

## แรงจูงใจในการเรียนภาษาของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ประเทศภูฏาน

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## บทคัดย่อ

งานวิจัยนี้เป็นงานวิจัยแบบผสมผสาน มีวัตถุประสงค์เพื่อศึกษาแรงจูงใจในการเรียนภาษาอังกฤษ ในฐานะภาษาที่สองของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ในเขตภาคตะวันออกของประเทศภูฏาน เก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างคือ นักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 238 คนจากโรงเรียนสองแห่งในเขตซิมตรุบจองการ์ โดยใช้แบบสอบถามที่ปรับจาก Gardner's (1985) Attitude/Motivation Test Battery (AMTB) จำนวน 30 ข้อและการสัมภาษณ์แบบกึ่งโครงสร้างกับนักเรียน 16 คนที่ได้จากการอาสาสมัครเพื่อเก็บข้อมูลด้านแรงจูงใจและสาเหตุของแรงจูงใจ ผลการวิจัยพบว่า ในภาพรวมนักเรียนมีแรงจูงใจในการเรียนภาษาในระดับสูง ( $\bar{x}=4.02$ ) ในแบบเชิงเครื่องมือ ( $\bar{x}=3.80$ ) และแบบบูรณาการ ( $\bar{x}=4.25$ ) ทั้งนี้ค่าเฉลี่ยแรงจูงใจในเชิงบูรณาการสูงกว่าค่าเฉลี่ยแรงจูงใจแบบเชิงเครื่องมือ (.40) ผลการสัมภาษณ์พบว่าแรงจูงใจแบบเชิงเครื่องมือเกี่ยวข้องกับการใช้ภาษาอังกฤษเป็นสื่อการสอนในโรงเรียน เป็นภาษาสากลและเป็นสื่อที่ใช้ในการสื่อสาร ภาษาอังกฤษถือเป็นภาษาสำหรับข้อมูล ความรู้ทางวิทยาศาสตร์และเทคโนโลยี ใช้สำหรับการศึกษาต่อและการทำงานในต่างประเทศ ส่วนแรงจูงใจแบบบูรณาการจะเกี่ยวข้องกับความร่ำรวยทางภาษา ความใกล้ชิดวัฒนธรรม การได้ใช้ภาษาอย่างกว้างขวาง การปรับตัวที่ง่าย ความต้องการที่จะเป็นส่วนหนึ่งในการเป็นเจ้าของภาษา และทัศนคติในเชิงบวกต่อภาษาและเจ้าของภาษา

**คำสำคัญ :** การเรียนภาษาอังกฤษในฐานะภาษาที่สอง มัธยมศึกษาปีที่ 6 แรงจูงใจแบบเชิงเครื่องมือ แรงจูงใจแบบเชิงบูรณาการ

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## LANGUAGE LEARNING MOTIVATION OF GRADE 12 LEARNERS IN BHUTAN

Namkha Wangdi<sup>1\*</sup> Nipaporn Chalermnirundorn<sup>2</sup>**Abstract**

This exploratory mixed method study aimed at investigating the ESL learning motivation of Grade 12 students in one of the eastern districts of Bhutan. The research respondents consisted of 238 Grade 12 students from two higher secondary schools in Samdrupjongkhar district. A modified 30-item motivation survey questionnaire based on Gardner's (1985) Attitude/Motivation Test Battery (AMTB) was used to collect quantitative data on type of predominant motivation. Semi-structured interview was administered to 16 volunteers to explore the cause of their motivation. The result of the questionnaire survey indicated that Grade 12 students in Bhutan were highly motivated ( $\bar{x}$  =4.02) to learn English as Second language both instrumentally ( $\bar{x}$  =3.80) and integratively ( $\bar{x}$  =4.25). However, integrative motivation secured slightly higher than instrumental motivation with a mean difference of 0.40, indicating they predominantly had slightly higher integrative motivation. Furthermore, the semi-structured interview revealed that their instrumental motivation was associated with English language as medium of instruction in school, global lingua franca and widespread medium of communication. English was perceived as language of information, scientific and technological knowledge, required functional tools for higher studies and oversea employment. Integrative motivation, to the contrary, was linked to rich literature in English and cultural exposure, expansive diction in the language, easy adaptability, learners' aspiration to integrate with foreigners and positive attitude towards the language and native speakers.

**Keywords :** ESL, Grade 12, Instrumental motivation, integrative motivation

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## Introduction

English as global language (Rajasekhar & Murthy, 2017) manifests central component of school curriculum in multitude of countries around the world. In Bhutan, English has been one of the curricula as early as 1914 and “medium of instruction” since 1962 (Dorji, 2005, p 10-11; Wangchuk, 2018). Similarly, the National Education Policy 2019’s reiteration necessitates students to acquire high English proficiency and continually improve the standard of its teaching-learning practices (Ministry of Education [MoE], 2019) and continues to be one of the major curricula starting from pre-primary grade to the tertiary level. The English curriculum encompasses four modes of discourse; reading and literature, writing, listening and speaking and language and grammar. There are texts or activities targeted to achieve sets of objectives for each mode as per the Curriculum and Professional Support Division [CAPSD], (2015). Each mode of discourse is given its own time allocation to enable the development of ESL learners’ communication eloquence and receptiveness.

However, the subsequent Pupil’s Reports of Bhutan Council for School Examination and Assessment reveal that, in the Bhutan Higher Secondary Education Certificate examination, 2016 to 2018, English strove in bottom four consistently for three consecutive years from among 21 other subjects successively (Bhutan Council for School Examinations and Assessment [BCSEA], 2017; 2018; 2019). This indicates that Grade 12 ESL learners’ performance is unsatisfactory compared to other subjects. LaPrairie (2014) agrees that despite studying English at all levels of education, Bhutanese students do not gain ability to use English as expected.

More importantly, Grade 12 is the terminal level of secondary education (MoE, 2016; 2017; 2018). 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). English as one of the core subjects along with their electives, all most all courses require minimum of 50% or 55% to get enrolled in undergraduate courses (Royal University of Bhutan [RUB], 2019). LaPrairie (2014) aptly points out that better proficiency in English helps Bhutanese students to “gain access to learning beyond basic education, particularly for higher technical and professional training.” In the recent years, many Bhutanese leave the country to pursue higher education in India or further abroad where English is the principal language of curriculum discourse (MoE, 2016: 2017; 2018). Internationally recognized English Language Proficiency Examination 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. These evidently confirms the requirement of Grade 12 learners’ commendable competence in English.

Learners' motivation towards ESL learning is crucial to uplift their performance and proficiency. Numerous researches like Kondal (2015), Alizadeh (2016), Hong and Ganapathy (2017), and Halvaei and Ansarin (2018) reveal that ESL students' motivation and attitude towards the language influence the language learning achievement to a great extent. They postulate that motivation is crucial if the ESL learners lack motivation, both their linguistic and communicative skill will be unsatisfactory and they will develop negative attitude towards the language. Nazir, Bashir and Bashir (2017) too supports that "motivation is prerequisite for second language learning and higher level of motivation show better performance in second language learning". In the language learning success, motivation has a pivotal role to play (Hong & Ganapathy, 2017 cites Gardner, 1985), and it is particularly relevant where English is taught as a second language like in Bhutan. The learning and motivation are inseparable, as learning is attributed to motivation and learning can enhance motivation interdependently (Ibid).

Motivation is inconcrete supposed concept that explains the reason of people's thinking and behavior (Dornyei, 2002). Melendy (2008) describes it as an internal need and behavior that ignites people's action towards attaining their goals. Deci and Ryan (1985) postulates that intrinsic and extrinsic factors initiate the motivation. Intrinsically, learners are inquisitive, experiences enjoyment and satisfaction in their learning endeavor while extrinsic motivation is associated with expectation for external rewards or to avoid punishment (Ng & Ng, 2015).

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

Integrative motivation is characterized by willingness and desire to associate and integrate into the target language community, culture and become a part of that society (Hong and Ganapathy, 2017). However, the language community is not necessarily a native speaker but any native variety who use the language. These students are open and have positive attitude, more persistency, show interest in learning which attributes to added effort to learn and achieve their progress (Chalermnirundorn, 2015; Wang, Hong and Ganapathy, 2017). It is long-term second language motivation as Gardner and Lambert (1972) asserts in Altasan (2016). However, Altasan (2016) argues that instrumental motivation too has positive effect on second language learning.

Instrumental motivation is, unlike integrative motivation driven by some external factors. The students are motivated by perceived utility such as passing exams, better careers and business opportunity, further studies or to meet school requirements. The external rewards like appraisal, personal fulfillment, status and power encourages this motivation. Its purpose is “non-interpersonal” (Chalermnirundorn, 2015; Hong and Ganapathy, 2017).

So, in view of these propositions, the Grade 12 which is at pre-university stage of studies require most appropriate motivation that enhances commendable proficiency development as they advance to university studies because “second language learner could successfully learn the language with proper motivation” (Nazir, Bashir and Bashir, 2017). The ESL teachers’ understanding of relationship between motivation and ESL learning and its influence on the learning progress will foster student’s motivation towards learning ESL. Dorji and Soranastaporn (2015), Tenzin (2016), Wangchuk (2016), Tshomo and Sherub (2017), and Wangchuk (2017) (Center of Educational Research Division [CERD], 2015: 2016: 2017) were a few studies conducted on teaching-learning ESL in Bhutan. However, no study was done particularly on ESL students’ motivation in Bhutan. Thus, this research attempted to examine the motivation among the Grade 12 students of ESL in Bhutan.

### **Research Objectives**

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

### **Principal Research Questions**

Were they instrumentally motivated or integratively motivated in learning English?

### **Sub-research questions**

1. What motivated students to learn instrumentally?
2. What motivated students to learn integratively?
3. Did they have other type of motivation in learning English?

### **Research Methodology**

This study was basically an exploratory mixed method study that involved questionnaire survey to identify a type of predominant language learning motivation and semi-structured interview to investigate the source of each motivation orientation. This method was employed because a single set of data was inadequate to answer the research questions. It entailed substantiated data from both qualitative and quantitative to confirm the findings and establish reliability and authenticity.

The respondents in this study comprised 238 Grade 12 students from two higher secondary schools in one of the eastern districts of Bhutan. One school had 111 students consisting of 53 males and 58 females. The other school had 66 male and 61 female students totaling to 127. So, the total respondents were 119 male and 119 female students exactly 50 percent each. This region of the country for the study was chosen owing to geographical constraints.

There were two data collection instruments. For the quantitative purpose, a 30-item motivation questionnaire survey was administered to all the respondents. The questionnaire consisted twenty items from Wimolmas (2012) and few from Kitjaroonchai (2012) and few more from Gardner (1985)'s Attitude/ Motivation Test Battery (AMTB) with modification in some items. For the qualitative data collection, semi-structured interview was conducted for at least 15 minutes with each of the 16 volunteer respondents.

The data collected from the questionnaire were computed and analyzed by deriving means and standard deviation with descriptive statistics. These data were then compared and interpreted as per the scale in Table 1.

**Table 1** 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

Source : Adapted from Kitjaroonchai (2012)

Interview responses were transcribed, scrutinized, categorized and synthesized using the thematic analysis approach.

### Research Results

The data collected from questionnaire and semi-structured interviews were analyzed and presented in the following sequences as per the research questions:

**1. Were they instrumentally motivated or integratively motivated in learning English?**

**Table 2** 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 2 showed the overall mean score ( $\bar{x}=4.022$ ) which suggested high level of motivation. The average mean score of instrumental motivation was ( $\bar{x}=3.80$ ) and the average mean score of integrative motivation was ( $\bar{x}=4.25$ ) which was in the same level of interpretation scale (3.50- 4.49= high). However, there was a difference of 0.40 indicating slightly higher integrative motivation.

**Table 3** 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	High

**Table 3** (Continued from the previous table)

Instrumental motivation	$\bar{X}$	SD	Motivation level
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
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	0.74	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 3 showed the individual and collective mean score of instrumental motivation statements. The average mean score was ( $\bar{x}$  =3.80) corresponding to high level of motivation. Two items, namely Item 11 ( $\bar{x}$  = 4.69) scored the highest followed by item 13 ( $\bar{x}$  =4.53), while Item 3 stood with mean score of ( $\bar{x}$  = 2.53) in a moderately motivated range, item 21 with mean score ( $\bar{x}$  =2.35) and item 5, mean score ( $\bar{x}$  =2.28) were the two lowest scoring items.

**Table 4** Mean scores and standard deviations of items with integrative motivation(n=238).

Integrative motivation	Mean	SD	Intpretation
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	2.822	High



**Table 4** (Continued from the previous table)

Integrative motivation	Mean	SD	Intpretation
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
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 showed the analysis of integrative motivation statements. Item 12 with a mean score ( $\bar{x}=4.60$ ) and item 2 with a mean score ( $\bar{x}=4.51$ ) were the two highest scorers among the 15 integrative motivation statements and they were in a very high motivation level. The rest of the items were all within the high motivation level. Thus, the average mean score was ( $\bar{x}=4.24$ ) indicating high motivation.

## **2. What motivated students to learn instrumentally? and What motivated students to learn integratively?**

Interview responses revealed that students were instrumentally motivated to learn ESL because English was perceived as Global lingua franca, fundamental tool for communication, medium of instruction in school, functional language for education and career advancement, language of information and scientific knowledge and international diplomacy. They also expressed an expectation for respect and honor.

In contrast, integrative motivation was influenced by rich literature that fosters cultural exposure and expansive choices of vocabulary. Data also exhibited their wish to integrate with foreign community, their love and enjoyment of English learning activities and positive attitude towards English and the native speakers. These causes were found embedded in the country's policy, curriculum and contemporary inclination towards globalization.

## **3. Did they have other type of motivation in learning English?**

The interview responses also unveiled that students had intrinsic and extrinsic motivation. Respondents mentioned the purpose of learning English as a desire to explore more knowledge, a wish to accomplish mastery in the language and also expressed their appreciation and enjoyment in learning activities. These attributes associated with intrinsic motivation conspicuously portrayed its presence. Data also illustrated that respondents' motivation was also influenced by external expectation such as advancing their education qualification, getting an employment and earning prestige and honor. These aspects are associated with extrinsic motivation.

## **Discussion**

This study juxtaposed the previous studies carried out in other countries revealing the distinctiveness of Bhutanese ESL learners. Chunmei, Zhu, & Liping (2013) investigated Chinese ESL learners to reveal their basic motivation. The result indicated that they were more instrumentally motivated and most of the students perceived motivation as the key factor to obtain good grades in examinations. Nazir, Bashir and Bashir (2017) examined the instrumental and integrative motivation among the Pakistani ESL learners and discovered that they were highly instrumentally motivated. Thai ESL learners were discovered more instrumentally motivated in Assavanadda and Tangkiengsirin (2018). The investigation also revealed that, both types of motivation contributed to students' academic achievement and the process of ESL

learning. In Malaysia, Hong and Ganapathy (2017) had high motivation both instrumentally and integratively but integrative motivation secured slightly higher.

Those previous studies conspicuously showed instrumental motivation more predominating than integrative motivation in ESL learning context. However, the present study refuted those findings but it supported that ESL learners had high motivation. The origin of both type of these motivations were as discussed hereafter:

The respondents associated their motivation 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, Bashir & Bashir, 2017). 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. The Regulation on Employment of Bhutanese Overseas Program 2017 of Ministry of Labour and Human Resources [MoLHR] (2017) in its objective 1.2.1. spells out "To facilitate employment of Bhutanese workers overseas and promote full employment." Correspondingly, a significant number of Bhutanese were sent for oversea employment annually through various agencies. This 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 Higher Adult and Education [DAHE] (2017) 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 mentioned in Chalermnirundorn (2015), Hong and Ganapathy (2017), and Nazir, Bashir & Bashir (2017), the respondents expressed their desire to associate with English language user community. They exhibited willingness and interest to learn the second language because they appreciated the need to learn, the language and native speakers. They aspired to associate or socialize with the people who use it. Moreover, the students had purpose or intention to participate or integrate in the second language using the same language in the overseas community.

This motivation was reinforced by literature-based English curriculum in Bhutan. Some of the criteria for incorporating the texts into the curriculum were "Texts should offer to students the perspectives of young and old, experience with a wide 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. 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 showed 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, 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).This clearly show why they have developed passion for literature and language. They were intensively immersed into literature.

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 to708, 33 in USA, 12 in Canada, 4 in UK (DAHE, 2017, 2018). These statistics supported the learners English learning motivation to go abroad and integrate with native speakers.

### Conclusion

The study confirmed that Grade 12 English learners in Bhutan had high ( $\bar{x}$  =4.022) motivation. The instrumental motivation exhibited high motivation with average mean score of ( $\bar{x}$ =3.80) while integrative items secured ( $\bar{x}$ =4.24) also indicating high level motivation. The level of both motivation type stood in the same range ( $\bar{x}$ =3.50- 4.49= high) suggesting in the same level. However, comparison of the average mean scores of two motivation types showed that integrative motivation outperformed instrumental motivation with a difference of 0.40. which suggested that Grade 12 English learners in Bhutan were slightly more integratively motivated than instrumentally motivated. The diverse causes of both types of motivation under various thematic categories were revealed to be deeply rooted in the education policy, oversea employment policy, curriculum and urgency for globalizing trend.

## Recommendations

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 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 area.

## Further research

One of the variables that affect students' ESL performance is motivation. This study revealed that the students were already highly motivated. There is a puzzle that needed to be sorted out and this can be done by further research in the Field of English language teaching in Bhutan. Following are some of the pertinent areas to be studied:

- 2) 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 most suitable learning motivation for Bhutanese ESL learners.

- 3) 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.

- 4) 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.

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