

## Factors influencing students' Intrinsic Motivation to Learn English language in selected TVET Higher Learning Colleges in Rwanda

**Eustache Hagenimana<sup>1</sup>, Cyprien Tabaro<sup>2</sup>, Philothere Ntawiha<sup>2</sup>**

<sup>1</sup>University of Rwanda-College of Arts and Social Sciences, Rwanda

<sup>2</sup>University of Rwanda- College of Education, Rwanda

Corresponding Author: [hageneusta26@yahoo.fr](mailto:hageneusta26@yahoo.fr)

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### Abstract

Language learning is a process that requires individuals to be motivated. English language as a subject is taught in Technical Vocational Education Training (TVET) in Rwanda in addition to technical subjects. However, several surveys on students' results indicated that most students do not perform well in English language as a subject. This study focused on finding out the extent to which students in TVET higher learning colleges are intrinsically motivated to learn English language. It used mixed methods and involved 190 out of 379 first-year students and five English language lecturers who were selected from three TVET higher learning colleges, especially in the Department of Information and Technology in the academic year 2020 - 2021. Questionnaires and interviews were used to collect data. Findings revealed that autonomy and language enjoyment are students' most intrinsic motivation factors. The study recommends that lecturers should raise students' intrinsic motivation in learning English language to improve their performance.

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**Keywords:** Intrinsic motivation, learning, English language, TVET (Technical Vocational Education Training), IPRC (Integrated Polytechnic Regional College), RTB (Rwanda TVET Board)

### Introduction

English language is ranked as the most spoken worldwide with over 1.5 billion speakers (Myers, 2015). According to Wardhaugh (2002 cited in Sibomana, 2014), many people worldwide speak at least another language besides their mother tongue. In Rwanda, after the 1994 Genocide, with a large number of repatriated Rwandans from Anglophone countries, English language was added to French as a medium of instruction for grades 4 to 6 (Trudell, 2017). As cited by Tabaro (2015), since 2008 when the Government of Rwanda declared English language to be a medium of instruction, more efforts were made and this increased the number of students learning English language. English language is both a medium of instruction and a course subject that is taught in vocational and training colleges in addition to technical courses (RTB, 2021). From colleges' reports on students' performance in two consecutive academic years (2017 and 2018), it was indicated that students perform better in technical subjects than in English language. In addition, language proficiency and lack of reading culture are among impediments to English language development among TVET students (Seruhungu et Al., 2021). Although different studies were conducted about the motivation to learn a language in general (Zanghar, 2012; Sibomana, 2014 and Tabaro, 2015) to mention a few, this study specifically focuses on finding out the extent to which the students in TVET higher learning colleges are intrinsically motivated to learn English language.

### Aim and focus of the study

This study aimed to find out the extent to which the students are intrinsically motivated to learn English language in TVET higher learning colleges and identify the contribution of lecturers in increasing students' intrinsic motivation to learn English language. More specifically, the study strives to respond to the following research questions:

1. What are the most intrinsic motivation factors that influence first-year TVET students to learn English language?
2. Which strategies have been put in place by lecturers to raise first-year TVET students' intrinsic motivation in learning English language?

### **Literature review**

This part of the literature review informs the reader about the theoretical framework that guided the research. It also explains the position of English language at the global level and the factors that influence intrinsic motivation among students.

### **Theoretical framework**

This study relied on Deci and Ryan's (1985) Self-determination Theory of Motivation which states "...Intrinsic motivation comes from within and there are internal drives that inspire us to behave in certain ways, including our core values, our interests, and our personal sense of morality" (Courtney, 2018) (p.1). Self-determination theory is linked with intrinsic motivation in the way that self-determination is personal ability to choose what is suitable to control one's own life (Courtney, 2018). To add more, through self-determination, people intrinsically motivated are driven with internal will which guide their live and push them to achieve their pre-determined goals.

### **The position of English language across the world**

Within this quickly changing world and the advancement of globalization, more people desire to learn another language in addition to the mother tongue to equip themselves both in work and life (Nishanti, 2018). To add more, at least one person out of five in the world can speak or understand English language (Nishanti, 2018). English language is also called the major window on the world, to mean that through English language, people are aware of whatever is happening in the world as it is playing a major role in multiple domains including medicine, engineering, education and business (Michael & Farzad, 2008). Learning English helps students increase their educational opportunities that include attending international schools around the world to become better educated and increase knowledge to avoid getting lost in translation (Nguyen, 2019). In sub-Saharan Africa, English language varies from country to country due to a number of reasons that include colonization and slavery, however, British English keeps dominating (Nchindila, 2017). As stated by Nchindila (2017), the common challenge experienced by students is lack of practice outside the classroom due to much influence of the mother tongue.

In Rwanda, since the introduction of English language in education system (after 1994 Genocide), English has played a double role, including being an official language and a medium of instruction from primary to tertiary level (Tabaro, 2015). As established by Higher Education Council (HEC, 2007), the government of Rwanda took initiative to reinforce the level of English language among students in higher learning institutions through enhancing their ability to cope with programmes taught in English and to enable students to become more competitive in the labour market. In their

researches, (REB, 2018, Ndiokubwayo et al., 2018, Tabaro & Nyirandegeya, 2017) highlighted that scarcity of resources, and lack of English language practice are among other challenges encountered in English language learning.

### **Motivation and its role in language learning**

According to Bauer (2012, p.197), motivation is the desire to achieve a goal or a certain performance level, leading to a goal-directed behaviour. This means there should be either an inner or outer stimulus that pushes an individual to act in a certain manner to satisfy his/her needs. Gardner (1985, cited in Tabaro, 2015) emphasized that motivation to learn a second language is determined by the high enthusiasm that people have to acquire the language with a pleasant outcome. In addition, Gardner (1985, cited in Saranraj & Shahila, 2016), stated that students' motivation to learn a language depends on their needs to achieve a certain goal or any anticipated expectations. Motivation is expressed through three main components: the effort which is demonstrated through the energy spent to learn the language, desire which is expressed by individual's wanting to achieve a goal and positive affect which is the enjoyment in learning the language (Lai, 2013). The success in any undertaken activity depends on the level of motivation that an individual invests during execution, and the more efforts you put in, the better you achieve (Tabaro, 2015). Therefore, learners' motivation to learn a language should be paired with lecturers' encouragement and positive feedback, lecturers' competence in the target language and knowledge about its social status. As stated by Saranraj and Shahila (2016), while learning a language, lecturers should apply different motivational strategies, tasks, activities, and learning materials in the lesson to engage students and allow them to work cooperatively. In addition, learning a foreign language is a stimulating effort that later enables a person to understand other people's culture, beliefs and integrate them into their society (Wagers, 2015). Success and satisfaction depend on how students are motivated while learning; through motivation, students develop a need to acquire the target language (Makiko, 2008).

### **Intrinsic motivation and intrinsic factors based on self-determination theory**

According to Pierre and Kaplan (2007), intrinsic motivation is the inner factor that inherits satisfaction within an individual without outside influence. It is assumed that when learners involve themselves in learning a second language with their personal willing, they perform better than being influenced by other factors or outside interest (Pierre & Kaplan, 2007). Based on Pierre's and Kaplan's views, students who are intrinsically motivated work hard to get knowledge rather than high grade in the classroom. People who are intrinsically motivated do not thrive for an instrument as their satisfaction, rather they thrive for the enjoyment and competence from the accomplished activity (Legault, 2016). For students, their inherent motivation in language learning depends on the fact that they read books for fun, they are interested in watching English language movies and playing games and their self-confidence in speaking English language (Legault, 2016). Courtney (2021) reported that intrinsic motivation is not connected to any external factor that stimulates an individual to accomplish a task rather it is related to the interest and level of enjoyment of the activity. Autonomy (self-directed), enjoyment, intelligence and aptitude are factors among others that influence intrinsic motivation (Courtney, 2018).

### Ways to raise intrinsic motivation among students

Makiko (2018) argued that students learn languages when they are self-confident. Self-confidence is an important factor to raise students' intrinsic motivation because they develop a positive attitude toward the language, control their own learning paces and gain experience in the real communication (Makiko, 2008). Legault (2016) states that to enhance intrinsic motivation among students, external factors such as rewards and punishment should be diminished. In addition, criticism and negative or non-constructive feedback must be avoided, but autonomy, self-engagement and active participation should be reinforced (Legault, 2016).

### Methodology

This is a descriptive study that used a mixed method to collect data. The target population was all the Integrated Polytechnic Regional Colleges (IPRCs) in Rwanda which offer various trades or options such as information technology, renewable energy, construction, engineering and telecommunications. However, this study was conducted in three selected TVET higher learning colleges in Rwanda, namely IPRC Tumba, IPRC Kigali, and IPRC Karongi, which were purposively selected based on the fact that they all have an Information and Technology Department. The study involved first year students and their English language lecturers in this Department. The first-year students were involved in this study due to the fact that English language is only taught at this level.

Regarding the sample population, sample size and sampling techniques, Sowell (1982 cited in Tabaro & Nyirandegeya, 2017) describes population as a group of people sharing a number of similar features. The target population for this research involved 379 students enrolled in the first year 2020/2021 academic year and 5 English language lecturers of English language in the Department of Information and Technology from the three Colleges. A sample of 50% of the students was selected using simple random sampling technique to ensure the highest representation and reliability in responses (Taherdoost, 2016). Therefore, the 50% of the population which is equivalent to a sample of 190 students was selected to give equal chance to the whole population, and an interview with all the five lecturers was conducted.

**Table 1**

*Distribution of sample size across three selected IPRCs*

<b>Institutions</b>	<b>Total (students in IT First year)</b>	<b>Selected sample (10% of population)</b>	<b>English language Lecturers</b>
IPRC Tumba	76	(76*50%)= 38	1
IPRC Kigali	242	(242*50%)= 121	3
IPRC Karongi	61	(61*50%)= 31	1
<b>Total</b>	<b>379</b>	<b>190</b>	<b>5</b>

**Source: 2021 reports from the registrar's office from the above IPRCs**

Questionnaires and interview guide, both elaborated in English language, were respectively used for students and lecturers as data collection tools. The questionnaires were distributed to 190 students and individual interviews were conducted with all 5 English language lecturers of the selected IPRC Colleges. A mixture of open-ended and closed-ended questions is one of the strategies to get detailed information (Tabaro & Nyirandegeya, 2017). Therefore, this was considered in this study. The validity and reliability of data collection tools and ethical consideration were taken into consideration in this study. Furthermore, the character symbols were used on questionnaires instead of true names to ensure confidentiality of provided answers. To analyse the data, simple descriptive statistics that involve tables and calculations accompanied by explanations provided by respondents were triangulated with the lecturers' responses from interview which were reported narratively.

**Findings and discussion**

After administering the questionnaires to respondents and monitoring their fulfilment, all the questionnaires were brought back and the information provided by respondents about their motivation to learn English language was presented and discussed using simple descriptive statistics (tables, calculations) and interpretations.

**Findings from TVET first-year students' English language speaking frequencies**

The study intended to ensure how often students speak English language. The following question was addressed to students *"How often do you speak English language?"* The purpose of this question was to determine whether students are familiar with English language and at which level they use the same language. Provided responses were summarized and interpreted as shown in Table 2:

**Table 2**

*Students' English language speaking frequencies*

<b>Suggestions</b>	<b>Frequency</b>	<b>Percentages</b>
Always (inside and outside the classroom)	100 students	52.6%
Only in the classroom while learning	90 students	47.3%

When asked about how often they speak English language, 52.6% of the respondents revealed that they speak English language inside and outside the classroom while 47.3% of the respondents revealed that they only speak English language when in classroom. The fact that most of the students use English language in both settings that is, inside and outside the classroom, implies that they are not motivated by any instrument or external reward, instead they use it because they are intrinsically motivated. This reflects what Legault (2016) said about the inherit motivation in that students show when learning a language whereby students show their own interest in learning a new language without being pushed by an external factor.

### Students' highlighted key reasons for learning English language

The study also envisioned to know reasons for the students' readiness to learn English language. They were given a number of reasons or alternatives among which they highlighted the most suitable for them, as presented in Table 2.

**Table 3**

*Students' reasons for learning English language*

Suggestions	Frequency	Percentages
I learn English language because I enjoy/like it.	160 students	84.2%
I learn English language because I want to get marks and pass examination.	30 students	15.7%

With reference to Table 3, a total of 160 (84.2%) students reported that they learn English language because they like and enjoy it. Students said that English language is their favourite language because it does not have many grammar rules like French and they find it easy to learn. Only 30 (15.7%) students reported that they want good grades in order to pass the examination because when you fail any subject at school you have to pay a certain amount to get chance to repeat the course. Back to literature, findings indicate how the students are intrinsically motivated as supported by Deci and Ryan's theory of intrinsic motivation (1985) where an intrinsically motivated individual gets interest not from the outcomes of the action but from the action itself. However, this contradicts what Zanghar (2012) affirmed about instrumental motivation among undergraduate Libyan students learning English language as a foreign language where they were highly instrumentally motivated to learn English language. By comparing the Libyan students with the Rwandan students, we observed that TVET first-year students are intrinsically motivated whereas Libyan students are highly instrumentally motivated to learn English language.

### Students' views about learning English language

To get information about whether English language is easy or difficult to learn, students were asked to choose the appropriate alternative and their responses are presented in Table 4.

**Table 4**

*Students' views about English language learning*

Suggestions	Frequency	Percentages
English language is easy to learn and I enjoy it	39 students	20.5%
English language is difficult and I don't like to learn it.	151 students	79.4%

With reference to Table 4, a total of 39 (20.5%) students admitted that English language is easy to learn and they enjoy it while 151 (79.4%) students confirmed that English language is difficult to learn. The above findings indicate that

students lack an internal interest to learn English language, which impact on their attitude towards English language learning. This lack of self-confidence demonstrated by students in TVET schools was highlighted by Makiko (2018) through arguing that students learn languages when they are self-confident. Self-confidence is an important factor to raise students' intrinsic motivation because they develop a positive attitude toward the language.

**Students' feelings about speaking English language**

The current study intended to know whether the students feel comfortable to speak English language or not.

**Table 5**

*Students' feelings about speaking English language*

<b>Suggestions</b>	<b>Frequency</b>	<b>Percentages</b>
I feel proud to speak English language because I like it.	74 students	38.9%
I do not feel comfortable because I don't speak English language well.	116 students	61%

From Table 5 above, it was observed that 74 (38.9%) students feel proud to speak English language because they like it while 116 (61%) students revealed that they do not feel comfortable to speak English language because they do not speak it well. Pham (2021) said that intrinsic motivation is determined by high enthusiasm that people have to acquire the language. However, from students' provided responses it is evident that they lack an enthusiasm towards English language, hence their limited effort to learn English language.

**Students' motives to learn English language**

The paper also collected information about students' motives to learn English language. Students were asked to indicate their most pertinent motives, among others, and explain the reasons for their choices. The provided responses were summarized in Table 6.

**Table 6**

*Students' motives to learn English language*

<b>Motives</b>	<b>Frequency</b>	<b>Percentages</b>
Autonomy	143 students	75.2%
Self-esteem	126 students	66.3%
Enjoyment	109 students	57.3%

With reference to Table 6, the students highlighted their most influencing motives in learning English language. Based on their views, autonomy was ranked by 143 (75.2%) students as the most influencing intrinsic motivation in learning English language. When asked why autonomy is the most influencing motive for learning English language, the students revealed that they feel self-directed when using English language and nobody pushes them to speak it.

Self-esteem was indicated by 126 (66.3) students as another factor that influence their intrinsic motivation because it shows how proud they feel when using English language in their daily activities. In their own opinion, knowing English language facilitates their social integration through easy communication with friends and other English language speakers. In addition, language enjoyment was confirmed by 109 (57.3%) respondents to play a great role in English language learning. The students revealed that English language is a language of interest because they learn it to enlarge their knowledge. Through English language learning, they can read books listening to English records and watch videos displayed in English language.

Back to literature review, the above responses reflect Deci and Ryan’s Theory of Motivation (1985) where people intrinsically motivated have an internal drive that inspires them to behave in a certain way without being influenced by other factors. From the students’ demonstrated views about motives to learn English, researchers realised that students are intrinsically motivated to learn English language.

**Key factors that impact on TVET first-year students’ intrinsic motivation for learning English language**

The study intended to know other factors that impact on TVET first-year students’ intrinsic motivation to learn English language and affect their autonomy. The respondents’ views were summarized in Table 7.

**Table 7**

*Factors that impact on students’ intrinsic motivation for learning English language*

<b>Suggestions</b>	<b>Frequency</b>	<b>Percentages</b>
code switching	103 students	54.2%
Lack of practice	84 students	44.2%
Poor background	79 students	41.5%

With reference to Table 7, the total of 103 (54.2%) respondents indicated that code-switching has an impact on learning English language. Normally, English is a medium of instruction in technical schools and should be used in all teaching and learning activities. However, students explained that some lecturers do not use English in their classroom instead pretend to switch from English to Kinyarwanda which impacts on their interest to develop their English level. In addition, English language as a subject is given a little consideration even on their timetable as highlighted by 84 (44.2%) of the students. They admitted that due to few teaching hours allocated to English language subject, they do not get enough time to practice English language especially in classroom context. This lack of practice affects students’ level of English especially speaking skills hence, little consideration is put on English and decrease motivation. Poor background was also mentioned by students as another factor that lowers their level of intrinsic motivation. Having not mastered basic English language grammar and vocabulary pushes them back and they cannot cope with the content taught at higher learning institution. To overcome this challenge, students make effort to attend English language classes because they need to develop confidence in the target language. As stated in previous literature, to raise the level of intrinsic motivation

among students, the role of English language should be reinforced as suggested by other scholars (Lai, 2013; Wagers, 2015 & Nishanti, 2018).

### **Lecturers' views on TVET first-year students' intrinsic motivation**

To collect information about lecturers' perspectives towards teaching and raising students' intrinsic motivation in learning English language, interviews were administered to lecturers. Their responses were analysed and reported narratively under the following themes:

#### **English language lecturers' perceptions towards students' intrinsic motivation in the class**

When asked whether students are intrinsically motivated to learn English language or not, all five interviewed English language lecturers responded that students are intrinsically motivated to learn English language. In support of the lecturers' argument, three English language lecturers had the following to say:

T1-TVET 1: "... *When I look at my students in classroom, I found that they have an intrinsic motivation to learn English language because most of the time students are involved in learning activities*".

T3-TVET 2: "... *Almost all our students show intrinsic motivation to learn English language because when we are teaching they ask various questions related to how they can improve their level of English language.*"

T1-TVET 3: "*While teaching, I tell my students that you can't learn a language if you do not practice the same language. From this encouragement they show that they are willing to know and speak English language*".

From lecturers' own opinion towards intrinsic motivation among students, it has been realized that students are willingly to acquire and learn English as they explained. Lecturers mentioned that the kind of English that students need is based on communication whereby depending on their level of knowledge there are some students who need to develop their level from basic to intermediate. When lecturers were asked about their own English proficiency level, they replied that they do not have any constraint in communication and even in teaching as they have Bachelor's degree in languages(with English). Hence, there is no barrier to help students improve their English level. Lecturers also said that students' eagerness to learn English is one of the indicators for their intrinsic motivation. Despite different English levels that students have, almost everyone shows interest in the target language as always lecturers encourage them to be confident and proud of speaking English language to boost their intrinsic motivation. This willingness in learning English language that students demonstrate is lined with what Talya (1994, p.197) highlighted by indicating that motivation is expressed through the individual desire to achieve self-predetermined goals.

#### **Strategies that have been put in place by lecturers to raise the intrinsic motivation among students**

Lecturers were asked to identify strategies that they have put in place to raise students' intrinsic motivation in learning English language. In their responses, lecturers reported that they strive to encourage students to learn English language

not for the sake of marks but for knowledge. Lecturers indicated different strategies that they apply to raise students' intrinsic motivation as presented in the table below:

**Table 8**

*Strategies used by lecturers to raise students' intrinsic motivation and their advantages*

<b>Methods/ Strategies</b>	<b>Application/Advantages</b>
Group discussion	Promote active participation
Varying activities	Starting from simple to complex
Pairing	Develop self-confidence in students
Roleplay	Reinforce classroom interaction
Drama	Enhance eagerness to learn
Debate	Promote self-confidence to overcome shyness and express opinions

As presented above, teachers involve all students in learning activities to initiate active participation in all classroom activities. This is done by setting activities based on different levels of students starting from simple to complex to ensure that all students participate regardless their differences in terms of English proficiency level. According to lecturers, the provision of a variety of individual activities through pairs and groups increases students' intrinsic motivation. To confirm this, one of the English language lecturers had the following comment during the interview:

*"... Before, I knew that talking too much in classroom is the best way to teach as it helped me to cover the whole content within the given time. However, at the end, I realised that students were not really motivated instead they were frustrated. So, I changed my strategies and now I set activities that engage all my students and let them actively participate in the lesson through group discussions and encourage everybody to express and share their opinions" (interview with T2-TVET2).*

Another common strategy that the interviewed lecturers use to raise the students' intrinsic motivation to learn English language is the use of various teaching methods and activities. Researchers (Pierre & Kaplan, 2007; Zanghar, 2012 & Legault, 2016) highlighted that when lecturers use a variety of teaching methods such as learning through plays, drama, debate, it helps in raising students' intrinsic motivation. In this research, here is what respondents said about varying teaching methods while teaching English language: the first respondent, T1-TVET1, reported the following strategy: *"In order to increase intrinsic motivation among my students, I have shifted from relying on a single teaching method but today I use an eclectic approach which is a combination of teaching methods."*

Another respondent focused on the use of role-plays in classroom by saying: *"Based on my teaching experience, I have observed that students get engaged when you ask them to act through role-play. With this strategy, everyone becomes eager to learn and I am sure it arouses their intrinsic motivation" (T2-TVET2).*

The importance of using debate in teaching English language was also focused on by lecturers whereby one of them mentioned the following: *“when I organised the debate in my classroom, I found that every student wants to participate and strives for winning. It is a good way to involve all students especially those who are shy and not self-confident. In the beginning, it looks somehow complicated for them (students) but as they get familiar with the activity they express self-engagement and I am sure it raised their intrinsic motivation”* (T3-TVET2).

In addition, teaching and learning process cannot be effective if lecturers do not provide constructive feedback as indicated by respondents whereby one of the English language lecturers said: *“... When I am teaching, I ask various questions. If, for example, a student fails to answer the question appropriately, I appreciate for the effort made and help him/her to reach to the correct answer.”* (Interview with T1-TVET3).

Normally constructive feedback is a way to analyse a given response and avoid criticising what has been said but appreciate the positive and show ways for a better improvement. Through this strategy, students do not feel harassed but develop self-confidence and freely share their opinions with hope to get support from their lecturers or peers. From lecturers own argument, they confirmed that where this strategy has been applied students' intrinsic motivation was raised and active participation in classroom was increased. Another respondent also mentioned that constructive feedback is a good way to raise intrinsic motivation among students by saying: *“...There was a bad culture of laughing at a student when they make mistakes but today I have told my students that they might and I have initiated the culture of applauding colleagues whether they give a correct or a wrong answer. Now, they no longer judge the individual's response but help one another to reach to the correct answer. I have realised that it has even motivated those who were shy and passive”* (T1-TVET 2).

From the lecturer's own testimony, after advising students not to laugh at their colleagues for not correctly responding to asked questions, changes were observed in classroom. Currently, students have overcome fear and shyness to respond in classroom because they know that nobody is criticizing their opinion but they are learning from one another. So, mistakes are no longer a sign of weakness rather an indicator that students need to learn and know more.

In addition, English language lecturers when teaching highlight that English should be given equal priority to other subjects that are learnt at school. English is a medium of instruction and students will always need English skills to learn easily other subjects and even communicate when explaining what they do with their technical skills.

In nutshell, numerous applied strategies and methods that include: discussion, pair work, debate, role-play, drama, constructive feedback as mentioned by respondents and discussed above, indicate that lecturers do their best to raise students' intrinsic motivation. This practice is in line with what McDonough (2007) said by indicating that motivation is a property of students and lecturers which should motivate the students to ease the process of language learning. Through constructive feedback which highlights positive and show ways to correct errors made for a better improvement, students

have overcome fear and they are now actively participating in classroom activities as they have developed self-confidence. Hence, their intrinsic motivation to learn English language was increased.

### **Encountered challenges while raising intrinsic motivation to learn English language among students**

The total of 5 (100 %) lecturers reported that the gap lays mostly in the students' background. The main challenge faced by lecturers is that student's vocabulary level is limited and even they fear speaking. Tracing back to its origin, when asked students the reason behind this, they said that they don't learn English language in proper way at secondary level as most of technical schools focus much on teaching technical related courses and English language comes as a supplementary course. One of the lecturers confirmed this by saying:

*“Due to the fact that students are not encouraged to learn English language at secondary level, rather told to concentrate much on technical courses as the latter are also the only one examined in National examination, this handicapped students' performance in English language and also affect their background” (T1-TVET3).*

From the lecturer's point of view, it is clear that it is biased and do not rely on the truth but general misconception. Saying that students in technical schools do not value English was contradicted by students and lecturers who said that the same misconception was used to be an excuse for not performing well in English but now it is no longer the case as English language is playing an important part primarily as a medium of instruction, in their everyday life and also in other services.

Moreover, three lecturers (T1-TVET1; T2-TVET 2& T3-TVET2) out of five reported that poor background in English language is not the only factor that weakens students' intrinsic motivation but also scarcity of teaching-learning resources that include books, computer with internet connectivity, audio and visual materials. To explain more about this challenge, one of the lecturers said: *“Due to scarcity of English language learning resources, most of students do not get chance to enrich their English language and it impacts on their interest in the target language” (T2-TVET2).*

To learn English language effectively, students need a variety of materials that can facilitate them increase their knowledge. In case these materials are not availed, students' interest to learn is reduced because they may show that they want to learn more but get discouraged in case they do not have adequate facilities. This issue as highlighted by lecturers has an impact on students' intrinsic motivation as they lack interest in the target language especially when it comes time for their own or private studying time. In comparison with previous studies (REB, 2018; Ndiokubwayo et al., 2018) scarcity of teaching resources was identified in other schools as a challenge in not only teaching languages but also other subjects. The same issue affects English language learning in the selected TVET Higher learning colleges, hence its negative influence on their intrinsic motivation and interest in learning.

Furthermore, all respondents highlighted that Kinyarwanda being the mother tongue and the sole language that is used by many speakers all over the country (Rwanda) in daily communication, adversely impact on the use of English language. In their own views about the mentioned challenge, one respondent said: *“ We try our best to encourage students to speak English language everywhere, especially in the school compound because they learn English language in classes*

*but fail to practice the language outside the class as most of people that they meet in their community are Kinyarwanda speakers” (T1-TVET3).* To link with previous researches, the same challenge was mentioned by (Tabaro & Nyirandegeya, 2017) in their research by indicating that the mother tongue (Kinyarwanda) influences the practice of English language learning among students.

To sum up, the English language lecturers in TVET use some strategies to raise intrinsic motivation among TVET first-year students. Those strategies include but are not limited to encouraging active participation, varying teaching methods (role-play, drama, and debate), and providing constructive feedback. The challenges such as poor English language background, mother tongue influence (Kinyarwanda in this context), and scarcity of teaching-learning resources impact negatively on students’ intrinsic motivation to learn English language.

### **Conclusion**

Intrinsic motivation has been revealed to be an important factor in learning English language among TVET first-year students. As the analysis indicates, the students’ eagerness to learn English language is greatly influenced by the fact that they feel autonomous to learn English language. They confirmed that they feel proud of speaking English language because they like it. This makes English language to be a language of interest because it enables students to learn and understand other subjects. Lecturers also highlighted that students are intrinsically motivated as they are always involved in learning activities. They indicated that while teaching, students show willingness to know and speak English language. Although the students showed that they are intrinsically motivated to learn English language, they admitted that they face a number of challenges. For instance, English language is not given sufficient time on timetable and some lecturers encourage students to excel more in technical subjects than they do in English language. Moreover, the students are not exposed to an environment that gives them full opportunity to practice English language. Consequently, the above factors affect their level of intrinsic motivation in learning English language. Therefore, students in the Rwandan TVET colleges must primarily be intrinsically motivated in English language learning in order to increase their autonomy which will later enable them to excel in all subjects and become competitive to the job market.

### **Recommendations**

Based on the findings and the role played by English language in schools which is both a subject language and a medium of instruction, English learning is an issue that deserves attention from the stakeholders to ensure students’ intrinsic motivation is raised. Therefore: Lecturers are recommended to play a great role in reinforcing the learners’ intrinsic motivation to learn English language. They should organize activities that focus on engaging students to enable them fulfill their personal satisfaction, develop feeling of enjoyment while learning English language and developing positive attitude towards English language. In addition, there is a need to improve English learning at secondary school level in attempt to facilitate smooth transition from secondary to tertiary education. Furthermore, TVET lecturers and TVET management authorities should make provision of English language teaching-learning resources such as books to enable students do

more practice. Finally, TVET schools should promote English language as it plays a great role in different domains including education and business at the national, regional and global level.

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