (2017), Hong and Ganapathy (2017), Nazir et al. (2017) Halvaei and Ansarin (2018)

used this instrument for investigating motivation among students of ESL learners and EFL learners. It served effective to measure and identify the variables.

In this study, the questionnaire consisted 30 items. Some items were modified from Kitjaroonchai (2012), 20 items with alteration in some items from Wimolmas (2012) and few items from Gardner (2012) were adapted based on the two types of motivation in ESL learning. The instrument originally had a 7-point Likert Scale. However, Wimolmas (2012) used the modified 5-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB), range from 'Strongly Agree' to 'Strongly Disagree'. Similar scale was used in the present study. (See Appendix C for the motivation survey questionnaire).

3.3.2 Qualitative Data Collecting Instrument

Frances, Coughlan, and Cronin (2009) states that interview is a tool for collecting data popularly used by qualitative researchers. It gathers experiences, perceptions and principles of respondents specifically to address research questions and objectives. Wisker (2001) recommends interview as highly advisable method for procuring information based on "emotions, feelings, experiences, sensitive issues, ... privileged insights and experiences." Dilshad and Latif (2013) too confirms that unlike other techniques of data collection such as questionnaire or observation, interview effectively explores people's inner feelings and attitudes. As this study attempts to investigate the learners' perception towards ESL this instrument was suitable to obtain the required information.

There are different forms of interview such as informal, unstructured, semi-structured and structured (Frances et al., 2009; O'Connell, 2017). These are conducted "one-to-one", through telephone (Oswen, 2017) or focused group discussion. According to Adams (n.d.), semi-structured interview is a useful tool in mixed methods research as it can support, supplement and add solidity to other approaches. In fact, it can be used following a survey questionnaire to effectively address some pertinent questions by probing with some open-ended and extended queries. Barriball

and While (1994) and Harvey-Jordan and Long (2001) support that semi-structured interview enables to explore respondents' "perceptions, experiences, opinion and attitude". Thus, semi-structured interview protocol was employed. There were ten guiding questions that attempted to explore their motivation towards the subject, interest, attitude towards English language and native speakers and their culture. These questions were also developed based on Gardner (1985b)'s AMTB. However, in the course of the interview, some questions were rephrased and additional probing questions were asked to obtain the required data to address the research questions. (See Appendix D for the interview questions.)

3.4 ENSURING QUALITY OF THE INSTRUMENTS

Quality of the instrument was ensured by validity and reliability test.

3.4.1 Validity

Validation, according to Golafshani (2003) implies to examining "whether the means of measurement are accurate and whether they can really measure what they are intending to measure". Mohamad, Sulaiman, and Salleh (2015) define validity as a means to measure relevance, practicality and suitability of the research instrument. According to Singh (2014), the validity shows how well an instrument measures the objective of the particular study or it is the level to which instruments measure what they were proposed to measure. Therefore, the validity of the instruments was ensured through the evaluation by three experts: one from Thailand and two from Bhutan. (See Appendix G).

The IOC (Item Objective Congruence) was used to assess the items agreement to the objectives as per the following criteria:

+1: indicates that the item clearly matches the objectives.

0: indicates that the item is unclear whether the measure meet the stated objectives.

-1: indicates that the item is clearly not measuring the stated objectives.

The IOC was computed using the formula $\sum \frac{r}{n}$, where 'r' represented the sum of the score of individual expert and 'n' stood for numbers of experts who validated the items. The value of test items between 0.67 -1.00 were considered accurate and acceptable but values below 0.67 indicated a need to rephrase the item according to the suggestions of the experts.

Both the instruments scored 0.83 (Refer Appendix E and F) which showed the instruments were acceptable. Although, all items in the instruments scored 0.67 or more few items were rephrased as per the suggestions of the experts for more clarity.

3.4.2 Reliability

A pretest to examine the reliability of items of instrumental motivation and integrative motivation was conducted with 38 (1 section) Grade 12 students in one of the higher secondary school in eastern Bhutan. This school was chosen as pilot school because it shared similar characteristics with the sample schools of the research. It was a school guided by the policy of Ministry of education, curriculum of the Royal Education Council, same language policy and similar setting to the sample schools of the study. Students were also of the same age group.

To calculate the reliability test, Cronbach's alpha coefficient (Cronbach, 1951) was used as under to ensure the reliability:

Table 3.2 Description of internal consistency using Cronbach's alpha

Cronbach's alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Adapted from Andale, 2014, p.1

The computation result of reliability statistics Cronbach's alpha for the instrument was 0.87 (Refer Appendix H) which indicated that the instrument was good and had high level of internal consistency as per the scale shown in Table 3.2.

3.5 DATA COLLECTION PROCEDURE

3.5.1 Ethical consideration

In research, the word "ethic" connotes "the moral principle or rules of conduct" that guides the professional or researchers to conduct a research. The following procedures were used while collecting the necessary data.

3.5.1.1 Seeking approval and consent

The consent was sought from the Ministry of Education of Bhutan through the letter from the university requesting for the permission to conduct study in researchers' chosen schools. (See Appendix A). Accordingly, the approval letter from the ministry directed the school principals to facilitate the conduct of the research in their schools and to provide necessary supports. (See Appendix A).

Two principals were informed through email and call to confirm the appointment for the survey and interview. After confirmation from the principals the schools were visited on different dates. Some students were below 18 years for which consent from parents were required. However, as all the students were boarders and parents were unreachable the principals of the two schools provided the letter of consent on behalf of parents and students. (Refer Appendix B).

3.5.1.2 Anonymity and Confidentiality

Respondents were briefed about the study, confidentiality of their identity and safety and security before administering the research. To ensure confidentiality of the research respondents, the researcher used numbering system. Pseudonyms and codes were used to maintain the participants' anonymity. The identity of the school was kept anonymous. All data collected, both hard and soft storage were destroyed soon after the approval of the study reports by the exam committee to avoid leakage of confidentiality.

3.5.1.3 Conduct of survey and interview

The data for the study was collected by employing two instruments:

Motivation questionnaire survey

A 30 items questionnaire survey was administered to all the respondents in two schools on different dates confirmed by the school administration. Briefing and clear instructions were given prior to starting their response. They were given 30 minutes to complete the questionnaire. (See Appendix C for survey questionnaire).

Semi-structured interview

Semi-structured interviews were conducted succeeding the questionnaire survey with 16 interviewees (See Appendix D for interview protocol). After the questionnaire survey, the identified volunteer respondents were called individually. At least 15 minutes were spent to interview each student. Their responses were audio-recorded and transcribed later for analysis.

3.6 DATA ANALYSIS

The data analysis was done in two broad areas: 1) comparative statistical analysis of survey questionnaire; 2) Thematic analysis of the interview responses. It is elaborately discussed under:

3.6.1 Comparative Statistical Analysis

The data obtained from the questionnaire were analyzed using the computer program for descriptive analysis. Means and standard deviation were computed and used to analyze learners' motivation towards ESL learning. The learners' motivation level and type of motivation was measured using the five-point Likert scale. This scale was reflected in the questionnaire to indicate the level of respondents' agreement or disagreement. After compiling the data, means and standard deviations of each item were derived. Instrumental motivation and integrative motivation scores were segregated and their average mean scores were compared to reveal the motivation level.

Kitjaroonchai (2012) and Degang (2010) in a similar study used a mean interpreting scale to interpret the level of motivation. This scale was adapted by the present researcher.

Table 3.3 Interpretation of mean score with reference to level of motivation
(Agreement)

Five-point Likert scale		Mean	Level of motivation
5	Strongly Agree	4.50-5.00	Very high
4	Agree	3.50- 4.49	High
3	Not sure	2.50-3.49	Moderate
2	Disagree	1.50-2.49	Low
1	Strongly Disagree	1.00- 1.49	Very low

As presented in the table, motivation levels of the learners were indicated by mean score of each item; a high score indicated higher level of motivation while a low score denoted lower motivation level.

3.6.2 Thematic Analysis

The voice records of interview responses were first transcribed by carefully listening to them. Then the transcripts were read manifold and analyzed. In the first reading it was focused on drawing the general ideas expressed in the text. Subsequently, several readings attempted to identify meaning inferring units and figured out codes by highlighting, numbering and naming the code. Further, the codes were reviewed for similarities and categorized by merging similar codes those shared common ideas. Themes were built from the identified codes and then explained and interpreted by synthesizing and summarizing. This process was in accordance to Mayette (2014).

CHAPTER 4

DATA ANALYSIS

In this chapter, the quantitative and qualitative results of the data collected by the instruments are elaborately discussed. It also provides analysis of the participants' responses to questionnaire survey and semi-structured interview. The quantitative data collection tool, a motivation survey questionnaire garnered respondents' perception on language learning while the semi-structured interview delved into the mainspring of their motivation. The quantitative data are presented in mean scores and standard deviation, on the other hand, the qualitative results are reported according to the thematic categorization.

4.1. DATA ANALYSIS OF MOTIVATION QUESTIONNAIRE

As the objective of the study was to “investigate grade 12 Bhutanese students' motivation towards English language learning” its primary research question was “What type of motivation did students have in learning English?” In line with this, to answer the research first sub question “Were they instrumentally or integratively motivated to learn English?”, the motivation survey questionnaire was used. The instrument consisted two parts:

I) General information of respondents: respondent's code, gender, age, parents' education and parents' occupation. This demographic data was collected for general information but not analyzed further. (See Appendix C)

2) Instrumental items (1,3,5,7,9,11,13,15,17,19,21,23,25,27,29) [see Appendix C] and Integrative items (2,4,6,8,10,12,14,16,18,20,22,24,26,28,30) [see Appendix C] comprising 15 items of each motivation type arranged alternatively. Each item stated a reason for learning English which indicated a type of motivation they

had. The respondents were asked to rate their intensity of agreement to the item by indicating on the five-point Likert scale (1=strongly disagree to 5=strongly agree). The respondents were briefed to provide their honest perception. The data gathered were then analyzed using descriptive statistics; mean and standard deviation. The mean score secured by each item was further interpreted into a motivation level according to the scale of Degang (2010) which was also used in Kitjaroonchai (2012). The interpretation scale (1=strongly disagree= very low to 5 =strongly agree= very high) indicated the level of motivation.

Table 4.1 General descriptive statistics with the mean scores, standard deviations and interpreting motivation level of each item(n=238)

Motivation Statements	\bar{X}	SD	Motivation Level
1. I mainly focus on using English for class assignment and the exams.	3.8	1.16	High
2. Studying English enables me to understand English books, movies, pop music etc.	4.51	0.90	Very High
3. I simply memorize from the textbooks to prepare myself for exams and obtain the qualifying marks.	2.53	1.24	Moderate
4. Studying English enables me to better understand and appreciate the ways of life of native English speakers.	4.35	1.48	High
5. I am interested in reading only English textbooks but not other reading materials like library, newspapers and magazines.	2.28	1.20	Low
6. Studying English helps me to keep in touch with friends from foreign countries through Facebook, WeChat etc...	4.16	2.82	High

Table 4.1 General descriptive statistics with the mean scores, standard deviations and interpreting motivation level of each item(n=238) (Cont.)

Motivation Statements	\bar{X}	SD	Motivation Level
7. I am more interested in earning a university degree and a good job than learning English language itself.	3.36	1.17	Moderate
8. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.	3.76	0.97	High
9. More than learning English I am more interested in doing my higher studies.	3.66	1.12	High
10. Studying English helps me to use my knowledge to other people like giving directions to tourists.	4.00	0.93	High
11. Learning English is important for travelling abroad.	4.69	0.70	Very High
12. Studying English will help me to participate freely in academic, social, and professional activities among other cultural groups.	4.60	0.70	Very High
13. Learning English is important for making me a knowledgeable and skillful person.	4.53	0.70	Very High
14. Studying English helps me to use English like native English speakers like pronunciation, use of words and expression etc...	4.37	0.74	High
15. Learning English is important for making me an educated person.	4.45	0.80	High

Table 4.1 General descriptive statistics with the mean scores, standard deviations and interpreting motivation level of each item(n=238) (Cont.)

Motivation Statements	\bar{X}	SD	Motivation Level
16. Studying English helps me to appreciate English arts and literature.	4.41	0.75	High
17. Having better English skills can lead to more success and achievements in life.	4.34	0.78	High
18. Studying English helps me to be an openminded, and sociable person like English speaking people.	4.11	0.82	High
19. Other people will respect me if I am good in English.	3.48	0.93	Moderate
20. I would like to learn as much English as possible because I like the language.	4.21	0.86	High
21. I only try to learn what is taught by the teacher in the class so that I can pass my exam.	2.35	1.22	Low
22. I watch YouTubes, English news and movies so that I can learn to speak English like native speakers.	4.11	0.93	high
23. I study English very hard because it is an important tool for communication in the globalizing world.	4.28	0.82	High
24. I love to learn English because I like English speaking people such as Americans, Australian and British.	4.16	0.87	High
25. Studying English can help me find information and materials for my assignments.	4.42	0.74	High

Table 4.1 General descriptive statistics with the mean scores, standard deviations and interpreting motivation level of each item(n=238) (Cont.)

Motivation Statements	\bar{X}	SD	Motivation Level
26. Studying English helps me to make friends with people from English speaking countries and learn from them.	4.13	0.79	High
27. Studying English is important because it helps me to get good marks in school assignments and exam.	4.32	0.81	High
28. I wish I could have many native English speaker friends around me so that I could learn from them.	4.44	0.79	High
29. I study English because it will help me to communicate with people from other country when I go to foreign countries.	4.45	0.83	High
30. I will continue to learn English with full interest and hard work because I like English class so much.	4.4	0.74	High
Overall	4.02	0.98	High

Table 4.1 shows the motivation level of each statement and overall motivation level. The overall mean score is 4.02 which stands at high level of motivation. The highest means are secured by item 11 instrumental (4.69), followed by item 12 integrative (4.6), item 13 instrumental (4.54) and item 2 integrative (4.51). There are two items each from two types of motivation in the very high level. However, the lowest three mean scorers were item 5 instrumental (2.28), item 21 instrumental (2.35) in the very low level of motivation and item 3 instrumental (2.53) contributing to the lower average mean of instrumental motivation items.

Table 4.2 Mean scores and standard deviations of items with instrumental motivation(n=238)

Instrumental motivation	\bar{X}	SD	Motivation Level
1. I mainly focus on using English for class assignment and the exams.	3.80	1.16	High
3. I simply memorize from the textbooks to prepare myself for exams and obtain the qualifying marks.	2.53	1.24	Moderate
5. I am interested in reading only English textbooks but not other reading materials like library, newspapers and magazines.	2.28	1.20	Low
7. I am more interested in earning a university degree and a good job than learning English language itself.	3.36	1.17	Moderate
9. More than learning English I am more interested in doing my higher studies.	3.66	1.12	High
11. Learning English is important for travelling abroad	4.69	0.70	Very High
13. Learning English is important for making me a knowledgeable and skillful person.	4.53	0.70	Very High
15. Learning English is important for making me an educated person.	4.45	0.80	High
17. Having better English skills can lead to more success and achievements in life.	4.34	0.78	High
19. Other people will respect me if I am good in English.	3.48	0.93	Moderate
21. I only try to learn what is taught by the teacher in the class so that I can pass my exam.	2.35	1.22	Low

Table 4.2 Mean scores and standard deviations of items with instrumental motivation(n=238) (Cont.)

Instrumental Motivation	\bar{X}	SD	Motivation level
23. I study English very hard because it is an important tool for communication in the globalizing world.	4.28	0.82	High
25. Studying English can help me find information and materials for my assignments.	4.42	0.75	High
27. Studying English is important because it helps me to get good marks in school assignments and exam.	4.32	0.81	High
29. I study English because it will help me to communicate with people from other country when I go to foreign countries.	4.45	0.83	High
Average	3.80	0.95	High

Table 4.2 shows the individual and collective mean score of instrumental motivation statements. The average mean score is 3.80 corresponding to high level of motivation. Two items scored 4.69 and 4.53, respectively which is in very high level. They are Item 11, "Learning English is important for travelling abroad" scored the highest followed by item 13, "Learning English is important for making me a knowledgeable and skillful person". Item 3, "I simply memorize from the textbooks to prepare myself for exams and obtain the qualifying marks" stands with mean score of 2.53 in a moderately motivated range. Two more items, item 21 "I only try to learn what is taught by the teacher in the class so that I can pass my exam" with 2.35 mean score and item 5 "I am interested in reading only English textbooks but no other reading materials like library, newspapers and magazines" with 2.28 mean score are the lowest scoring items.

Table 4.3 Mean scores and standard deviations of items with integrative motivation(n=238)

Integrative Motivation	Mean	SD	Interpretation
2. Studying English enables me to understand English books, movies, pop music etc.	4.51	0.90	Very High
4. Studying English enables me to better understand and appreciate the ways of life of native English speakers.	4.35	1.48	High
6. Studying English helps me to keep in touch with friends from foreign countries through Facebook, WeChat etc...	4.16	2.82	High
8. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.	3.76	0.97	High
10. Studying English helps me to use my knowledge to other people like giving directions to tourists.	4.00	0.93	High
12. Studying English will help me to participate freely in academic, social, and professional activities among other cultural groups.	4.60	0.70	Very High
14. Studying English helps me to use English like native English speakers like pronunciation, use of words and expression etc...	4.37	0.74	High
16. Studying English helps me to appreciate English arts and literature.	4.41	0.75	High
18. Studying English helps me to be an openminded, and sociable person like English speaking people.	4.11	0.82	High
20. I would like to learn as much English as possible because I like the language.	4.21	0.86	High

Table 4.3 Mean scores and standard deviations of items with integrative motivation(n=238) (Cont.)

Integrative Motivation	Mean	SD	Interpretation
22. I watch YouTubes, English news and movies so that I can learn to speak English like native speakers.	4.11	0.93	High
24. I love to learn English because I like English speaking people such as Americans, Australian and British.	4.16	0.87	High
26. Studying English helps me to make friends with people from English speaking countries and learn from them.	4.13	0.79	High
28. I wish I could have many native English speaker friends around me so that I could learn from them.	4.44	0.79	High
30. I will continue to learn English with full interest and hard work because I like English class so much.	4.40	0.74	High
Average	4.25	1.01	High

Table 4.3 shows the analysis of integrative motivation statements. Item 12, “Studying English will help me to participate freely in academic, social, and professional activities among other cultural groups” with a mean score 4.60 and item 2, “Studying English enables me to understand English books, movies, pop music etc.” with a mean score 4.51 are the two highest scorers among the 15 integrative motivation statements and they are in a very high motivation level. The rest of the items are all within the high motivation level. Thus, the average mean score is 4.24 which is high motivation.

Table 4.4 Mean scores, standard deviation and interpreting motivation level

Sl.no.	Mean score	Mean	Motivation level
1	Overall	4.02	High
2	Instrumental motivation	3.80	High
3	Integrative motivation	4.25	High

Table 4.4 shows the summarized overview of the motivation level. The overall mean score is 4.02 which suggests high level of motivation. The average mean score of instrumental motivation is 3.80 and the average mean score of integrative motivation is 4.25 which is in the same level of interpretation scale (3.50- 4.49= high), however, there is a difference of 0.45.

4.2 THEMATIC ANALYSIS OF THE SEMI-STRUCTURED INTERVIEW

The succeeding research sub-questions were “What motivated learners to learn instrumentally?” and “What motivated learners to learn integratively?” To answer these questions the researcher administered semi-structured interview with 16 respondents. Eight students from each school were asked to volunteer. They were taken into face-to-face interviews for at least 15 minutes each. The responses were then transcribed, scrutinized and analyzed by thematically categorizing and then synthesizing. The themes emerged from the analysis are lucidly presented as per the sequence of research sub-questions in the following sections. The details of the responses are stated in Appendix I. Below is a summary of the learners’ responses. (Refer Appendix I for detail learners’ responses).

What motivated learners to learn instrumentally?

As seen in the quantitative result Grade 12 language learners in Bhutan had high level of instrumental motivation. While exploring to find out what motivated

them instrumentally, their responses gave emergence to various themes as categorized and discussed under:

English as a Medium of Instruction necessitated them to learn English.

English as a medium of instruction was found to be driving force for some students to learn English. It was expressed that it was instrumental to learn all other school curricula beside Dzongkha, their national language. The respondents felt that commendable competency in English is required it helped them to participate actively in the in-class teaching-learning activities and also in co-curricular activities outside the classroom. Moreover, they expressed that better competency in English augments their performance in other subjects. One respondent stated that English as medium of instruction in the school necessitated them to put more effort towards learning English.

“English is treated as the main subject in the school. If we are good in English, we can do well in other subjects too” (Rspd.1).

“I think the reason to become competent in English is, mainly, in school it helps me to take part in class discussion as well as literary activities” (Rspd.2).

“Learning English and knowing English is very important firstly because all subjects are taught in English” (Rspd.8).

English as Global lingua franca is inevitable for participating in global communication.

Most of the respondents expressed that their reason for learning English was because English language is the Global lingua franca. They deemed it crucial tool in interacting and communicating with international community. The respondents felt that good competency in English is inevitable in ascending their career pursuit and expanding their educational ventures.

“I’m learning English because I feel it is important in the 21st century as we can see English is the only medium that helps to communicate amongst the international community” (Rspd.5).

“As it is international language it serves our functional medium of communication wherever we go in the world” (Rspd.7).

“As English is the international language, we must know and understand English for many purposes like communication and interaction with people of other nations” (Rspd.8).

“English is important in 21st century and will be in the future because it is the international language.” (Rspd.10)

English is a principle tool of Communication for various purpose.

Almost all students mentioned that English is the principal tool of communication with people beyond the domestic boundary as well as among the countrymen. Some admitted to be studying because they aspire to improve their communication skill while some mentioned it as omnipresent language in the media. The effort towards learning English is also aggravated by the status of English as a main tool of communication across the globe. A number of respondents avowed that English is crucial in this 21st century era, and envisioned that it will remain indispensable in future because it is the common tool of global communication. They claimed that English has already become the lingua franca of social media. This purpose theme can be derived from the following responses:

“Yes, English is the required mode of communication to keep good relation with other countries. I learn English because it helps me to communicate with foreigners” (Rspd.3).

“As it is international language it serves our functional medium of communication wherever we go in the world” (Rspd.7).

“Language basically is a medium of communication and English does this function wherever we go around the world” (Rspd.9).

“I learn English to improve my communication skill and succeed in life” (Rspd.12)

“English is the main language of communication. For example, in social media also we use English to communicate. So, I learn English because I want to be effective communicator” (Rspd.15).

English is the language of Information, Scientific and technological knowledge.

The respondents mentioned that English has ingenuity to help the world as the language of information and knowledge both as a reservoir and medium of dissemination and acquisition. In addition, the scientific and technological advancement is deemed by the respondents as unachievable without learning English. As the world digitalizes, they remarked that English is only language that can handle these emerging technologies. Some respondents acknowledged English as instrumental in expanding their knowledge. These were indicated in the succeeding responses:

“English is the bank of world knowledge and information” (Rspd.5).

“We need to be competent in English in this rapidly modernizing world as English is the language of knowledge, information, science and technology. Otherwise, we won't advance ourselves” (Rspd.6).

“With the help of English language, people are able to find or share and spread their knowledge and information which helps people all around the world. So, I like the language” (Rspd.11).

“As the world digitalizes, English has become even more important as it is the language that can handle this emerging technology” (Resp.13).

English is a qualifying subject as well as fundamental language for pursuing Higher Studies.

Respondents stated that studying English is contributory factor in securing opportunity for pursuing higher studies as better competency enables them to qualify through selection and admission procedures. Further, it was revealed as fundamental language to study in English medium institutions. Some respondents expressed their aspiration to continue learning English by pursuing educational upgradation which would keep them in active connection with English. Their responses also indicated their ambition to become an English teacher to educate future generation.

“If we want to advance our education qualification English is crucial. And through English we expand our knowledge” (Rspd.9).

“We need good grade in English to qualify for higher studies and competent English-speaking ability will also help to get through interviews” (Rspd.11).

“Because it is one of the important tools when we go ... for further studies” (Rspd.12).

“Everybody tries to go abroad for higher studies for which having good English skills and high English score is always plus point” (Rspd.16).

English proficiency was observed as prerequisite for Oversea Employment.

Another motivation theme shown by the data was overseas employment. The respondents expressed that English is the one and only qualifying language if they opt for overseas employment and learning and becoming competent in the language enables them to get selected through the selection interview.

“Competent English-speaking ability will also help you to get through the interview” (Rspd.11).

“These days more and more people are sent for overseas employment by the government which makes English not only important but required language that we must learn” (Rspd.12).

“English language enables us to get good job. So, whether today or in future if we wish to get employed and earn our living, English is inevitable” (Rspd.16).

Studying English was also expected to bolster their self-image.

There was also a respondent who had a reason for earning prominence. It was felt that learning English builds one's esteem. A respondent felt that possessing a better competency in English reinforces one's preeminence and gain popularity whereby people would regard with higher prestige. One respondent stated that he loves English because it is the language that develops one's personality, and earns prestige and honor.

“Knowing English makes you a deserving person wherever you go.” (Rspd.16)

“Words have more power than action. English is language of rich vocabulary and if we can speak English fluently, we will be respected, appreciated wherever we go” (Rspd.4)

“I like English, its exhibits your personality as somebody who speaks good English is regarded as highly knowledgeable person” (Rspd.16)

English learning was motivated by perceived purpose of building international Diplomacy.

Some respondents acknowledged English as a language of international diplomacy. As it is the global lingua franca, they perceived it as a medium to communicate in the global forum, to build relationship and acquire developmental aids.

“Yes, English is the required mode of communication to keep good relation with other countries. It serves as a bridge.” (Rspd.3)

“Well, English is important as it will enable our country to participate in the international economy and diplomacy.” (Rspd.14)

“English is important for maintaining a good relation with foreign country and to have economic growth in our country through the foreign aids and support.” (Rspd.15)

What motivated learners to learn integratively?

The quantitative data showed that Bhutanese grade 12 English learners were highly integratively motivated. The data from the semi-structured interview also supported it with the following theme purpose:

Rich repository of literature in the language and diverse cultural representation moved learners to learn English.

The data show that the respondents were integratively motivated to learn English because they adjudged it as the storehouse of literature. As students aspired to

immerse themselves into the literature which is abundantly available in the language, learning and becoming proficient in English was perceived to help them to relish the repository of literature, while also improving their language ability in various ways. Similarly, learning English was said to empower them to explore the customs and tradition, culture and folklore of people across the world by presenting them in the form of literature.

“I learn English because I enjoy reading novels and exploring more about foreign countries” (Rspd.2).

“Yes, they are my role model and source of motivation as I can learn from their language and literature” (Rspd.4).

“I love English language so much because it has rich literature many distinct expressions which isn't there in our language” (Rspd.5)

“I like the language and native English speakers. Their culture is interesting and the literature is impressively rich” (Rspd.7).

Rich diction of English Language enabled learners to express their ideas and thoughts accurately.

The data also showed that students were stimulated to learn the language because English has multitude of words, phrases and expressions, in fact more than their own language. By learning English, they admitted that they were more comfortable to express their feelings and emotions and describe everything more accurately.

“Out of various reason, I love the language and want to improve my vocabulary and language competency” (Rspd.4).

“I like English language because it expresses what we think and do. It is also fun to play with words. As we learn more, we get to understand it better and easily” (Rspd.1).

“Yes, I love English language so much because it has rich literature full of many distinct expressions which isn't there in our language. English too has become sort of style and pomp” (Rspd.5).

“Through English I can express my emotions and feeling that I can't express in my own language” (Rspd.8).

English was found easy to learn and adaptable.

There were some respondents who admitted that learning English was undemanding and easily adaptable. to the language. This feature of the language was another stimulant for them to learn English.

I'm adapted to the language I don't need to try so hard. It comes to me naturally just by reading, listening and conversing (Rspd. 7)

I learn English because it is one of the languages spoken worldwide and it is also easy for me to learn and get used to it (Rspd.9).

Yes, I like the language because it is easy for me to pick up (Rspd.13).

English was deemed as a tool to realize their desire for foreign integration.

Some respondents expressed their inclination to integrate with foreigners and felt that learning English would capacitate them for this purpose which in turn would be an adjunct to acquire knowledge and ideas from them. They expressed their love towards native speakers and are curious to communicate with them and learn from them. They expressed it as one way to continue learning English.

“I learn English as to mingle with foreign people in order to acquire their ideas and knowledge” (Rspd.13).

“And I love native English speakers, I wish to mingle with them and get immersed into their culture and language” (Rspd.16).

“It’s my dream to travel abroad which will give opportunity to mingle and interact with many native English speakers. Realizing my dream will make me learn English further rather than stopping” (Rspd.9).

Positive attitude towards English language and native speakers reinforced their motivation to learn English.

The data indicated that respondents loved the language and the native English speakers which was a positive attitude that would enable them to learn. They confessed that English has been one of the favorite subjects. They looked towards native English speakers as a role model to use the language. The data also exhibited their interest to imitate native speakers’ accent and pronunciation and their appreciation of eloquence and creativity to use the language. The following responses bespoke the evidence:

“I do like English language and native English speaker so much. I enjoy hearing them speak, love the way they speak and want to learn from them. I too want to communicate with them in English” (Std.2).

“I like English speakers, language, literature and way they speak. I’m able to learn from them the ways to speak, the correct pronunciation and the usage of language” (Rspd.3)

“I love the language and I also love English speakers because they are the role model who show us how beautifully English can be used. Their fluency in speaking is real inspiration” (Rspd.5).

“I like native English speakers because they are frank, fluent and enthusiastic” (Rspd.10).

Learners’ inquisitiveness in English learning activities ignited their learning motivation

Most of the respondents declared their inquisitiveness towards English learning activities. Their responses illustrated their curiosity and interest in exploring the subject which made them to participate actively in the learning activities by asking questions, sharing opinion and seeking clarification of doubts and even participating in literary activities.

“I participate regularly in the English activities in the class with lots of interest and attention regularly. If I have any doubt, I always ask without any hesitation to make myself clear” (Rspd.5)

“During the teaching- learning sessions in the class I participate with full zeal and curiosity. Whenever the teacher throws some questions, I’m always ready to share my thoughts no matter whether it is right or wrong” (Rspd.6)

“Yes, I curiously take part in English learning activities in the class like reading, writing speaking and listening. Outside the classroom I take the opportunity to participate in every literary program. Moreover, reading and writing journals and stories are my pastime.” (Rspd.11)

Learners’ love for literary activities stimulated their motivation to learn English.

Some of the respondents stated that they were motivated to participate in English learning activities because of their love and interest in literary activities. It portrayed that literary cocurricular activities acted as reinforcement and platform to showcase their acquired skills in the language.

“...In addition, I take part in literary programs like extempore speech, debate, declamation, elocution and English singing competitions are to improve my language competency. I’m very interested in these.” (Rspd.14)

“I attend regular English class and take part in every learning activity with absolute zeal. I too like participating in literary activities like declamation, poem recitation, reading competition which helps to improve my English” (Rspd.16)

Integrate English in their life-long hobby of writing.

Some respondents mentioned their writing hobby as a purpose for learning English. As they were interested in writing, their effort towards learning English was attributed to their requirement to improve and polish language usage syntactically and lexically through ardent reading discipline shaping to life-long learning habit. One respondent mentioned that in addition to clearing their examination and guaranteeing a successful career, English is helpful for upkeeping their writing hobby.

“To improve my vocabulary and polish my structures in writing I read voraciously. So, I think I put lots of effort” (Rspd.10)

“I’ve a deep-rooted interest in writing and want to pursue this art. So, I think this will keep me learning English by reading, writing and polishing my language usage” (Rspd.10)

“I won’t stop learning English. I want to be a writer to entertain readers, so, I’ll learn English throughout my life” (Rspd.13)

“We can nourish our hobby like writing and entertain readers.” (Std.14)

Native speakers' manner of using language had inspired the learners.

Some respondents mention that their effort towards learning English is inspired by native speakers. They declared to be taking various learning initiatives like watching movies and speeches, listening songs and conversations to imitate them because they wanted to be able to speak eloquently like native speakers. They looked towards native speakers as a role model who exhibit how language is articulated and used in the daily communication purpose.

“I like English speakers, language, literature and way they speak. I'm able to learn from them the ways to speak, the correct pronunciation and the usage of language” (Rspd.3)

“I also love English speakers because they are the role model who shows us how beautifully English can be used. Their fluency in speaking is real inspiration” (Rspd.6)

Learners were charmed by the character of native speakers.

Some respondents admitted that they liked native speakers because of their open-mindedness and enthusiasm towards other people and culture. They expressed that they were rather comfortable interacting with native speaking foreigners whenever they get opportunity interaction.

“I like native English speakers because they are frank, fluent and enthusiastic” (Rspd.10)

“I like the language and the native English speakers so much that I easily understand them and I just feel comfortable listening to how they speak.” (Rspd.15)

The data conspicuously showed that respondents were awed to learn English because of its versatility. Learning English seemed to diversify their life because it is multifaceted language. They expressed it as a treasury of information and knowledge, language of science and technology, fundamental tool for various communication purposes, qualifying language for higher studies and employment, language of repository of literature and language that can express their feelings and emotions accurately and clearly.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATION

This chapter discusses the findings and interpretations based on the analysis of the study results and on whether they answered the research questions mentioned in Chapter 1. The results are discussed according to the three sub questions. Finally, implications of the study, and recommendations for the future research are presented followed by the conclusion.

5.1. CONCLUSION

This study aimed at exploring motivation among grade 12 students in learning ESL in higher secondary schools in one of the eastern districts of Bhutan. The researcher employed explanatory mixed method by collecting data both quantitatively and qualitatively to address the research questions. The study was based on the objective:

To investigate Grade 12 Bhutanese learners' motivation towards English language learning.

Corresponding to the objective there was one principal research questions supported by three sub-questions. The conclusion drawn from the data analysis are presented as per the sequence of questions as under:

5.1.1 The principal research question and the sub-question 1

What type of motivation did students have in learning English? And “Were they instrumentally motivated or integratively motivated?”

The researcher conducted a questionnaire survey to answer these questions. The questionnaire encompassed 30 item questionnaire, 15 items each based on the two language learning motivation constructs. The respondents were 119 male and 119 female grade 12 students.

The data showed that instrumental motivation level of Grade 12 English learners in Bhutan was high. The average mean score was 3.80 which was interpreted as a high level of motivation in the interpreting scale. The analysis of integrative items secured average mean score of 4.24 which also indicated that they had a high level of integrative motivation. The level of both motivation types stood in the same range ($\bar{x}=3.50-4.49$ = high) suggesting in the same level.

However, while comparing the average mean scores of two motivation types, integrative motivation outperformed instrumental motivation with a difference of 0.40. which indicated that Grade 12 English learners in Bhutan were slightly more integratively motivated than instrumentally motivated. Nevertheless, overall mean score was ($\bar{x}=4.02$) suggesting that Grade 12 English learners in Bhutan had high level of motivation.

This quantitative data analysis, thus, answered the principal research question and the first sub-question that endeavored to identify a type of predominant motivation in Grade 12 ESL students of Bhutan.

5.1.2 The sub questions

The succeeding research sub-questions were “What motivated students to learn instrumentally?”, and “What motivated learners to learn integratively. To answer these questions the researcher administered semi-structured interview w 16 respondents. Eight students from each school were asked to volunteer. They were taken into face-to face interviews for at least 15 minutes each. The responses were then transcribed, scrutinized and analyzed, thematically categorized and then synthesized. The themes

derived from the responses were elaborately discussed to answer the research sub-questions in the following sections:

“What motivated learners to learn instrumentally?”

As seen in the quantitative result Grade 12 language learners in Bhutan had high level of instrumental motivation. While exploring to find out what made them motivate instrumentally, their responses emerged under the following thematic category;

Global lingua franca

All most all learners agreed that they learned English owing to its reputation of being the universal lingua franca which would enable them to participate globally in various ways such as in education, career by connecting with the people of other parts of the world.

Communication

Similar to the aforementioned theme, multitude of responses claimed that students learn English for the purpose of communication both for social and educational interaction within their community and people beyond their geographical boundary. They confessed that it was the common medium of communication in the face-to face interaction with the foreigners as well as an omnipresent language in the social media forum. This corresponded to the responses of Item 23, “I study English very hard because it is an important tool for communication in the globalizing world” in the questionnaire.

Medium of instruction

Several participants reasoned out that English was the principal medium of instruction in the school. This motivation was instrumental because there was no choice for the students but required to learn it to attend their educational pursuit.

Expectation of fame

Some respondents mentioned that people with higher proficiency in English were appreciated and respected looked upon as a deserving person by the general public. This supported students' responses to questionnaire Item19, "Other people will respect me if I'm good in English."

Education and Employment

The responses depicted that their purpose of studying English was driven by their dream of higher studies. The respondents perceived that better competency in English guaranteed better opportunity to pursue their educational ambition. The respondents also expressed that English was the one and only qualifying language if they opted for overseas employment. Learning and becoming competent in English enabled them to get selected through the selection interview. It was consistent with the responses to questionnaire Item 7, "I am interested in earning a university degree and a good job than learning English language itself."

Information, Scientific and technological knowledge

Many respondents perceived English as the language of information and knowledge both as a reservoir and medium of dissemination acquisition. In addition, the scientific and technological advancement was deemed by the respondents as unachievable without learning English. So, researcher found that the learners were instrumentally motivated to learn English as it enabled them to easily get access to knowledge and information, science and technology and equip them with necessary

twenty first century skills. The analogous questionnaire items for this theme were Item 13, “Learning English is important for making me a knowledgeable and skillful person” and Item 25, “Studying English can help me find information and materials for my assignment.”

International Diplomacy

Few respondents mentioned that English was a language of international diplomacy. Associated with global lingua franca, they perceived it as a medium to communicate in the global forum, deliberate the pressing universal issues, to build relationship and enhance developmental partnerships. This necessitated them to learn English.

“What motivated learners to learn integratively?”

The quantitative data confirmed that Bhutanese grade 12 English learners were highly integratively motivated. The data from the semi-structured interview also supported it with the following thematic purposes in English learning:

Rich literature and culture

Some of the learners were motivated to learn English because the language was observed as the storehouse of literature. As students aspired to immerse themselves into the literature which were abundantly available in the language, learning and becoming proficient in English helped them to relish the repository of literature, while also improving their language ability in various ways. Similarly, learning English was said to enable them to explore the customs and tradition, culture and folklore of people across the world by presenting them in the form of literature. This was in agreement to Item 16, “Studying English helps me to appreciate English arts and literature” of the questionnaire

Rich diction

Few learners admitted that they were stimulated to learn English because it has plethora of words, phrases and expressions, in fact more than their own language. By learning English, they confessed that they felt more comfortable to express their feelings and emotions and describe everything more accurately.

Foreign Integration

Learning English was presumed by some respondents to empower them to integrate with foreign community and native English speakers when they go abroad. It is looked upon by students as a tool to connect themselves with the foreigners and acquire their knowledge and ideas. The responses to questionnaire Item 8, “Studying English enables me to discuss interesting topics in English with the people from other national backgrounds,” and Item 26, “Studying English helps me to make friends with people from English speaking countries and learn from them” had noticeably shown this congruency.

Love for English Learning Activities

Most of the respondents stated that they loved English learning activities. All of them claimed that they regularly participate in the in-class activities with absolute zeal, inquisitive to learn new words and expressions and fascinated to read literature. Outside the classroom they claimed to have grabbed every opportunity to participate in literary activities such as debate, elocution, reading and stage performance. For some, writing has become their hobby.

Attitude towards English and native speakers

The data indicated that respondents loved the versatility of the language, and open-mindedness of the native English speakers which were the positive attitude that motivated them to learn the language. Some of them confessed that English had been

one of their favorite subjects. They too looked towards native English speakers as a role model to use the language. Furthermore, the responses also exhibited their interest to imitate native speakers' accent and pronunciation and their appreciation of eloquence and creativity to use the language. Similar thing was shown by the responses to questionnaire Item 14, "studying English helps me to use English like native English speakers such as pronunciation, use of words and expression etc....," Item 18, "Studying English helps me to be openminded, and sociable person like English speaking people," and Item 24, "I like to learn English because I like English speaking people like American, Australian and British."

5.2 DISCUSSION

The study had two major findings. The first was a level of motivation and type of predominant motivation in learning ESL. The second was the factors that provoked the two types of motivation in ESL learning. These findings are elaborately discussed under.

5.2.1 Motivation type

As shown in Chapter 4, the results obtained from the Motivation survey questionnaire revealed that Grade 12 English learners in Bhutan had high motivation level with the total mean score of 4.22 and SD 0.98 which was considered high in the interpretation scale. There were four items that secured very high level, two were instrumental motivation items and other two were integrative items. The highest was instrumental Item 11, "Learning English is important for travelling abroad." This indicated their aspiration to travel abroad which was also expressed in the interview.

Item 12, "Studying English will help me to participate freely in academic, social, and professional activities among other cultural groups" secured the second highest from integrative item group. This was congruent with the responses in the interview where they stated that English would enable them to upgrade their educational qualification and career pursuit. In the interview they also acknowledged

that English would assist them to socialize with the people from diverse nationality and cultural background.

This was succeeded by another item from instrumental group, Item 13, “Learning English is important for making me a knowledgeable and skillful person.” This was evident in the interview responses where English was perceived as the medium of acquiring and disseminating knowledge, information and skills. They also labelled English as storehouse of knowledge and information which dictated them to learn it.

The last item that secured in the very high level was Integrative item. “Studying English enables me to understand English books, movies, pop songs and lyrics etc.,” Item 2, indicated learners’ keenness on English learning activities such as exploring literature, watching movies and conversation clips, listening songs. Similar responses were expressed in the interview.

However, three items from Instrumental item group scored the lowest. Item 5, “I am interested in reading only English textbooks but not other reading materials like library, newspapers and magazines,” Item 21, “I only try to learn what is taught by the teacher in the class so that I can pass my exam” were in the range of very low motivation level, while Item 3, “I simply memorize from the textbooks to prepare myself for exams and obtain the qualifying marks” stood in moderate motivation level. These perceptions illustrated that Grade 12 students wanted to explore more than their textbooks and contents delivered to them. They did not exhibit examination anxiety and obtaining colorful scores. Correspondingly, in the interview, some student bravely confessed their dissatisfaction with the contents they were delivered. They criticized it as redundant and irrelevant.

Nevertheless, it was revealed that they had slightly higher integrative motivation ($\bar{x}= 4.25$) over instrumental motivation ($\bar{x}= 3.80$) with a difference of 0.45 mean score. This result revealed the distinctiveness of Bhutanese ESL learners as

many of the previous studies in other countries had shown higher instrumental motivation.

Zhao (2012) conducted an investigated 124 Chinese students learning English as second language in one of the local colleges in China to reveal their types of basic motivation. The result indicated that they were more instrumentally motivated. Another study by Chunmei, Zhu, & Liping, (2013) in Chinese context also approved Zhao. In this case study, 45 Junior Middle school students in Gejiu, China were distributed with questionnaires to investigate their learning motivation in English language. The findings revealed that most of the students perceived motivation as the key factor to obtain good grades in examinations. This conspicuously inferred the predominance of instrumental motivation.

Similarly, Khan, Sani, and Shaikh-Abdulla (2016) conducted a study among 40 male second year pre-university students of Government MAO College, Lahore, Pakistan to investigate the levels of instrumental and integrative motivation for reading ESL. The findings indicated that the students were more strongly instrumentally motivated for reading English in their context. It was also found that the students have relatively lower levels of integrative motivation for reading English. Nazir, Bashir and Bashir (2017) examined the instrumental and integrative motivation among the Pakistani ESL learners at Certificate level and discovered that the students were highly instrumentally motivated.

In Thailand, Assavanadda and Tangkiengsirisin (2018), Kitjaroonchai (2012) and Wimolmas (2012), in a similar survey study revealed that Thai university students were highly motivated to learn English. However, they were discovered to be slightly more “instrumentally” motivated. The investigation also revealed that, both types of motivation contributed to students’ academic achievement and the process of English language learning.

In Malaysia, Hong and Ganapathy (2017) conducted a case study to investigate ESL learning motivation among secondary students in a Chinese School of Penang,

Malaysia. The study found that the students were more instrumentally motivated. Muftah and Rafik-Galea (2013) also conducted a study regarding language learning motivation among Malaysian Pre-University students. 182 non-English major students were selected to fill a questionnaire reflecting their attitudes and motivation towards learning English. The findings indicated that the motivation level of these students was high and more instrumentally motivated but, their integrativeness was also high. Rajab et al. (2017) revealed that undergraduates in University Teknologi Malaysia (UTM) had high motivation both instrumentally and integratively but integrative motivation secured slightly higher.

From the above mentioned studies, it was noticeable that instrumental motivation was found to be more predominating than integrative motivation in ESL learning context. Although, the present study refuted those findings, it supported that ESL learners had high motivation.

5.2.2 Motivators

Instrumental motivation is associated to utilitarian orientation such as to elevate students' careers or business opportunities, gain more personal prestige and power, access scientific and technical information, or upgrade educational qualification. (Chalermnirundorn, 2015; Gardner, 1983, p. 203; Hong & Ganapathy, 2017; Nazir et al. 2017; Samad et al. 2012). The respondents approved these motivators for learning English.

The result revealed that they were motivated to learn English for the purpose of Education and Employment. This was the reverberation of Government policy. In the Regulation on Employment of Bhutanese Overseas Program 2017 of Ministry of Labour and Human Resources [MoLHR] (2017), the objective 1.2.1. spells out "To facilitate employment of Bhutanese workers overseas and promote full employment." Accordingly, significant number of Bhutanese were sent for overseas employment annually through various agencies. The Ministry's annual reports stated 2180 youth employed through overseas employment program between the year 2015 to 2016, 1524

youths in the year 2016 to 2017 and 1911 in the year 2017 to 2018 (MoLHR, 2016, 2017, 2018). This employment trend was articulated by most of the responses as the stimulant of instrumental motivation in learning English.

Another reason for learning English was uncovered as requirement for higher studies. As per the State of Tertiary Education in Bhutan 2017 published by Department of Adult and Higher Education [DAHE] (2018) 4628 students were attending tertiary level education outside the country. In 2018, the number rose to 5838 (DAHE, 2018). These students needed outstanding English competency as they attend the English medium universities abroad. It was found the same even within the country. This was source of another pertinent instrumental motivation.

The findings showed that learners had Integrative motivation, in fact slightly higher than instrumental. As per Chalermnirundorn (2015), Gardner (2012), Hong and Ganapathy (2017), and Nazir et al. (2017), this motivation is connected to the desire to associate with a recognized or important member of the community or that society that speak the second language. It is based on willingness and interest to learn the second language because they appreciate the need to learn about, associate or socialize with the people who use it. Moreover, the students have purpose or intention to participate or integrate in the second language using the same language in that community.

This motivation was reinforced by literature-based English curriculum in Bhutan. Some of the criteria for incorporating the texts were “Texts should offer to students the perspectives of young and old, experience with a wide a range of cultures in both historical and imaginary literature,” “Texts should permit students to experience in their reading a wide range of experiences in their reading ” and “Texts should offer a rich blend of traditional and contemporary literature”(REC,2017). This curriculum had developed appreciation and passion for Western literature and culture attributing to love for language learning. It also corresponded to the standard 5 which stated “Graduates have an interest in books and continue to read for enjoyment and learning” and standard 6,

Through their reading, graduates have studied and reflected on the cultural values of Bhutan and other countries, particularly the different ways in which people discover meaning in their lives; different expressions of fundamental values ... the possibilities of human achievement; and have found directions and models for their own aspirations” (REC, 2017).

Materializing these curriculum standards consequently developed learners’ aesthetic appreciation towards literature, culture and language itself. This was one of the motivational themes portrayed through their interview responses.

Keshavarzi (2012) aptly asserted that teaching English through literature influenced “learner’s behaviors, motivation and attitudes towards English language learning.” Zainal (2012) agreed that using literature in language learning can be valuable source of dependable and motivating material, cultural enrichment, language enrichment and enhances individual participation. This claim was supported by an experimental study conducted by Su (2010) in Taiwan to examine whether literature-based instruction was motivating or demotivating. The result had shown that learners developed literary aesthetic appreciation, enhanced the understanding of western culture, history and politics and consequently escalated learners’ motivation and interest in learning English literature.

Practically, as per the implementation practice, out of 180 hours of instructional hours, 80 hours which comes to 44 percent of the time was allocated to reading and literature. Writing was allocated next slab of time share with 50 hours which was 27 percent grammar was assigned 30 hours (16 percent) and least to listening and speaking with 20 hours (11 percent) (CAPSD, 2015, p.37, REC, 2018, p.xi). Learners motivation was developed congruently with the emphasis focused by the curriculum. All most all learners expressed their undying passion and effort towards reading literature. More than half of them developed ardent enthusiasm in writing while grammar was stated as monotonous and less scoring strand by many respondents. This clearly showed that intensive immersion into literature reinforced the development of their integrative motivation.

Learners' motivation of foreign integration was also unmistakable in the current trend. The State of the Tertiary Education in Bhutan disclosed significant number of students in native English-speaking countries. In 2017, 628 students were in Australia, 32 in USA and 6 in Canada contributing to more than 14 percent of students studying abroad. In 2018, Australia again topped with increase to 708, 33 in USA, 12 in Canada, 4 in UK (DAHE, 2018, 2019). These statistics indicated that great number of people were moving towards native English-speaking countries annually which also reinforced learners' English learning motivation to integrate with native speakers.

5.3 RECOMMENDATION

5.3.1 Implementation

One question in the interview was particularly asked to discover some of the challenges confronted by Grade 12 English learners in Bhutan. The following issues came to the forefront which the relevant stakeholder must consider to provide productive learning experiences to the learners:

1) Ministry of Education and the schools must collaboratively work to furnish reliable and relevant library and study resources.

2) The Ministry of education must also work on to assess teachers' competency and provide professional and academic enhancement programs as some students pointed out teachers' incompetency.

3) Royal Education Council must review the curriculum to study the relevancy and functionality of the content delivered to the learners. Students claimed that their learning is irrelevant to the daily communicative usage.

4) Grammar was revealed to be a demotivating aspect of their learning process. Teacher must explore more creative, innovative and enjoyable approaches to teach this aspect of the language.

5.3.2 Further research

The researcher observed that there were limited studies carried out in the field of English language teaching and learning in Bhutan, and particularly in English learning motivation there was none. One of the variables that affect students' ESL performance is motivation. This study revealed that the students are already highly motivated. There is a puzzle that needs to be sorted out and this can be done by further researches in the Field of English language teaching in Bhutan.

1) This study explored only the type of predominant motivation in learning English. The future researcher can venture with case study or experimental study with different types of motivation strategy to identify the suitable learning motivation for Bhutanese ESL learners.

2) Further research must also be carried out to examine the relationship between motivation and students' family background, motivation and academic achievement, and motivation and learning environment.

3) Motivation is only one variable associated with students' learning achievement. So, studies are also required to explore the causes of poor English performance of Bhutanese English language learners such as reviewing curriculum and studying learners' learning strategies.

In conclusion, the learners' motivation which is the pivotal determinant for ameliorating language learning performance is unveiled as predominantly high and in fact integratively higher among Bhutanese Grade 12 learners. Various thematic purposes were discovered to be evoking their motivation both integratively and instrumentally which in turn were embedded in policies, curriculum content and

practices and flourishing trend of global integration. As recommendations, it entailed curriculum developers and classroom practitioners to explore and integrate expansive resources and strategies to sustain this preeminent motivation. Furthermore, ESL teaching-learning and other variables associated to ESL learning motivation require extensive exploration through research studies to figure out their connection to learning performance and fix the ESL teaching-learning jigsaws.



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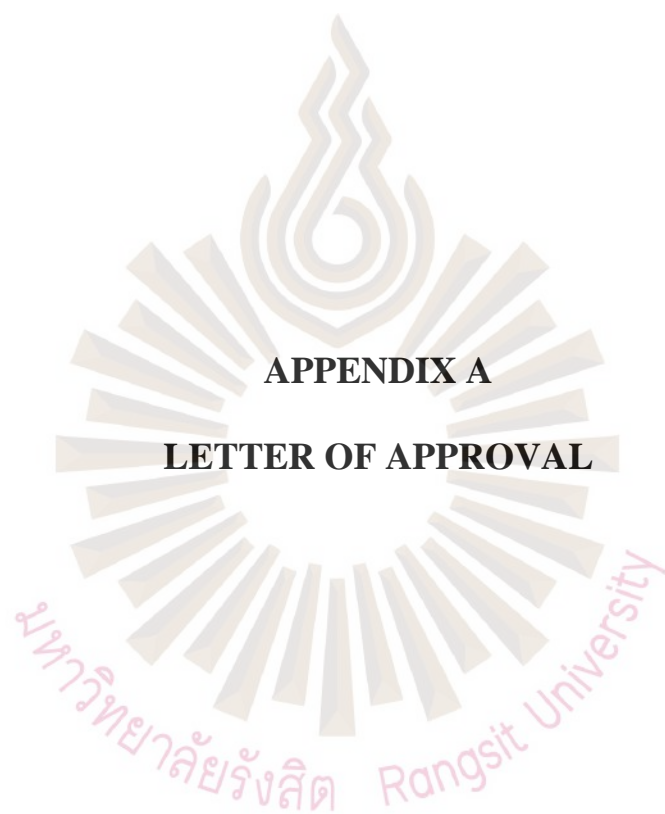
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The Director General
Department of School Education
Ministry of Education
Thimphu, Bhutan

Date: 2 July 2019

Subject: Request for Permission to Collect Data for M. Ed. Theses

Dear Sir/Madam,

Suryadhep Teachers College for the M. Ed. Program in Curriculum and Instruction would like to request your permission for ten M. Ed. candidates to collect data in Bhutan in the period of 29 July 2019 – 1 September 2019. The details of the candidates are shown below:

Sl. No	Name	Research Title	Research School
1	Chhimi Dorji	The Use of Project-based Learning on Understanding Scientific Concepts of Grade VI Bhutanese Students	Tencholing Primary School, Wangduephodrang
2	Buddha Singh Tamang	Application of Content and Language Integrated Learning (CLIL) Approach for English Learning of Secondary School Bhutanese Students	Punakha Central School, Punakha
3	Cheki Wangmo	The Use of Numbered Heads Together (NHT) on the Learning Achievement of Bhutanese 6 th Grade Students in Science	Tongmijangsa Primary School, Trashiyangtse
4	Damber Singh Mongar	The Use of Animated Movies to Enhance Narrative Writing Skills of Grade 6 Bhutanese ESL Students	Gaselo Central School, Wangduephodrang
5	Lhadon	The Use of Visual Imaginary Strategy to Enhance English Reading Comprehension Skills of Grade Four Bhutanese Students	Trashiyangtse Lower Secondary School, Trashiyangtse
6	Namkha Wangdi	Motivation Among ESL learners: An Investigative Study of Grade 12 Students in Bhutan	Karmaling Higher Secondary School and Orong Central School, Samdrupjongkhar
7	Norbu Kezang	The Application of Place-based Inquiry Approach on Grade 6 Bhutanese Students in Learning Environmental Science	Udzorong Central School, Tashigang
8	Pema Wangzom	The Use of Graphic Organizers in Teaching History to Grade Seven Students in Bhutan	Dekiling Middle Secondary School, Sarpang
9	Tenzin Jamtsho	The Effect of Using Games Incorporating Manipulatives in Geometry for Grade 6 Students in Trashiyangtse, Bhutan	Trashiyangtse Lower Secondary School, Trashiyangtse
10	Tshering Denkar	Teachers' Perception of Early Childhood Care and Development Centers: Effects on Pre-Primary Students in Bhutan	Paro district

Thank you for your kind consideration.

Truly yours;

Assistant Professor Anchalee Chayanuvat, Ed.D.
Dean of Suryadhep Teachers College
Rangsit University
Muang-Ake, Paholyothin Road
Lakhok, Pathumtani 12000 THAILAND
Tel +662-997-2222 ext. 1275, 1276 Fax +662-997-2222 ext. 1277



དཔལ་ལྷན་འབྲུག་གཞུང་། བེས་རིག་ལྷན་ཁག་།
Ministry of Education
Department of School Education
School Planning and Coordination Division



DSE/SPCD/SLCU(2.1)/2019/ 1645

August 2, 2019

The Principal
 All the Participating School(s)

Subject: Approval to conduct research and collect data for M.Ed. Theses

Dear Sir/Madam,

The following group of teachers are currently undergoing M.Ed Program in Curriculum and Instruction at Suryadhep Teachers College in Rangsit University, Thailand. As part of the study program, they will be collecting data from the students and teachers for their research project from August 5 through September 30, 2019.

SL.NO	NAME	RESEARCH TITLE	RESEARCH SCHOOL
1	Chhimi Dorji	The Use of Project-Based Learning on Understanding Scientific Concepts of Grade 6 Bhutanese Students	Tencholing Primary School, Wangdue Phodrang
2	Buddha Singh Tamang	Application of Content and Language Integrated Learning (CLIL) Approach for English Learning of Secondary School Bhutanese Students	Punakha Central School, Punakha
3	Cheki Wangmo	The Use of Numbered Heads Together (NHT) on the Learning Achievement of Bhutanese 6 th Grade Students in Science	Tongmijangsa Primary School, Trashiyangtse
4	Damber Singh Mongar	The Use of Animated Movies to Enhance Narrative Writing Skills of Grade 6 Bhutanese ESL Students.	Gasele Central School, Wangdue Phodrang
5	Lhadon	The Use of Visual Imaginary Strategy to Enhance English Reading Comprehension Skills of Grade Four Bhutanese Students	Trashiyangtse Lower Secondary School, Trashiyangtse
6	Namkha Wangdi	Motivation Among ESL Learners: An Investigation Study of Grade 12 Students in Bhutan.	Karmaling Higher Secondary School and Orong Central School, SamdrupJongkhar
7	Norbu Kezang	The Application of Place-based Inquiry Approach on Grade 6 Bhutanese Students in Learning Environmental Science.	Udzorong Central School, Tashigang
8	Pema Wangzom	The Use of Graphic Organizers in Teaching History to Grade 7 Students in Bhutan	Dekiling Middle Secondary School, Sarpaang
9	Tenzin Jamtsho	The Effect of Using Games Incorporating Manipulatives in Geometry for Grade 6 Students in Trashiyangtse, Bhutan	Trashiyangtse Lower Secondary School, Trashiyangtse
10	Tshering Denkar	Teachers' Perception of Early Childhood Care and Development Centers: Effects on Pre-Primary students in Bhutan	Paro Dzongkhag Schools

In this regard, you are kindly requested to facilitate them to collect data as per their schedule with minimal disruption to instructional time of the school.

Thanking you

Sincerely yours,


 (Kinley Gyeltshen)
Chief Program Officer

Copy to:

I. Chief DEO, Dzongkhag Administration, for kind information.

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central emblem with a flame-like top, surrounded by a circular arrangement of radiating lines. Below the emblem, the university's name is written in Thai script and English: "มหาวิทยาลัยรังสิต Rangsit University".

APPENDIX B

CONSENT LETTERS FROM THE RESEARCH SCHOOLS



དངལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།
Royal Government of Bhutan
Ministry of Education



KARMALING HIGHER SECONDARY SCHOOL, SAMDRUP JONGKHAR

Ref.No.KHSS/EDN-7/2019-2020/ 9004

9th August 2019

LETTER OF CONSENT

This note of consent is awarded to *Mr. Namkha Wangdi* by Karmaling Higher Secondary School Administration to collect the necessary data for his research from the grade XII students dated on 11th August 2019. As students are boarders and parents are unreachable, the school hereby granted the consent on behalf of students and parents for all ethical consideration.


Karma Chhogyel
Principal

Principal
Karmaling H S S
Dzongkhag : Samdrup Jongkhar

Cc:

1. Office file



འབྲུག་རྒྱལ་ཁབ་རྒྱུ་གཞི་གྲྭ་རྒྱུ་གཞི་གྲྭ་
Royal Government of Bhutan
Ministry of Education
ORONG CENTRAL SCHOOL
Samdrup Jongkhar



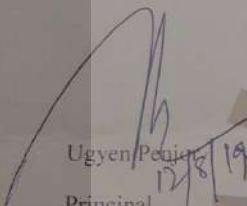
Email: sj.oronges@education.gov.bt

Ref: OCS/ 29/ 2019/ 2312

12th August 2019

Letter of Consent

This note of consent is awarded to Mr Namkha Wangdi by the **Orong Central School** Administration to collect his research data from the grade XII students. As students are boarders and parents are far away from the school. The School has provided the consent on behalf of students and their parents for all ethical consideration.


Ugyen Penjor
Principal
Orong Central School
Samdrup Jongkhar


มหาวิทยาลัยรังสิต Rangsit University

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular arrangement of radiating lines, all enclosed within a circular border.

APPENDIX C

MOTIVATION SURVEY QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

Motivation survey Questionnaire

PART I

Please fill in your details:

Respondent's code:	Gender: male/ female
Age:	Grade:
Parents' education: Ill/ L/ Cl-8-10/ 11-12/ degree/ masters/PhD	
Parents' occupation:	

PART II

There are 30 items. Please rate each item according to your perspective by ticking (√). You are requested to tick (√) only once against each item. There is no right or wrong answer.

The scale 1 to 5 means:

1-Strongly disagree

2- Disagree

3- Not sure

4- Agree

5- Strongly agree

Sl.No	Items	1	2	3	4	5
1	I mainly focus on using English in carrying out class assignment and for examinations.					
2	Learning English enables me to understand English books, movies, pop song lyrics etc.					
3	I simply memorize from the textbooks to prepare myself for exams and obtain the qualifying marks.					

Sl.No	Items	1	2	3	4	5
4	Learning English helps me to better understand and appreciate the ways of life of native English speakers.					
5	In order to learn the subject content, I am interested in reading only English textbooks but not other reading materials such as library books, newspapers and magazines.					
6	Learning English helps me to keep in touch with friends from foreign countries through Facebook, WeChat etc...					
7	I am more interested in earning a university degree and a good job than learning English language itself.					
8	Studying English enables me to discuss interesting topics in English with the people from other nationality.					
9	More than learning English I am more interested in continuing my higher studies.					
10	Learning English helps me to use my knowledge with other people such as giving directions to tourists.					
11	Learning English is important while travelling abroad.					
12	Learning English will help me to participate freely in academic, social, and professional activities among other cultural groups.					
13	Learning English is important in making me a knowledgeable and skillful person.					
14	Learning English helps me to use English like native English speakers in pronunciation, use of words and expression etc...					
15	Learning English is important for making me an educated person.					
16	Learning English helps me to appreciate English arts and literature.					
17	Having better English skills can lead to more success and achievements in life.					

Sl.No	Items	1	2	3	4	5
18	Learning English helps me to be an openminded, and sociable person like English-speaking people.					
19	Other people will respect me if I am good in English.					
20	I would like to learn as much English as possible because I like the language.					
21	I only try to learn what is taught by the teacher in the class so that I can pass my exam.					
22	I watch YouTube, English news and movies so that I can learn to speak English like native speakers.					
23	I study English very hard because it is an important tool for communication in the globalizing world.					
24	I love to learn English because I like English speaking people such as Americans, Australian and British.					
25	Studying English can help me find information and materials for my assignments.					
26	Studying English helps me to make friends with people from English speaking countries and learn from them.					
27	Learning English is important because it helps me to get good marks in school assignments and exam.					
28	I wish I could have many native English speaker friends around me so that I could learn from them.					
29	I study English because it will help me to communicate with people from other country when I go to foreign countries.					
30	I will continue to learn English with full interest and hard work because I like English class so much.					

Adapted from Wimolmas (2012) and Kitjaroonchai (2013) based on Gardner's AMTB.

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular sunburst pattern. Below the sunburst, the university's name is written in Thai script and English: "มหาวิทยาลัยรังสิต Rangsit University".

APPENDIX D

SEMI-STRUCTURED INTERVIEW PROTOCOL

Semi-Structured Interview Protocol

Interviewee's code:

Grade:

Age:

Gender: male/ female

Location:

Date:

- 1 Why do you learn English?
- 2 What do you think is the reason for becoming competent in English?
- 3 Do you actively participate in English learning activities? If so, how often? If not why?
- 4 Do you try hard to learn English? How and why?
- 5 Do you like English language and English speakers? Why or why not?
- 6 Do you think English is important in the twenty first century/future? Why or why not?
- 7 Do you expect to get some pleasure or rewards for learning English? Or do you fear of any punishment /failing if you don't learn English? Explain.
- 8 What do you think is the usefulness of English besides passing exam and getting a good job? Why?
- 9 What can you say about your interest to learn English after you finish your studies? Why?
- 10 What are your problems/challenges that may lose your interest in learning English?

The logo of Rangsit University, featuring a stylized flame or sunburst design at the top, with a circular arrangement of rays below it.

APPENDIX E

IOC INDEX FOR MOTIVATION SURVEY QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

IOC for Motivation Questionnaire

Questions	Expert 1	Expert 2	Expert 3	IOC Average	Congruence
1	+1	+1	+1	+1.00	Congruent
2	0	+1	+1	0.67	Congruent
3	0	+1	+1	0.67	Congruent
4	+1	0	+1	0.67	Congruent
5	0	+1	+1	0.67	Congruent
6	+1	+1	0	0.67	Congruent
7	+1	+1	+1	+1.00	Congruent
8	+1	0	+1	0.67	Congruent
9	+1	+1	+1	+1.00	Congruent
10	+1	+1	+1	+1.00	Congruent
11	+1	+1	+1	+1.00	Congruent
12	+1	+1	0	0.67	Congruent
13	+1	+1	+1	+1.00	Congruent
14	+1	+1	0	0.67	Congruent
15	+1	+1	0	0.67	Congruent
16	+1	+1	+1	+1.00	Congruent
17	+1	+1	+1	+1.00	Congruent
18	+1	0	+1	0.67	Congruent
19	0	+1	+1	0.67	Congruent
20	+1	+1	0	0.67	Congruent
21	+1	+1	+1	+1.00	Congruent
22	+1	+1	+1	+1.00	Congruent
23	+1	+1	+1	+1.00	Congruent
24	+1	+1	+1	+1.00	Congruent
25	+1	+1	+1	+1.00	Congruent
26	+1	+1	0	0.67	Congruent
27	+1	+1	0	0.67	Congruent
28	+1	0	+1	0.67	Congruent
29	+1	+1	+1	+1.00	Congruent
30	+1	+1	+1	+1.00	Congruent
Overall Average				0.83	Congruent

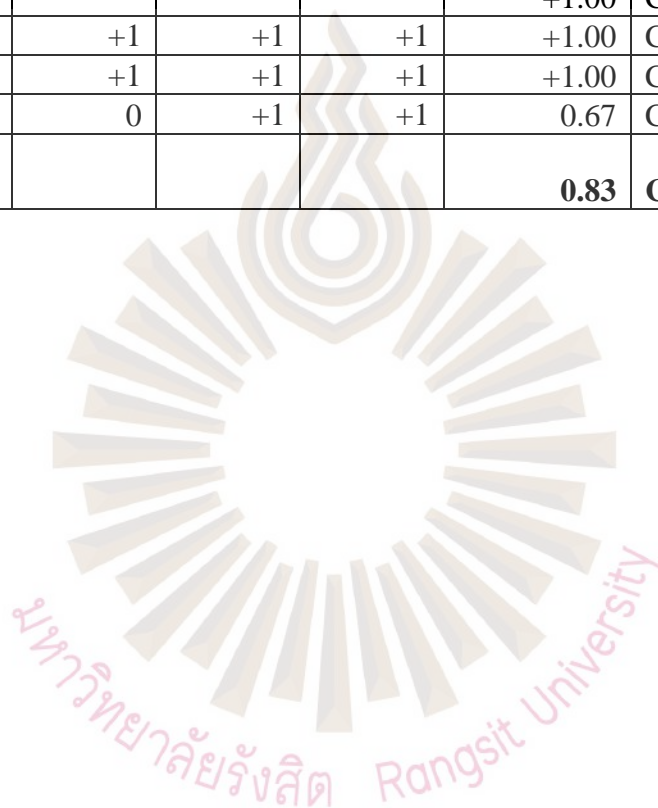
The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular arrangement of radiating lines, with the university's name in Thai and English below it.

APPENDIX F

**IOC INDEX FOR SEMI-STRUCTURED INTERVIEW
PROTOCOL**

IOC for Interview Question

Questions	Expert 1	Expert 2	Expert 3	IOC Average	Congruence
1	0	+1	+1	0.67	Congruent
2	+1	0	+1	0.67	Congruent
3	+1	+1	+1	+1.00	Congruent
4	+1	+1	+1	+1.00	Congruent
5	0	+1	+1	0.67	Congruent
6	0	+1	+1	0.67	Congruent
7	+1	+1	+1	+1.00	Congruent
8	+1	+1	+1	+1.00	Congruent
9	+1	+1	+1	+1.00	Congruent
10	0	+1	+1	0.67	Congruent
Overall Average				0.83	Congruent





APPENDIX G

INSTRUMENT VALIDATING EXPERTS

มหาวิทยาลัยรังสิต Rangsit University

List of IOC Experts

Name	Professional title	Employment details
Dr. Prayuth Chusorn	Assistant professor	Member of Committee Educational and Leadership Ph.D. Program Faculty of Education North Eastern University Thailand
Dr Tashi Gyeltshen	Assistant professor	The Head of Center for Language Education and Research Samtse College of Education Royal University of Bhutan
Mr. Tshewang Rabgay		Deputy Chief Research Officer Education and Law Unit Royal Research and Advisory Council His Majesty's Secretariat, Thimphu



APPENDIX H

**RELIABILITY TEST RESULT OF MOTIVATION SURVEY
QUESTIONNAIRE**

มหาวิทยาลัยรังสิต Rangsit University

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	37	97.4
	Excluded ^a	1	2.6
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability

Statistics

Cronbach's Alpha	N of Items
.870	30

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
119.41	186.803	13.668	30



Item Statistics

	Mean	Std. Deviation	N
Instrumental (item 1)	3.49	1.096	37
Integrative (item 2)	4.38	1.139	37
Instrumental (item 3)	2.30	1.199	37
Integrative (item 4)	4.59	.599	37
Instrumental (item 5)	2.35	1.230	37
Integrative (item 6)	4.43	.929	37
Instrumental (item7)	3.24	1.140	37
Integrative (item 8)	4.03	.957	37
Instrumental (item 9)	3.62	1.361	37
Integrative (item 10)	4.35	.919	37
Instrumental (item 11)	4.57	.867	37
Integrative (item 12)	4.49	.768	37
Instrumental (item 13)	4.38	.861	37
Integrative (item 14)	4.51	.837	37
Instrumental (item 15)	4.30	.968	37
Integrative (item 16)	4.38	.861	37
Instrumental (item 17)	4.14	.976	37
Integrative (item 18)	3.95	.880	37
Instrumental (item 19)	3.32	1.226	37
Integrative (item 20)	4.24	.955	37
Instrumental (item 21)	2.22	1.158	37
Integrative (item 22)	4.11	1.100	37
Instrumental (item 23)	4.08	.862	37
Integrative (item 24)	3.97	1.142	37
Instrumental (item 25)	4.38	.794	37
Integrative (item 26)	4.22	.854	37
Instrumental (item 27)	4.30	.740	37
Integrative (item 28)	4.38	.893	37
Instrumental (item 29)	4.30	1.175	37
Integrative (item 30)	4.41	.865	37



APPENDIX I

SEMI-STRUCTURED INTERVIEW RESPONSES

มหาวิทยาลัยรังสิต Rangsit University

Semi-Structured Interview Responses

1. Why do you learn English?

Rspd.1. I learn English to build communication skills and it is international language. Also, to learn other information since English is only language which is used universally.

Rspd.2. I learn English because I enjoy reading novels and exploring more about foreign countries.

Rspd.3. I learn English because it helps me to communicate with foreigners. We too get access to information by learning English.

Rspd.4. Out of various reason, I love the language and want to improve my vocabulary and language competency.

Rspd.5. I'm learning English because I feel it is important in the 21st century as we can see English is the only medium that helps to communicate amongst the international community.

Rspd.6. Learning English activates me by providing opportunity in classroom discussions and presentations which moves me to explore further.

Rspd.7. Because it's an interesting language. Moreover, we need to learn all subjects in English.

Rspd.8. English is my favorite subject. Through English I can express my emotions and feeling that I can't express in my own language.

Rspd.9. I learn English because it is one of the languages spoken worldwide and it is also easy for me to learn and get used to it.

Rspd.10. I learn English to improve my communication skill and succeed in life.

Rspd.11. I have basically two reasons for learning English. Firstly, it is the medium of teaching and learning process in the school as almost all subjects are taught in English except for Dzongkha. Secondly, it is the international language. Moreover, I love English as a subject.

Rspd.12. To become competent and to teach people of future generation because it is one of the important tools when we go for oversea employment and for further studies.

Rspd.13. I learn English as to mingle with foreign people in order to acquire their ideas and knowledge.

Rspd.14. Learning English is my passion. It helps me to communicate with people beyond the boundary of our country.

Rspd.15. English is the main language of communication. For example, in social media also we use English to communicate. So, I learn English because I want to be effective communicator.

Rspd.16. Knowing English makes you a deserving person wherever you go.

2. Do you think you need to be competent in English? Why?

Rspd.1. My opinion says it is due to development of country where we have to communicate with other countries and English is treated as main subject in the school. If we are good in English, we can do well in other subjects.

Rspd.2. In Bhutan, I think the reason to become competent in English is mainly in school it helps me to participate in class discussion as well as in literary activities.

Rspd.3. Everything in the world is done through English language which leaves us with no option but to be competent in English.

Rspd.4. Words have more power than action. English is language of rich vocabulary and if we can speak English fluently, we will be respected, appreciated wherever we go. It too will help us to travel abroad.

Rspd.5. I think we must be competent in English because it is the international language without which we cannot progress in our educational journey as well as in our career.

Rspd.6. We need to be competent in English in this rapidly modernizing world as English is the language of knowledge, information, science and technology. Otherwise, we won't advance ourselves.

Rspd.7. As it is international language it serves our functional medium of communication wherever we go in the world.

Rspd.8. As English is the international language, we must know and understand English for many purposes like communication and interaction with people of other nations.

Rspd.10. Yes, we need to be well versed in English.

Rspd.11. As English is one of the main subjects in the school, competency in English is mandatory. We need good grade in English to qualify for higher studies and competent English-speaking ability will also help to get through job interviews.

Rspd.12. To become competent and to teach people of future generation because it is one of the important tools when we go for oversea employment and for further studies.

Rspd.13. We must be competent as it is the international language.

Rspd.14. Because it ensures to us to a successful life.

Rspd.16. Everybody tries to go abroad either for higher studies or employment. Having good English skills and high English score is always plus point.

3. Do you actively participate in English learning activities? If so, how often? If not why?

Rspd.1. I do participate in English learning activities regularly. Basically, in school, whenever the debate competition, extempore speech is conducted and I participate to improve my English.

Rspd.2. I try to grab every opportunity to participate in learning activities.

Rspd.3. Yes, I participate in English learning activities regularly both in the classroom and in cocurricular activities like literary programs so that I can improve my language competency and boost my confidence.

Rspd.4. I regularly participate actively in every learning activities in the class and in literary activities outside the classroom too.

Rspd.5. I participate regularly in the English activities in the class with lots of interest and attentiveness regularly. If I have any doubt, I always ask without any hesitation to make myself clear.

Rspd.6. During the teaching- learning sessions in the class I participate with full zeal and curiosity. Whenever the teacher throws some questions, I'm always ready to share my thoughts no matter whether it is right or wrong.

Rspd.7. As English is one of my favorite subjects I participate very actively. Literary programs like debate, poem recitation, extempore speech are my regular participation besides class lessons.

Rspd.8. I don't participate much in the class because of the fear of answering wrong and more importantly my English teacher doesn't always hear me intentionally or unintentionally. So, I just keep quite or pretend of not knowing the answer.

Rspd.9. Participating in English learning activities is so much fun so I participate curiously every day. I just can't wait to learn new words and expression. Communication happens very freely and openly in English classes.

Rspd.10. I always like to initiate a discussion and contribute my opinions in the English learning activities. I love to volunteer to participate in any English literary activities in the school.

Rspd. 11. Yes, I curiously take part in English learning activities in the class like reading, writing speaking and listening. Outside the classroom I take the opportunity to participate in every literary program. Moreover, reading and writing journals and stories are my pastime.

Rspd.12. Yes, I actively participate in English learning activities regularly to build good foundation in language so that I can help my future generation. Reading books, listening to English speakers and collecting information are my daily learning chores.

Rspd.13. I actively participate class discussion every day.

Rspd.14. I do participate in regular English learning activities in the class. In addition, I take part in literary programs like extempore speech, debate, declamation, elocution and English singing competitions are to improve my language competency.

Rspd.15. Most of the time, I participate actively in the learning activities because English subject is what interest me most.

Rspd.16. I attend regular English class and take part in every learning activity with absolute zeal. I too like participating in literary activities like declamation, poem recitation, reading competition which helps to improve my English.

4. How hard do you try to learn English? Why?

Rspd.1. I try hard to learn English by reading books, grammar guidebooks and watch movies too. I also write article to improve my English.

Rspd.2. Yes, I try very hard. I usually read novels, stories, watch English movies and learn English songs.

Rspd.3. Yes, I try hard by reading books, by exploring internet and studying the ways and tips to improve English.

Rspd.4. Yes, I read as many novels and stories as I can in schools. During the vacation I listen to English songs, learn lyrics and watch English movies so that I can imitate and learn from them and speak like them.

Rspd.5. Besides attending the scheduled class, I read at least 30minutes regularly because I feel achieving competency in English is very essential in our life. I too try to communicate in English with friends.

Rspd.6. I should say I put effort in learning the Language. In addition to classroom texts, I read literature and self-help books which really inspires me to learn more. I also use other materials and internet facilities to immerse myself into the language learning.

Rspd.7. I tend to read everything written in English that comes before me. I think that tells me I work hard in learning English.

Rspd.8. Learning English and knowing English is very important firstly because all subjects are taught in English. Secondly. It is the main language of communication in the world. So, I work very hard to master English. I often read library books till midnight as I need to sacrifice my study hours to study other subjects.

Rspd.9. I used to but now I'm adapted to the language I don't need to try so hard. It comes to me naturally just by reading, listening and conversing.

Rspd.10. To improve my vocabulary and polish my structures in writing I read voraciously. So, I think I put lots of effort.

Rspd.11. Watching English movies and listening motivational speeches and English songs are my regular practices because I want to speak like them. I just like their pronunciation, the way they speak.

Rspd.12. Yes, I spent lots of time in learning English. I watch and listen English speeches, songs, and conversation clips and read books because I want to become very fluent English speaker.

Rspd.13. I read at least 4 hours a week and watch English movies and video clips so that I can learn English well.

Rspd.14. Yes, I try to read numerous books and watch YouTube video clips to learn English as much as I can.

Rspd.15. Except in grammar, I don't have to put more effort in learning English. I find it quite simple and interesting.

Rspd.16. Yes, I always try to find time to regularly as to keep myself connected to English.

5. Do you like English language and English speakers? Why or why not?

Rspd.1. I like English language because it expresses what we think and do. It is also fun to play with words. As we learn more, we get to understand it better and easily. I too like English speakers and I want to speak like them.

Rspd.2. I do like English language and native English speaker so much. I enjoy hearing the speak, love the way they speak and want to learn from them. I too want to communicate with them in English.

Rspd.3. I like English speakers, language, literature and way they speak. I'm able to learn from them the ways to speak, the correct pronunciation and the usage of language.

Rspd.4. Yes, they are my role model and source of motivation as I can learn from their language and literature.

Rspd.5. Yes, I love English language so much because it has rich literature full of many distinct expressions which isn't there in our language. English too has become sort of style and pomp.

Rspd.6. I feel that English is the backbone of our learning because we learn everything in school through English. For this reason, I love the language and I also love English speakers because they are the role shows us how beautifully English can be used. Their fluency in speaking is real inspiration.

Rspd.7. I like the language and native English speakers. Their culture is interesting and the literature is impressively rich.

Rspd.8 I like English language and it is my favorite subject. Regarding the native English speakers, I like their accent, their fluency and their beautiful ways of connecting and phrases so creatively.

Rspd.9. Yes, I like the language as it is easy for me to pick up.

Rspd.10. I like native English speakers because they are frank, fluent and enthusiastic.

Rspd.11. With the help of English language, people are able to find or share and spread their knowledge and information which helps people all around the world. So, I like the language.

Rspd.12. I like English language because it gives us knowledge and information abundantly. I also like English people and their culture and literature.

Rspd.15. I like the language and the native English speakers so much that I easily understand them and I just feel comfortable listening to how they speak.

Rspd.16. I like English, its exhibits your personality as somebody who speaks good English is regarded as highly knowledgeable person. And I love native English speakers, I wish to mingle with them and get immersed into their culture and language.

6. Do you think English is important in the twenty first century/future?

Why or why not?

Rspd.1 Yes, English is very important in 21st century or future because the as the world develops English is required as a tool for communication and help other people.

Rspd.2. I think English plays vital role in this era. Bhutan, being a small country will be stable and capable self-sufficiency only English is learnt as it is the language of knowledge, science and technology.

Rspd.3. Yes, English is the required mode of communication to keep good relation with other countries. It serves as a bridge.

Rspd.4. Yes. It is important and will remain important in future. In the school, if you are good in English you can perform well in other subjects too. English is also success tool in our life as better communicator in English has always been very successful and famous persons.

Rspd.5. English is the bank of world knowledge and information. So, English is important and will remain important in all the days to come.

Rspd.6. English in this modern world plays a vital role. So, yes, it is important. We need to speak English in our social interaction wherever we go. If incase, we visit abroad, English is the only language that can help us mingle with the community and survive.

Rspd.7. English is one and only language that people all around the world can communicate amongst themselves. So, I think it is important.

Rspd.8. English is 100 percent important in this era. Firstly, it is the international language that connects all people across the world. Secondly, if we go abroad particularly the native English-speaking countries in pursuit of personal our goals, English is much required language. In addition, it is the common language in social media.

Rspd.9. It is important. Language basically is a medium of communication and English does this function wherever we go around the world.

Rspd.10. English is important in 21st century and will be in the future because it is the international language.

Rspd.11. English is important as a medium of communication in the global forum. If we want to advance our education qualification and career English is crucial. And through English we expand our knowledge.

Rspd.12. These days more and more people are sent for oversea employment by the government which makes English not only important but required language that we must learn.

Rspd.13. As the world see more digital things, English has become even more important as it is the language that can deal these new technologies.

Rspd.14. Well, English is important as it will enable our country to participate in the international economy and diplomacy.

Rspd.15. English is important for maintaining a good relation with foreign country and to have economic growth in our country through the foreign aids and support.

Rspd.16. English language enables us to get good job. So, whether today or in future if we wish to get employed and earn our living English is inevitable. It is also a language we can communicate through with people of other nations.

7. Do you expect to get some pleasure or rewards for learning English?

Or do you fear of any punishment /failing if you don't learn English?

Explain.

Rspd.1 Learning English gives me pleasure as it teaches new vocabulary, introduces new places and information and ideas. However, it is not my main reason of studying English.

Rspd.2. After I read something, I share the knowledge and information to others. I get greatest satisfaction when they learn from me, something that I learnt through reading.

Rspd.3. Learning English gives me satisfaction or pleasure as news and information can be disseminated without any problem through English. But when I study, I don't expect any reward, neither am I fear of punishment.

Rspd.4. Yes, for instance after reading an unputdownable novel I acquire a great satisfaction. I just feel that I have learnt a lot.

Rspd.5. As I read books, I come across many beautiful words and expressions. Learning them gives me lots of joy and satisfaction.

Rspd.6. As I attend more classes and read more, I learn more words and expressions, I become more confident in the usage. This gives me immense pleasure in learning further.

Rspd.7. As I'm interested in the language, studying it makes me happy.

Rspd.8. I don't gain any satisfaction in studying English in the school because teachers teach us what we already learnt from the elementary classes. I look forward to having some creative learning activities.

Rspd.9. Yes, it does. By learning English I'm able to do my assignments, researches and presentations effectively which helps me to fetch good grades. It also makes easier to learn other subjects and do works.

Rspd.10. Reading an unputdownable novel or story teaches us a lot of language and gives me a great entertainment.

Rspd.11. Studying English, reading some beautiful stories are entertaining. It's fun learning English. It is also one of the easiest subjects for me.

Rspd.12. Learning English enables me to contact, interact and chat with people of other countries and learn their culture and tradition. This gives me joy but its not my main reason.

Rspd.13. English is a beautiful language with beautiful words and expressions to express our emotions.

Rspd.16. No, I don't learn for reward or anything but as you learn it just comes on your way. For instance, I enjoy reading a good story or watching a movie.

8. What do you think is the usefulness of English besides passing exam and getting a good job? Why?

Rspd. 1 The usefulness of English could be mainly communication as it is being the language of instruction, knowledge and information

Rspd.2. By learning English, we can explore others' cultures. By reading literature and visiting other countries. It too broadens our knowledge and develops different skills.

Rspd. 3. It helps us in communicating with the foreigners.

Rspd.4. It is the language that helps to express our emotions, passions and imagination which our language is incapable of because it has very large reservoir of vocabulary.

Rspd.5. It's a principal tool of communication with people of other countries.

Rspd.7. it is a tool of communication with people of diverse nationality.

Rspd.8. It is essential tool in communicating with people from other countries in our daily meeting as well as in social media platform.

Rspd.9. More than getting good grades in exam and a good job it is inevitable tool for communication with foreigners. It helps to interact and understand each other very easily.

Rspd.10. It will enable us to be openminded like native speakers.

Rspd.11. It is the medium through which people exchange their ideas, knowledge and viewpoints which in turn will be helpful to the world. It is also a tool to expand our knowledge.

Rspd.12. We can disseminate news, information and knowledge through English. Similarly, various exchange programs happen by using English as medium of communication.

Rspd.13. English helps us to communicate with foreigners, enable us to understand them.

Rspd.14. We can nourish our hobby like writing and entertaining readers.

Rspd.15. We use it as a tool for communication, economic growth, socialization.

Rspd.16. We communicate through English, watch many entertainment programs in English.

9. What can you say about your interest to learn English after you finish your studies? Why?

Rspd.1. My interest to learn English will change after completing my studies. Presently, English gives life through writing and reading.

Rspd.2. I think I will continue to learn English even after my graduations because I enjoy speaking English a lot.

Rspd.3. I will continue to learn English throughout my life because English is required not only in while studying but is useful in many other ways.

Rspd.4. I will continue to read books, listen English songs which will keep me upto-date with the Language.

Rspd.5. I'll continue to read English books, watch English movies and never stop learning English even after my studies because I just like the language.

Rspd.6. I'm interested to continue learning English even after my studies. I want to be able to speak like native speakers.

Rspd. 7. Honestly, I doubt of completing my studies but I'll never stop learning English. English is the language I'll need in my life, it's the language I'm obsessive about.

Rspd.8. As it is my favorite subject, I'd continue to learn English Irrespective of time and place.

Rspd.9. It's my dream to travel abroad which will give opportunity to mingle and interact with many native English speakers. Realizing my dream will make me learn English further rather than stopping.

Rspd.10. I've a deeply rooted interest in writing and want to pursue this art. So, I think this will keep me learning English by reading, writing and polishing my language usage.

Rspd.11. My wish is to go to native English-speaking countries to continue my higher studies and expand my knowledge in English. I'd also like to work under English department in ministry of Education so that I can keep on updating and upgrading my English proficiency.

Rspd.12. I will always continue to learn English by reading, interacting with people and exchanging knowledge and information through various forum.

Rspd.13. I won't stop learning English. I want to be a writer to entertain readers, so, I'll learn English throughout my life.

Rspd.14. English is the only way we can be in suitable part as we can maintain and can know other's lifestyle and environment.

Rspd.15. I'm interested to continue my higher studies to the highest level. So, I think I won't stop learning English.

Rspd.16. I'd certainly keep on learning English by reading, writing and watching television and movies. I also wish to organize, host and anchor English literary activities and shows which will help me advance my proficiency.

10. What are your problems/challenges that make you lose your interest in learning English?

Rspd.1. I have no problem as such in learning English.

Rspd.2. Unavailability of public library is one of the hinderance to learning English. And another is, as the community is dominated by local languages, I can't use English language to improve myself.

Rspd.3. As I need to concentrate more on other major subjects, I get less time to study English.

Rspd.4. I'm afraid of social media because it uses lots of incorrect English which confuses people like me who are learning English.

Rspd.5. No problem as such.

Rspd.6. The only problem is time. As I need to devote more time on my elective subjects I cannot focus more in English.

Rspd.7. There is too much to learn in less time. Moreover, examination compels us to read and remember more than what is necessary in our daily usage.

Rspd.8. Although I'm interested in English learning practices more time has to be sacrificed to study other subjects.

Rspd.9. Grammar is one of the challenges to us. It makes many of us lose marks in the exam.

Rspd.10. My only problem is not getting access to good library and reliable study material.

Rspd.11. Sometime, when I can't understand some particular paragraphs while learning English. That loses my interest.

Rspd.12. Sometime I come across teacher who cannot teach us well, fail to explain as per our expectation.

Rspd.13. Sometime we can't remember a simple spelling or word and often grammatical prescriptions.

Rspd.14. What we are learning is so vast that we skip the most necessary part like communication skill. Grammar is also quite complicated.

Rspd.15. Grammar. Impossibility to score high grades as language always comes with error how much ever I try.

Rspd.16. No place to practice good English. In the school except in the class my friends rarely speak English and, in the neighborhood, only local language is spoken.



The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circular arrangement of radiating lines, with the university's name in Thai and English below it.

APPENDIX J

**EXPECTED STANDARDS FOR FOUR LANGUAGE STRANDS OF
GRADE 12 GRADUATES**

Expected standards for four language strands of Grade 12 graduates

Reading and Literature	Writing	Listening and Speaking	Language and Grammar
<p>1. Graduates are able to read a wide range of texts - fiction and non-fiction independently.</p> <p>2. Graduates know the different forms of literature and the purposes they serve.</p> <p>3. Graduates know and use appropriate reading strategies for making meaning with a variety of texts - fiction and non-fiction.</p> <p>4. Graduates have read relevant major literary works from Bhutan and other countries.</p>	<p>1. Graduates communicate in coherent and grammatically correct writing in a wide range of forms - personal, transactional, poetic.</p> <p>2. Graduates use writing as a way of learning, taking time to explore, clarify and reflect on their thoughts, feelings, experiences and relationships.</p> <p>3. Graduates use writing to develop critical thinking skills - review, analysis, hypothesis, recollection, summary, and evaluation.</p>	<p>1. Graduates are able to listen to, understand and participate in oral presentations and conversations conducted at normal speed.</p> <p>2. Graduates speak in clear and grammatically correct English in personal and public situations.</p> <p>3. Graduates are able to listen to others, distinguish their message, tone, and intention and respond appropriately.</p> <p>4. Graduates use the conventions of speech that show respect and sensitivity to others.</p>	<p>1. Graduates demonstrate a sound knowledge of grammar and sentence structure.</p> <p>2. Graduates use a rich vocabulary in their speech and writing.</p> <p>3. Graduates know the basic features of the English Language.</p> <p>4. Graduates display a facility with the use of the various modes of speech— indicative, subjunctive, interrogative, imperative and conditional structures.</p>

Reading and Literature	Writing	Listening and Speaking	Language and Grammar
<p>5. Graduates have an interest in books and continue to read for enjoyment and learning.</p> <p>6. Graduates have studied and reflected on the cultural values of Bhutan and other countries, particularly the different ways in which people discover meaning in their lives; different expressions of fundamental values... the possibilities of human achievement; and have found directions and models for their own aspirations.</p>	<p>4. Graduates use the writing process to plan, draft, redraft, edit and publish their own work.</p> <p>5. Graduates have studied examples of excellent writing both from the literature that they are studying and other sources to use them as models for their own writing.</p> <p>6. Graduates are able to take notes from meetings, their reading, and other sources and use their notes to construct an accurate report of proceedings or research findings.</p>	<p>5. Graduates are able to explain their positions on, and understanding of, complex issues.</p> <p>6. Graduates are able to speak in public at different kinds of functions using appropriate conventional forms of address, lexicon, register and idiom, and know the social appropriateness of such use.</p> <p>7. Graduates have developed a repertoire of structures, rhetorical devices and internalized those through careful and constant listening and use.</p>	<p>5. Graduates are able to discuss how humans acquire language.</p> <p>6. Graduates are able to discuss the purposes that language serves in human interaction.</p>

Reading and Literature	Writing	Listening and Speaking	Language and Grammar
<p>7. Through their reading, graduates have developed a heightened sense of beauty and harmony which informs their lives.</p>	<p>7. Graduates respond clearly in writing to test items on school and national examinations.</p> <p>8. Graduates have produced a portfolio of their own writing containing samples of their best work:</p> <ul style="list-style-type: none"> • Personal (letters to friends, diaries, autobiography, wishes, dreams....) • Transactional (information, explanation, argument, narration, report, descriptions, persuasion, biographies...) • Poetic (plays, skits, short stories, novels, poems....) 		

Source: CAPSD, 2015.

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a circular arrangement of radiating lines, with the university's name in Thai and English at the bottom.

APPENDIX K

**OBJECTIVES FOR FOUR LANGUAGE STRANDS OF GRADE 12
GRADUATES**

Objectives for four language strands of grade 12 graduates

Reading and Literature	Writing	Listening and Speaking	Language and Grammar
<p>1. Use the reading strategies developed in earlier classes.</p> <p>2. Assess their own values in the light of what they encounter in the literature they study.</p> <p>3. Identify and analyze the range of issues encountered in a variety of texts.</p> <p>4. Evaluate alternative opinions of the texts they read, using information from other texts and sources where appropriate. (Reading Strategy)</p>	<p>1. Use the writing strategies developed in earlier classes.</p> <p>2. Write lyric poetry in the modern idiom, which uses contemporary ideas of language, cadence, and image.</p> <p>3. Recognize and apply in their writing, the features of short stories and argumentative essays.</p> <p>4. Explore personal, cultural and national values in their writing.</p>	<p>1. Use the listening and speaking skills developed in earlier classes.</p> <p>2. Speak using correct question tag.</p> <p>3. Talk about major classical and modern writers and their works including Bhutanese writers.</p> <p>4. Use negotiation skills to resolve diplomatically conflicts that arise among members of groups.</p> <p>5. Deliver speeches incorporating literary quotations, allusions and imagery.</p>	<p>1. Demonstrate a sound knowledge of the grammar that has been taught from earlier classes.</p> <p>2. Know and discuss some of the characteristic features of human language, for example, that it is diverse and has common features such as fixed word order and grammar; that it reflects the culture of people who use it; that it is a means of communication, and is a way to express creativity.</p>

Reading and Literature	Writing	Listening and Speaking	Language and Grammar
<p>5. Demonstrate a greater level of familiarity with Bhutanese writers as well as major classical and modern writers.</p> <p>6. Understand the aspects of the human condition encountered in their readings – the notion of the impact of modern technology, real love, impermanence and aging, self-knowledge and language and culture.</p> <p>7. Demonstrate a heightened sense of beauty and harmony.</p>	<p>5. Demonstrate that they can make fine distinctions in grammar and diction to achieve precision in their writing.</p> <p>6. Respond in writing to examination questions and homework assignments at an acceptable level.</p> <p>7. Complete the research paper begun in class XI at an acceptable level, demonstrating understanding and control of the conventions of academic writing.</p>	<p>6. Speak with clear pronunciation.</p> <p>7. Enjoy listening to and speaking English.</p>	<p>3. Know and distinguish archaic words, derogative, slang and obsolete language and know when to use them appropriately.</p> <p>4. Discuss the purposes of language.</p>

Reading and Literature	Writing	Listening and Speaking	Language and Grammar
<p>9. Build their vocabulary and practice pronunciation skills.</p> <p>10. Read at least 40 pieces of fiction and non-fiction texts.</p> <p>11. Enjoy reading as a learning activity.</p>	<p>8. Participate regularly in a community of writers.</p> <p>9. Complete and present their portfolio containing their best examples of personal, transactional, and poetic writing.</p>		

Source: CAPSD, 2015.

The image features a large, faint watermark of the Rangsit University logo in the center. The logo consists of a stylized flame or sunburst shape at the top, with a circular base made of radiating lines. Below the logo, the text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a circular path.

APPENDIX L

ENGLISH SYLLABUS FOR GRADE 12

มหาวิทยาลัยรังสิต Rangsit University

English Syllabus for Grade 12

Drama for Grade 12

Title	Author	Form
Episode in the Life of an Author	Jean Anouilh	One Act Play

Poetry for Grade 12

Sl.No	Title	Author	Form
	Digging	Seamus Heaney	Modern Lyric
2	We Are Seven	William Wordsworth	Traditional Ballad
3	Ulysses	Lord Alfred Tennyson	Monologue
4	From the Lyrical Ballad of Pemi Tshewang Tashi: Why Must I Go To War?	Karma Ura Lyrical	Lyrical Ballad
5	Mirror	Sylvia Plath	Modern Lyric
6	As It Is	Doriane Laux	Modern Lyric
7	The King Speaks to the Scribe	Keki N. Daruwalla	Dramatic Monologue
8	Sonnets 55 and 60	William Shakespeare	Sonnets

Supplementary Poetry for Grade 12

Sl.No.	Title	Author
1	Warren Pryor	Alden Nowlan
2	Follower	Seamus Heaney
3	Lines Written in Early Spring	William Wordsworth
4	Thought Fox	Ted Hughes
5	This is a Photograph of Me	Margaret Atwood
6	Floating Lanterns	Iri Maruki and Toshi Maruki
7	Hiroshima Exit	Joy Kogawa

NB: The teachers are advised to teach the poems that are listed above only. This is done so that you will have time to teach the content prescribed for the language component and also the Essays in the Non-Fiction category.

Short Stories for Grade 12

Sl.No	Title	Author	Form
1	Bluffing	Gail Helgason	Contemporary Realistic Fiction
2	The Secret Life of Walter Mitty	James Thurber	Traditional Realistic Fiction (fantasy/humour)
3	The Elephant	Slawomir Mrozek	Contemporary Realistic Fiction
4	Mirror Image	Lena Coakley	Contemporary Science Fiction
5	Woman Unknown	Rabindranath Tagore	Traditional Realistic Fiction
6	Lamb to the Slaughter	Roald Dahl	Contemporary Realistic Fiction
7	Test	Theodore Thomas	Contemporary Fantasy Fiction

Supplementary Short Stories for Class XII

Sl.No	Title	Author
1	Sunday in the Park	Bell Kaufman
2	A Matter of Balance	W.D. Valgardson
3	A Day in the Year 2060	Rae Corelli
4	Supermarket Soliloquy	Moira Crosbie Lovell
5	Best Friend	Helen J. Rosta
6	Ray Bradbury	Ray Bradbury
7	To Set Our House in Order	Margaret Laurence
8	Marriage is a Private Affair	Chinua Achebe
9	A Taste of Melon	Borden Deal

Essays for Grade 12

Sl.No	Title	Author	Form
1	Looking at the Media	Cam McPherson	Expository
2	What I Have Lived For	Bertrand Russell	Argumentative
3	Arming the Spirit	George Faludy	Narrative
4	The Shack	Margaret Laurence	Descriptive
5	Overcoming Arrogance	Chogyam Trungpa	Expository
6	In the Beginning	Katie Hickman	Narrative

Supplementary Essays for Grade 12

Sl.No	Title	Author	Form
	Gross National Happiness	T.S. Powdyel	Persuasive
	Stereotypes are for “Others”	M.C. Maclean	Reflective
	Classroom Without Walls	M. MacLuhan A	Argumentative
	Drukyl’s Destiny	Dechen Dolkar	Persuasive
	The Heart of the Country	Joanna Lumley	Descriptive
	Informing Ourselves to Death	Neil Postman	Argumentative
	7. I am a Native of North America	Chief Dan George	Persuasive

Source: Royal Education Council, 2018.



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