

# **Motivation and Challenges of Magar Students in Learning English Language**

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

**Submitted by**  
**Sushma Sinjali**

Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu Nepal

2022

# **Motivation and Challenges of Magar Students in Learning English Language**

A Thesis Submitted to Department of English Education  
In Partial Fulfillment of Masters of Education in English

**Submitted by**

**Sushma Sinjali**

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2022

TU Regd. No.: 9-2-661-36-2013

Date of Approval of the Thesis

Fourth Semester Examination

Proposal: 08-09-2022

Exam Roll No: 7428161/74

Thesis Submission: 28-02-2023

## **Declaration**

I, hereby, would like to declare that to the best of my knowledge this research is original; no part of it was submitted earlier by any researcher under any university.

.....  
**Sushma Sinjali**

Date : 2023-02-27

### **Recommendation for Acceptance**

This is to certify that **Mrs. Sushma Sinjali** has prepared this thesis entitled **Challenges and Motivation of Magar Students in Learning English Language** under my guidance and supervision.

I recommend this thesis for acceptance.

Date 28-02-2023

.....  
**Dr. Gopal Prasad Pandey (Supervisor)**  
Reader and Head  
Department of English Education  
Tribhuvan University  
Kirtipur, Kathmandu

## Recommendation for Evaluation

This thesis has been recommended for evaluation from the following Research Guidance Committee:

### Signature

**Dr. Gopal Prasad Pandey (Supervisor)**

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Renu Kumari Singh**

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

**Mr. Resham Acharya**

.....

Teaching Assistant

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 08-09-2022

## Evaluation and Approval

This thesis has been evaluated and approved by the following Thesis **Evaluation and Approval Evaluation Committee**

### Signature

**Dr. Gopal Prasad Pandey (Supervisor)**

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

**Dr. Ram Ekwāl Singh**

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Expert

**Mr. Resham Acharya**

Teaching Assistant

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date of Submission: 07-04-2023

## **Dedication**

This important work is dedicated to my parents and teachers who had untiring guardianship and sacrificed everything just to make me what I am today.

## Acknowledgements

First and foremost, I would like to express my sincere gratitude to my thesis supervisor, **Dr. Gopal Prasad Pandey**, Reader and Head at the Department of English Education, Tribhuvan University, who encouraged and guided me throughout the study. His encouragement, suggestions, cooperation and guidance tremendously helped me to shape this work into this frame. His inspiring help and suggestions are never forgettable. I am equally indebted to him who is also serving as the department head of the Department of English Education.

Similarly, I would like to express my sincere gratitude to the proposal supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education For his encouraging suggestions during the viva of the proposal of the thesis. Those suggestions became my guidelines to complete this work. His productive suggestions made more aware to do this work. Similarly, I am equally indebted to my external thesis supervisor **Dr. Ram Ekwal Singh**, Reader, Department of English Education, T.U., Kirtipur for his inspiring and productive suggestions while doing viva of this thesis. Without his suggestions, the work would not have been completed. In the similar manner, I should not forget the contributions of the respondents who gave their time and energy for the interview. My work would have been incomplete if they had not given their time. Therefore, my heartfelt gratitude goes to them for their kind cooperation. I will always be indebted to all the respondents of Nawalpur district.

In the similar manner, I have got kind cooperation from the campus administration of Tribhuvan University. I also would like to express my gratitude to them. In the same way, I would like to express my gratitude to all the Gurus and Gurumas, friends, relatives, parents who had made untiring effort to frame this work.

Last but not the least; I know that I have got helps from many of my well-wishers while doing this work. Therefore, I would like to express my humble gratitude to all the helping hands that helped me directly and indirectly to complete the work successfully.

## Abstract

The thesis entitled **Motivation and Challenges of Magar Students in Learning English Language** aimed at finding out the factors that motivated Magar students to learn English language and to explore the challenges faced by Magar students in learning English language. The narrative inquiry was used as a research design. The data were collected by using in-depth interview. Similarly, the sample population of the study included five Magar learners of English language from Nawalpur District. The sample population of the study was selected by using simple non-random sampling procedures. The collected data from the respondents were analyzed thematically in order to draw the conclusions and findings. The learners were found having different kinds of motivations. The learners were intrinsically and extrinsically motivated to learn the language. The major motivations of the learners were: personal growth, for entertainment, abroad study, better job opportunities in foreign country like the USA, Canada, Australia, Norway and within country. On the other hand, they faced several challenges such as unqualified teacher, strong students' domination to weak students, inhibition, mother tongue interference, lack of exposure of English, problems with teaching methods. Additionally, the study found out that the learners were using different techniques to overcome the challenges such as using internet and watching English videos.

This research work consists of the five chapters. The first chapter is introduction which incorporates background of the study, statement of the problems, rationale of the study, objectives of the study, the research questions, delimitations, implications of the Review for the Study and conceptual framework of the study and the definition of the key terms. In the same way, the second chapter includes review of related literature and empirical literature review. Likewise, the third chapter includes the procedure of the study and the fourth one includes the analysis and interpretation of the data and interpretation of results as well. In the same way, the fifth chapter includes the conclusion and recommendations of the study. Finally, the thesis also includes the references and appendices at the end of this work.

## Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for acceptance</i>	<i>ii</i>
<i>Recommendation for evaluation</i>	<i>iii</i>
<i>Evaluation and approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of contents</i>	<i>viii</i>
<i>List of abbreviations</i>	<i>xi</i>
<b>Chapter I: Introduction</b>	<b>1-6</b>
Background of the Study	1
Statement of the Problem	3
Rationale of the Study	4
Objectives of the Study	4
Research Questions	5
Delimitations of the Study	5
Operational Definitions of Key Terms	5
<b>Chapter II: Review of Related Literature and Conceptual Framework</b>	<b>7-23</b>
Review of Related Theoretical Literature	7
Sociolinguistics of Magars	7
English Language in Nepal	8
Motivation	9
Types of Motivation	10
Key Factors of Motivation	11
Motivation in Second/Foreign Language Learning	12

Promoting Learners' Motivation	13
Challenges in Second Language Acquisition	14
Affective Factors in Second Language Acquisition	15
The Affective Filter Hypothesis	16
Review of Related Empirical Literature	17
Implications of the Review for the Study	22
Conceptual Framework	23
<b>Chapter III: Research Methodology</b>	<b>24-28</b>
Design and Method of the Study	24
Sources of Data	25
Population, Sample and Sampling Strategy	25
Study Area/Field	27
Data Collection Tools and Techniques	27
Data Collection Procedures	27
Data Analysis and Interpretation Procedures	27
Ethical Considerations	27
<b>Chapter IV: Analysis and Interpretation of Data</b>	<b>29-47</b>
Analysis of Data and Interpretation of the Results	29
Motivations in Second or Foreign Language learning	29
Types of Motivations in Learning English Language Learning	31
Intrinsic Motivation	32
Personal Growth	32
English as Source of Entertainment	33
Extrinsic Motivation	34
To Join Arm Force	34
Getting Positive Reward and Recognition	35

Better Job Opportunity	36
Study in Foreign Country	37
Fame and Status	37
Challenges in Learning English Language Learning	38
Learning Aspects of English	39
Unqualified Teacher	41
Strong Students Dominate other students	41
Inhibition	42
Mother Tongue Interference	42
Limited Exposure of English Language	43
Teaching Method	44
Over Use of Mother tongue	45
Ways to Overcome the Challenges	45
Talk and Practice a lot	45
Using Modern Technological tools	46
<b>Chapter V: Findings, Conclusions and Recommendations</b>	<b>48-51</b>
Findings	48
Conclusions	49
Recommendations	50
Policy Related	50
Practice Related	51
Further Research Related	51
<b>References</b>	<b>52-55</b>
<b>Appendices</b>	

**List of Symbols and Abbreviations**

M.Ed.	: Master of Education
T.U.	: Tribhuvan University
Regd.	: Registration
Mr.	: Mister
i.e.	: That is
Fig.	: Figure
L2	: Second Language
CBS	: Central Bureau of Statistics

## **Chapter I**

### **Introduction**

The present study entitled "Motivation and Challenges of Magar Students in Learning English Language" is concerned with to investigate motivation and to explore challenges of Magar students while learning English language. This chapter includes the background of the study, statement of the problems, rationale of the study, objectives of the study, research questions, the delimitations of the study, and definition of the key terms.

#### **Background of the Study**

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitude and preferences. Language learning, on the other hand, is a cognitive process which involves the learning of structures, rules and representation. The ability to use language successfully requires one to acquire a range of skills including phonology, morphology, syntax, semantics and knowledge of vocabulary. Language learning is a conscious process that either takes place in community or formal institution. In this regard, Kramina (2000) states language learning is conscious process, is the product of either formal learning situation or a self-study programme. Having knowledge of a single aspect is not enough in language skills. It involves multiple aspects to be covered. Language learning is an integral part; the unity of all skills.

Nepal is a multilingual, multicultural and multiracial country. The census of 2011 has shown that Nepal is the residence of one hundred and twenty five castes, where one hundred and twenty three different languages are spoken as the mother tongue. The Magar language is one of them. It is the indigenous language spoken in Nepal and some other countries. The Magar language belongs to Sino-Tibetan family of Tibeto-Burman branch of Bodic sub-group of central Himalayish group). Magar is the third largest caste in Nepal where three percent of its people speak the language. They live in different parts of Nepal having their own language and culture. Gautam (2010) states that it is spoken mainly in the western central parts of Nepal such as Baglung, Rukum, Rolpa and Myagdi, who have their own language scripts i.e. Akkha. Further, Gautam separates Magar language into two types, i.e.; Eastern and Western.

The Eastern Magar language is spoken in Gandaki zone while the Western language is spoken in Rapti zone.

Language learning is a challenging job. While learning the second language or a foreign language, it is more challenging because there is the interference of the first language. As we know that our country is multicultural and multilingual, learning English as a foreign language is challenging. We do not have enough exposure of English in our context. English language teaching has become more challenging because of the cultural and linguistic diversity. On the other hand, the learners whose mother tongue is not Nepali, face even more challenges in learning English language. This is because of the fact that they have to learn Nepali as the second language and then they have to learn English. Magar students first learn their mother tongue, and only then, they learn Nepali. After that, they proceed to learn English language. It is not an easy task. They may face different types of challenges in terms of speaking and writing. Learning English language does not include a single skill. It is the combination of four language skills, i.e. Reading, Writing, Speaking and Listening. These all language skills have further sub-skills to be learnt. In learning the second language, motivation plays a vital role. It is an internal or external drive that pushes learners to progress further. In this regard, Harmer (2001) states that motivation is some kind of internal drive which pushes someone to take an action and pursue goals. Without motivation, learning a language is less progressive. He/she cannot achieve success in that language. To support the view, Kanboody (2013) mentions that motivation plays a significant role in the rate and success of second language and foreign language learning in general, and in classroom language learning in particular. Therefore, motivation plays a major role in language learning.

The area of Nawalpur district, Devchuli -9 Bishaltar where most of the people are Magars. About 90 % villagers are from Magar community. According to Local government source, the total population of that place is 2536. They have their own language, culture and practices. They speak Magar language. As I belong to Magar students, I have also faced many challenges while learning English language. Therefore, in that place, I wanted to find out what were the experiences of them about English language learning. Therefore, I have taken the data of class 8 of Bhimsen Adarsha Secondary School, Devchuli -6, Rambas.

We can see this class has classified into four sections which ranked in ordinal scale. Students of section C, D and E are poor in English as well as other subjects. And most of the poor students belong to Magar Community. Therefore, I feel conducting this research in that place.

Since, Magar students face several problems in learning English language, this study Sought different factors that affect negatively in the language success. It is known fact that motivation has a significant role in language learning. Therefore, this study also focused on the learners' motivation in second language. Similarly, this study also tried to explore the challenges so that they can be addressed appropriately in order to improve Magar students' English language. Thus, this study has been carried out based on these issues.

### **Statement of the Problem**

The census of 2011 clearly shows that Nepal is a multicultural, multiracial and multilingual country, where 123 different languages are spoken as the mother tongue. The Magar language is one of them spoken by the Magar castes comprising of seven percent of the total population of Nepal. The Magar language is primarily learnt by the Magar children to communicate in their family and community. But, when their schooling begins, they have to learn the dominant language, i.e. Nepali. Later on, they have to learn another dominant international language, i.e. English. It is really a tough process for the Magar learners to learn the English language.

In my experience, as a Magar student, I felt more challenges in learning the English language than the Nepali language. Nepali language is learnt in the form of the second language by the Magar students, while the English language is learnt as a foreign language even third language of them. Because of this, most of the Magar students face several sorts of challenges in learning English language. Resultantly very few Magar students have been successful in English language learning. The main reason for this consequence is that they can face challenges in learning the language if they are not appropriately motivated. What happens when seven percent of Nepal population is illiterate in a language which is considered to be the international means of communication? In the same way, they seem less motivated and hold negative attitude towards such an internationally recognized language. What can be the main reasons behind this? How can they be motivated? What challenges are they facing

while learning the English language? Being based on these problems, this research study is going to be carried out.

### **Rationale of the Study**

English language is an international language; a language considered to be the means of global communication. Thus, the importance of English language cannot be denied. It is the one and only common means of communication in the world. So, in this situation, students must be able to adjust in the global village. For this, they should be able to communicate in English.

Language learners face so many problems in the learning process. The Magar students face more of such challenges in our context. Thus, the teacher should be able to motivate such demotivated Magar students so as to make them progress more in the language learning. We know that the Magar students face series of problems while learning English language. So, they need to be motivated by teachers to overcome the challenges. Hence, the major significance of this study will be to investigate the challenges of the Magar students and will give insight on how to solve the problem. Further, it will boost up Magar students' confidence level to learn the language. In the similar vein, this study will be fruitful to the language teachers which will help to impart appropriate motivation so that they can keep learning. In the same way, students should also be self-motivated to progress further. Therefore, this study will also be equally important to language learners to be self-motivated. Furthermore, this study will also help students understand the importance of internationally recognized language. Thus, this study will explore the challenges while learning the English language and the ways of their solution. Likewise, this study will help to recognize the appropriate motivation to keep moving further in the path of language learning no matter how challenging the situation is.

### **Objectives of the Study**

The main objectives of this study were as follows:

- i. To investigate the factors that motivated them to learn English language.
- ii. To explore the challenges faced by Magar students in learning English language.
- iii. To suggest some pedagogical implications.

## Research Questions

This study was oriented to explore the answers to these key research questions:

- i. What are the motivating factors that motivate Magar students in learning English language?
- ii. What are the challenges faced by Magar students in learning English language?

## Delimitations of the Study

- This study was limited to five Magar students from Devchuli Municipality, Nawalpur District.
- This study was limited to motivation and challenges of Magar students in learning English language.
- The samples of the study was determined upon on the purposive sampling procedure.
- The design of the study was narrative inquiry.
- To collect required data, the researcher used open ended in-depth interview.

## Operational Definition of Key Terms

The key terms used in this study have been defined briefly below:

**Motivation:** An internal or external drive that forces one to do motivation is the process of motivating individuals to take action in order to achieve a goal. A willingly to expend energy to achive a goal or reward.It is a force that activates dormant energies and sets in motion the action of the people.

**Challenge:** It refers to difficult situation. In this context, it means difficulties faced by Magar students in learning English language.

**Magar Students:** The students who belong to Magar communities in Nepal, with their own native Magar language as their first language.Tyey are kind and shy in nature. First and native language is Magar language and second and national language is Nepali then English language is third language of them.Mostly Magar students found in Gandaki province, districts like Baglung Myagdi,Tanahu,Nawalparasi purba.

**Indigenous:** People who are native to a particular place are termed to be indigenous people are culturally distinct groups whose members are directly descended from the earliest known inhabitants of a particular geographic region and, to some extent, maintain the language and culture of those original peoples. In another word those people who produced, growing, living or according natively in a particular region or environment.

**Learning:** Process of acquiring knowledge, attitude, skills and behaviors through exposure and experience. Learning is growth, adjustment, intelligent, active, the product of environment, both individual and social, purposeful, organising experiences.

## Chapter II

### Literature Review

This chapter consists of detail reviewed study and their implications in this study. In this regard several researchers have been carried out. This chapter provides information of previous research working related literature including theoretical and empirical literature on Motivation and Challenges of the Magar students in learning English. To make research valid and authentic we need many related materials like books, theses, journals, articles which helps to find research gap of study. Related reviews for the study and conceptual framework will be included.

#### **Review of Related Theoretical Literature**

Reviewing of theoretical literature has a critical role in research work. It gives us insights on conducting research works. It also gives us the opportunity to see the knowledge gap that further helps to develop the conceptual framework.

**Sociolinguistics of Magar.** Magars are one of the sixty indigenous castes in Nepal. According to the census of 2011, Magars speak the language which falls under the Sino-Tibetan language family. The majority of people speaking this category of language live in Nepal, Sikkim, Darjeeling and Bhutan. The origin of Magar caste can be traced back to 'Magyor', who are the traditional people of Hungeri. In this regard, Khatri (2056) states;

'Magyor' is the name of traditional people of Hungeri. It is said that Magars intervened in Nepal from central Asia through Tibet. They are siblings of Huna. There is close blood relationship between Hungarian Magyor and Nepalese Magar. This fact is also mentioned by Hungarian scientist, Alexander de Koru de Csoma. (p.200)

The Magar communities live in different places. Thapa (2021) states that their homelands were historically divided into two sub-regions, i.e. the Athara Magarat and Bara Magarat to Kalimati and Gandaki regions respectively. Nowadays, the majority of Magars live in Palpa, Arghakhanchi, Pyuthan, Rolpa, Myagdi and Kaski. The language that they speak is Magar language which has its own script called Akkha.

According to census (2011), the language has been ranked as the 8<sup>th</sup> major language among 123 languages spoken in the country. Thapa (ibid.) mentions Kham, Kaike and Dhut as the major mother tongues. All of these major languages belong to Tibeto-Burman family. Regarding the culture and religions of the caste, they observe Hinduism, Buddhism and Bone religion. They have their own culture. The 2011 census shows that the Magars cover 7.3% of the total population of Nepal making it the third largest populous or ethnic community in the country.

**English Language in Nepal.** English language teaching and learning can be traced back to 1854 AD. After the establishment of Durbar High School. Due to the autocracy of Rana regime, only their descendants were allowed to study in the school. Later, Honorable Prime Minister Bir Shamsher allowed all commoners to study in the nation. Tribhuvan University was established in 1959 which gave higher priority to its curriculum in English. But, after a decade, a nationwide master plan was implemented that brought drastic change in the system of curriculum, textbook, examination and so on from primary to university levels of education. Nowadays, the medium of instruction in higher education is in English. In the last three decades, English language teaching has been improved largely in Nepal. The change can be noticed in terms of structure of education, pedagogies and institution of higher learning (Bista, 2011).

English language has been a dominant international means of communication. The need of English has been felt in every domain and sphere of life. English is the most spoken language in developed and developing countries. They are brought forward in science, education, politics, pedagogies in order to get benefit. People in the underdeveloped countries like us need to understand English language. The need of English language is felt in all dimensions of learning in Nepal. Jha (1989, p.76) focused that the purpose of teaching English in Nepal can be seen as an effort to enable learners to exchange their ideas and views with those who use English and the at the same time to acquire knowledge, ideas, skills and techniques imparted formally and informally through English.

In Nepal, teaching and learning is progressing very slowly because there is no enough exposure of English. Therefore, it can be taken as a foreign language. In this

regard, Shrestha (1983; as cited in, Bista, 2011) states English is not a second language in Nepal. He further mentions that in Nepal, English is not an official language, not an international language nor a language of wider communication or a larger group of identification. However, Bista further mentions that English in Nepal is a foreign language or second language is still controversial. Similarly, Ellis (1985) defines second language acquisition as “the way in which people learn a language other than mother tongue, inside or outside of the classroom.” In case of Nepal, English language is foreign language because a larger number of people talk in Nepali and other languages, it should have wider use. For example: Nepali language is the second language for Magar students.

**Motivation.** Motivation involves the biological, emotional, social and cognitive forces that activate behaviors. In everyday usage, the term ‘motivation’ is frequently used to describe why a person does something. It is a driving force behind human action. Hall (2011) suggests that motivation is a key factor in order to accomplish a particular activity. Therefore, motivation is a driving force to achieve the goal. It helps a person to keep the work doing. Loewen and Reinders (2011) define motivation as “a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity”. This broad definition of motivation provides the overall understanding of the term. Motivation does not just refer to the factors that activate behaviors; it also involves the factors that direct and maintain these goal-directed actions (though such motives are rarely directly observable). As a result, we often have to infer the reasons why people do the things that they do based on observable behavior.

Motivation is a key factor for explaining the success or failure of any difficult activities. It is easy in a second language learning to state that a learner will be Motivation theory is the study of understanding what drives a person to work towards a particular goal or outcome. Abraham Maslow's hierarchy of needs is one of the best known theory of motivation. Maslow's theory states that our actions are motivated by certain physiology and psychological needs that progress from basic to complex. According to Maslow's there are five theories of motivation which are shown in the following need hierarchy of Maslow.



Fig.: 1

Maslow's theory presents his hierarchy of needs in a pyramid shape with basic needs at a bottom of the pyramid and more high level intangible needs at the top. A person can only move on to addressing the higher level needs when their basic needs are adequately fulfilled. He states that five categories of human needs dictate individual's behaviour. Those are physiological needs, safety needs, love and belonging needs, esteem needs and self- actualization needs. It describes the pattern through which human needs and motivation generally move. This means, according to the theory in order for motivation to arise at the next stage. Each prior stage must be satisfied by an individual. The hierarchy has been used to explain how effort and motivation are correlated in the context of human behaviour. Each of these individual levels contain a certain amount of internal sensation that must be met in order for an individual to complete their hierarchy is to attain the level of self- actualization.

***Types of motivation.*** There are different types of motivation. According to Brown (2000), there are two basic types of motivation: integrative and instrumental motivation. Integrative motivation refers to language learning for professional growth and cultural enrichment, viz. the learners like to learn a language to enter successfully into the target language society. In the same way, instrumental motivation is for external reasons. The major types of motivation have been explained as follows:

***Intrinsic motivation.*** It is an internal force that compels one to perform any job. It is self-desire to seek out new things of challenges. Dornyei (1998, as cited in Pourhosein & Gilakjani, Leong & Saburi, 2012) define intrinsic motivation as “to engage in an activity because that activity is enjoyable to do”. Thus, the motivation that arises inside is more enjoyable, long lasting and productive. It plays very vital

role in language learning. It is a kind of personal interest which is better for personal growth.

*Extrinsic motivation.* This is a kind of motive which is driven by outsider. In other word, if a person is motivated by external factors, it is called external motivation. Such motivation may include name, fame and money. It also plays a vital role in language learning. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping punishment. Brown (2000) indicates that there is a relationship between intrinsic and extrinsic motivation. An extrinsic motivation may turn out to be an integrative motivation if someone else wants the L<sub>2</sub> learners to know the L<sub>2</sub> for integrative purpose.

***Key factors of motivation.*** There are three main key factors of motivation according to Alizadeh (2016). They are explained as below:

*Positive attitude towards L<sub>2</sub> Community.* In order to be successful in L<sub>2</sub> learning, positive attitude towards target language plays a very important role. Pael (2008, as cited in Alizadeh, 2011) expresses that one must have positive attitude towards the target language community in order to learn the second language. Positive attitude towards target language pushes a learner to achieve more and quickly. This is the main factor of motivation. Negative attitude leads to lower motivation and positive attitude leads to higher motivation. Gardner and Hambert (1972) state that the motivation to learn L<sub>2</sub> language depends on the attitude towards the second language community and the desire to become the member of that community. This opinion further suggests that there should be positive attitude towards the target language to have motivation.

*Enjoyment of learning.* Enjoying while learning plays a vital role in achieving more success in second language learning. It is another key factor in motivation. Intrinsically motivated learners are supposed to continue their study than those who are extrinsically motivated. When learning includes entertainment, there is high motivation, and that motivation leads to higher achievement. There should be some sorts of enjoyment while learning in order to be motivated to continue studying the second language (Wu, 2003). Therefore, this view also suggests that there should not be duel situation to learn any language. We cannot achieve tremendous amount of

success unless we enjoy what we do. A learner who enjoys learning a language is always motivated.

*External Pressure.* There should be external pressure to motivate the learner. Alizadeh (2011) says that the external pressure may include to please parents, to get honor, reward, etc. Furthermore, external pressure also includes job opportunity that the learners will get after learning language. On the other hand, language is a part of external pressure that keeps the learners motivated. This factor also plays a vital role in increasing motivation in language learning.

**Motivation in Second/Foreign Language Learning.** Learning a second or foreign language is difficult. Learning a language includes many skills and sub-skills to be mastered. In this situation, motivation plays a significant role. Motivation plays a significant role in the rate and success of second and foreign language learning in general and in classroom language learning in particular (Kanboody, 2013; as cited in Nurhidayah, 2020). Success in foreign language is possible only when students are intrinsically and extrinsically motivated. Motivation determines the rate of success in language learning. Nurhidayah (ibid.) states that all other factors involved in second language acquisition are supposed to grow motivation to some level. By giving sufficient motivation, it is hoped that even the individuals with minimal abilities can achieve long term goals. In addition, high motivation can cover up for significant deficiencies in both language skills and learning conditions. This view is also supported by Gass and Selinker (2008), wherein they state that a learner who is vigilant about instituting may encounter to gain comprehensible input, is more likely to be successful in second language learning. Learning foreign language has been a burning issue nowadays. Teaching heterogeneous students a foreign language is a challenging job to a language teacher. At this point, teacher should be a good motivator so that students can be motivated to progress to further. Motivation can determine students' success. Motivation plays an important role in the foreign language learning process because it provides the first push to initiate successful language learning process.

In the process of learning, the teacher has pivotal role to motivate learners to learn a foreign language. There are many theories of motivation and these theories assert that there are different factors that influence on students' motivation. The

teachers' behavior is one of them. Tanveer (2012) states that language teacher should be able to create curiosity and positive attitude towards the target language. Rie (2014) states that language teachers should give significant importance to learners' motivation level and interest level, and should have positive attitude towards their learning. Further, it has been stated that motivated teacher can have a powerful influence on students' career direction and positive impact on learners' motivation and interest.

**Promoting Learners' Motivation.** Language classroom offers different types of learners. All learners do not have same level of motivation. Some may have high motivation; some may have weaker motivation, and some may have no motivation at all. As we know that motivation is essential in language learning, one of the tasks of the teacher is to sustain and strengthen students' motivation in the early phase of learning. Harmer (2001) suggests three areas where teacher's behavior can influence students' motivation.

**Goals and Goal Setting.** The learners who set goals for language learning are likely to be motivated to achieve those goals. Teacher can help them to motivate to achieve those goals. Similarly, teacher can help them to achieve the goals so that the learners can be more motivated.

**Learning Environment.** Creating good learning environment plays significant role in building learners' motivation. Teacher should organize physical and emotional aspects in proper manner. In the same way, the classroom environment should be supportive and co-operative and teacher should also be careful to build good rapport with students so that they can be more motivated.

**Interesting Classes.** One of the activities that can be implemented to increase interest/motivation on the parts of learners is by creating interesting classes. Teacher can choose a varieties of activities and topics to make the classroom interesting.

Similarly, Ur (1996; as cited in Daskalousk, 2012) points out that it is in the arousing of interest, perhaps that teacher invest most effort and get most immediate and noticeable pay off in terms of learners' motivation. They should be more interested in the class so that they can be motivated in their ongoing learning. She suggests the following activities to arouse interest. Which are setting clear tasks goals,

using varied topics and tasks, using visuals, using role play and simulations, providing entertainment in the form of jokes, stories, dramatic presentation, movies, videos, television documentaries, using information gap activities, personalising tasks and activities, using tasks and activities with open-ended uses.

Since motivation plays significant role, the teacher should bear in mind that he/she should be able to motivate them. In the beginning, the learners come with little or no motivation. Therefore, teacher should play the significant role of a good motivator to motivate learners and help them progress by making their learning more progressive, quicker and interesting.

**Challenges in Second Language Acquisition.** Learning a second language is never easy. On the other hand, learning English in foreign context is never easy. In this regard, Ama (2022) studied on "challenges encountered by learners of English as foreign language and found the following challenges of learning English language. Wich are unqualified teachers, limited learning environment, inadequate learning materials, over use of native language in the classroom, students become too independent on their teachers, strong students dominate the other students

As we are known to the fact that no two languages exist in the world are similar, they are different in terms of syntactic to semantic level of language. Therefore, learning a foreign language or second language is challenging one. In this regard, Fatiloro (2015) states "learning a foreign language may not be like bread and butter experience due to peculiarities and distinctiveness". It is true that no two languages are utterly the same and consequently learning another language becomes more challenging. The learners of English as foreign language find its learning the language difficult due to sudden change of familiar to unfamiliar language. Thus, various errors ranging from syntactical, morphological errors to semantic errors etc. are committed. Some of the challenges according to Fatiloro (2015) are presented as follows the problem of immediate needs, mother tongue interference, lack of specialist teachers, the students' psychological problems.

In the similar vein, for the Magar learners of English, English language is not only second language but foreign and third language. They have to think about English language from the perspective of Nepali language and then their own mother tongue. It is natural that they have to face a lot of problems while learning English

language. The major problems can be seen in language structures, pronunciation and fluency in the language. Following Thapa (2021) states "it was found out that the main challenges the Magar students faced were complex rules of grammar, comprehension, vocabularies, spelling and pronunciation while learning English language. She further explained that the mother tongue interference is another biggest challenge in the learning of English language.

**Affective Factors in Second Language Acquisition.** Affective factors are the set of emotions and attitudes people have about themselves or the surrounding environment. Learning a language is sensitive and difficult task because it is influenced by many factors what we call them effective factors. Learning a language is explicit process of acquiring rules of that language and vocabularies. In this regard, Krashen and Terrel (1985) states that learning is explicit process of acquiring rules being aware of them and being able to talk about them. While learning any language implicitly or explicitly in particular, there are many internal and external factors which determine sources in second or foreign language. Such affective factors according to Mitchell and Myles (2004) are presented as follows:

**Mother tongue interference.** This affective factor is one of the most important affective factors in second language acquisition. As we know that one language is different from another in terms of structures, sound system and vocabulary. These differences create a room for interference in transferring the language items. Mother tongue of learners disturbs while learning grammar, pronunciation of the target language. Especially, the disturbance can be seen in pronunciation and fluency in particular.

**Students' age.** The young learners learn any language without any stress while adults learn language more consciously and with a lot of stress and more accurately too. According to critical period hypothesis, the learners of age group of 10 to 15 have more capacity and they are often fast learners. They have more capacity to learn language than other age group. Therefore, the learners' age plays significant role while learning any language. Thus the learning of any language is challenging one with the growing age of the learners.

**Learners' personality.** Learning any language is interactive process. It means there should be more interaction in order to progress in the language learning. The learners should talk more in that language so that he or she can master that language. The language learners by nature can be either extrovert or introvert. Some learners are more talkative than other. The introverts are not more expressive while the extroverts are more expressive and talkative. The learners having such personality can learn language faster than those who are less talkative. In the same way, by personality, some learners are individual learners and others prefer learning language with friends. The students who prefer learning with friends can achieve better than those who prefer leaning alone. Therefore, personality factor plays significant role in second language acquisition.

**Motivation.** It is another factor that affects in learning a language. Motivation plays significant role while doing any work and language learning is not in exception. The learners having high motivation tend to succeed than less motivated. The motivation can be varied which depends on individual learner. Some may want to settle in foreign country and some may want to be teachers of that language. In the same way, some may be strongly influenced by the pop culture. Therefore, there is certain extent that motivate the learners to learn the language. The less motivated learners may not learn the language more than who are motivated. Therefore less motivated learners are less successful than the motivated ones.

**Exposure of the target language.** Exposure of the target language can help learners to learn language without any stress and subconsciously. Language learning in foreign context is difficult because there is no exposure of the target language at all. If there is the exposure of the language, they can easily learn the language and it is less challenging. Therefore, the exposure is one of the significant factors affecting while learning second and foreign language.

Similarly, Krashen (1981) presents the following affecting factors while learning the second language and foreign language. The factors are explained as follows:

**The affective filter hypothesis.** It is believed that this hypothesis includes the negative and positive emotions. It has direct relationship with input and intake of second language. Negative emotions prevent intake and input while positive emotions helps in second language acquisition. Krashen argues that affective filter hypothesis is

a kind of psychological obstacle that prevents language learners from absorbing available comprehensive input completely. He looks affective factors functioning as filter that reduces the amounts of language input that the language learners are able to understand.

**Self- confidence.** It is considered to be another important factor that affect in second language acquisition which profoundly influences in second language learning and performance. The learners who have less self-confidence are found to be extremely timid, fearful and reluctant to express their opinions and even unable to utter single sentence of their own. Therefore, the learners who have the less self confidence in learning language cannot be successful in second language acquisition.

**Anxiety.** It is particular affective factor in second language acquisition. It is one of the pervasive and prominent emotions. The learners having less anxiety can be more motivated and high cannot learn any language. According to Krashen (1981, p. 23) the students who feels at ease in the classroom and likes the teacher may seek out more intake by volunteering and may be more accepting of the teacher as a source of accepting of the teacher as a sources of input. Therefore, the factor, anxiety determines whether to succeed or fail in achieving in second or foreign language.

### **Review of Related Empirical Literature**

There are earlier research works that have been conducted on a particular topic. Such works will help a researcher to see knowledge gap and methods and procedures. Some of the related empirical literature reviews have been given below.

Singh (2010) conducted a research entitled “Attitude of Muslim People towards English Language”. The main objective of the study was to find out the attitude of Muslim people towards English language learning. The researcher had selected the Muslim people of Nepalgunj Municipality and Madrasas of Banke district. The total sample size was 40, divided into two groups of informants including literate and illiterate who were selected using quota sampling procedure. Structured interview was used as a tool for data collection. The religious impact and poverty were found to be the major challenges in learning English in the study.

Ghimire (2014) carried out a research study on the 'Role of using Nepali in the English classroom '. The main objective of the study was to find out when and how much the teachers use Nepali language in English classroom. His research was based on field study. Both primary and secondary sources were utilized to collect the data. Primary sources were students who were learning English language, English language teachers. In the same way books, journals, articles, published and unpublished research works were used as secondary sources of data collection. He used a random sampling procedure to select the schools teachers, students for the sample population. He found that the majority of the students i.e. 80% opined that the teacher should use Nepali to define new terms and difficult words.

Chamling (2014) conducted a research entitled " Challenges Faced by Chamling Learners in Learning English" to find out the possible causes of the challenges in learning English by Chamling Learners. For sample, he picked fifty Chamling native speaking students of grade ten studying at different schools of Khotang district and five secondary level English teachers. He used both close-ended and open-ended questions for data collection tools. The collected data were analyzed in a narrative way with description presenting in different tables and figures. His major Findings were lack of hard labour of students, yearly plan of the schools, regular monitoring of stakeholders, poor family background of the students. Classroom management was also not good in most of the selected schools, Chamling language did not help the Chamling students in learning EFL, designed textbook was found to be very lengthy, very ideal rather than practical.

Lamsal(2015) conducted a research entitled "State of Tharu Speaking Students Motivation towards learning English ".The main objectives of this research was to find out the Tharu Speaking Students motivation towards learning English. She has conducted research by selecting 40 Tharu students of secondary level in Dang district. By analyzing the responses students were motivated by instrumental motivation in course of gaining pragmatic gain rather than integrative motivation of assimilating and associating in foreign culture and with the foreigners. In this study majority of the respondents were in favor of instrumental motivation that they were encouraged to learn English language for getting diversity of benefits such as ,further furthering a career, securing good marks, getting job, able to for English information on the internet, to mold in fluency and so on . And very less number of respondents were in

favour of integrative motivation that they were attracted of being valued member of the target language community.

In the similar manner, Khan and Khan (2016) carried out a research on “Obstacles in Learning English as a Second Language among Intermediate Students of District Mianwali and Bhakkar, Pakistan”. The major objective of this study was to explore the factors hindering students’ learning of English in the Intermediate level in Mianwali and Bhakkar districts, the most remote regions in Pakistan. The survey research design was used for the collection of data. The study included the sample of 10 English teachers and 65 male Intermediate students from 4 different public sector colleges from the sample districts. The study came up with the finding that there were numerous factors that appeared to be the obstacles of the learners in learning English. These factors included large and overcrowded classes, role of motivation, obstacles in language skills, lack of interest and ruthless attitudes towards teachers, lack of teacher training, lack of teachers, discouraging behavior of teachers, and English curriculum.

Sherpa (2016) carried out research work on "Use of mother tongue in teaching English at primary level". The objective of the study was to find out the role of using the mother tongue (Sherpa language) in teaching English at primary level in the community schools. She selected 10 teachers and 20 students including 10 girls and 10 boys at primary level of Taplejung district as a sample through random sampling procedure where 10 teachers were selected through purposive random sampling procedure. She used two sets of questions. Here findings showed that most of the teachers perceived mother tongue as an appropriate instruction technique to join one language culture and content. Most of the students were interested in learning English in the classroom through their mother tongue.

Neupane (2016) conducted the research work entitled " Questioning Structure in Magar Dhut and English" to find out the questioning structure used in Magar Dhut language, and to compare and contrast them with those of English. Information for the study were selected 60 native speakers of Magar Dhut from Krishna Gandaki VDC and Jagatra Devi VCD. He used purposive non-random sampling procedure to select the informants and a set of questionnaire was used as a research tool.He found that Magar Dhut language has five types of question markers.

Shrestha (2018) conducted a research on “Challenges faced by Newar Students in Learning English”. The main objective of the study was to find the challenges faced by Newari students in terms of vocabulary, spelling, and pronunciation while learning English. He made the use of mix-method research design in the study. He selected forty-five secondary level Newari students of Kathmandu valley as the sample population by using purposive non-random sampling procedure. In the study, he used questionnaire and semi-structured interview as data collecting tools to collect the data. After the analysis of the data, it was found that the main challenges that the Newari students face while learning English are vocabulary, spelling, grammar, and pronunciation. Similarly, Shrestha (2018) conducted a research study on “Muslim Students’ Challenges in Learning English”. The objective of the study was to identify different challenges of the Muslim students in learning English in the Madrasa and the community schools, especially focused on socio-cultural challenges from the Muslim society. She used the survey questionnaire design. The data were collected from both primary and secondary sources. Non-random sampling purposive sampling strategy was used to select the sample. She selected altogether 40 Muslim students of class 9 and 10. The major findings were based on different general and socio-cultural challenges like challenges at home, uneducated parents of the students, unmanaged libraries in both Madraras and Community Schools, teachers’ biasness based on social and economic class, and lack of technical workshops.

Chaudhary (2019) carried out the research on "Problems and Challenges Faced by Tharu Students in Learning English. " Her main objective of the study was to explore perceptions of Tharu students towards English language. The researcher collected data from four secondary level community schools of Gadhawa, Dang. Respondents were selected by non-random purposive sampling procedure. Data collection tools were consisted both open-ended and close-ended questions. Her main findings were Tharu culture and status affect their learning, comparison level is very low. They have very weak grammatical knowledge, poor vocabulary power lack of knowledge of pronunciation, tone and intonation.

Magar(2019)carried out research on "Motivating And Demotivating factors In learning English." The main objectives of this research to explore the factors motivating and demotivating the secondary level students towards learning English.

She collected data by selecting students of class nine in Gorkha district. Majority of the learners are motivated to learn English for external pressure such as for pleasing parents receiving rewards from school earning high status in the society and so on rather than getting internal satisfaction were found in this research. Teacher's unpleasant behaviour towards the learners, their manners to make fun in the learners mistake and boring teaching styles are the main demotivating factors in the learning English in the study.

Thapa (2021) conducted a research on “Challenges faced by Magar Learners in learning English Language”. The main objective of the study was to identify challenges faced by Magar students in learning English and to suggest some pedagogical implications. She made the use of mix method research design in the study. She selected forty secondary level Magar students of Harinas Rural Municipality as the sample population by using purposive non-random sampling procedure. In the study, she used questionnaire and semi-structured interview as data collecting tools to collect the data. After the discussion of the data, it was found that the main challenges that they face were complex rules of grammar, comprehension, vocabulary, pronunciation and spelling while learning English language.

Literature of any field is the study has great importance to lead the path towards any study .It provides guidance to the researchers in several stages. The research work carried out by Thapa is little bit similar with my study. The design of the study was based on mixed method. The population of her study was the Magar students at secondary level in Haryana Syangja district .The total students were 40.She used questionnaire with close ended. Items and semi- structured .The main objective of her study was to find out challenges of Magar students in learning English language. My research work entitled is Motivation and challenges of Magar students in learning English language. This study's design based on qualitative method .I will used questionnaire with opened ended items .The population will select from Nawalpur district .The total population will be selected 5 students who passed master's degree in English.

The main gap between two these research works were motivation towards learning English of Magar students. Thapa and other researches were found some lacunae. There may be some more challenges and the types of motivations that the

further studies could not mention in their study. Therefore, I conducted this research work to find out what could be the motivation types while they were studying. On the other hand, my research work is different in terms of research design, method, area, population, my research work than theirs.

**Implications of the Review for the Study.** Literature review plays vital role in any research work. I have reviewed several theoretical literature and empirical literature. It gives an insight/knowledge on a topic that a researcher is going to conduct a research work. Theoretical review gives the knowledge of theory and empirical reviews help a researcher to see knowledge gap and to choose appropriate method for the study.

Theoretical review of the study is all about motivation of language learners. Theoretical reviews of the study include CBS (2011), Harmer (2001), Kanboody (2013), Gautam (2010), Yadava (2003), Khatri (2056), Bista (2011), Ellis (1985), Lowen and Reinders (2011), Brown (2000), Lambert (1972), Wu (2003), etc. CBS (2011) helped me to see the data of Magar caste and their population. In the same way, the reviews of Harmer, Brown and Kanboody helped me to know what motivation is and what its types are. Through them, I got the deeper insights on intrinsic and extrinsic motivation. In the similar vein, Ellis' work helped me to understand the way the second language is learnt. Similarly, Alizadeh's work helped me to understand the factors that influence on motivation. Duskalovska's work further helped me to know how motivation can be developed on the learners. In nutshell, all theoretical works that have been reviewed are equally important for theoretical understanding for the research work.

Likewise, through the reviews of the empirical literature, I got to know the methods how research studies are carried on. I got to learn the clear insights and ideas on the procedures how the data are collected for the study. Thus, on completion of the review of the related books, articles and researches, I got much information for shaping up my thesis study. I got a great deal of knowledge required to initiate and carry out my study.

## Conceptual Framework

This research study was based on the following conceptual framework.

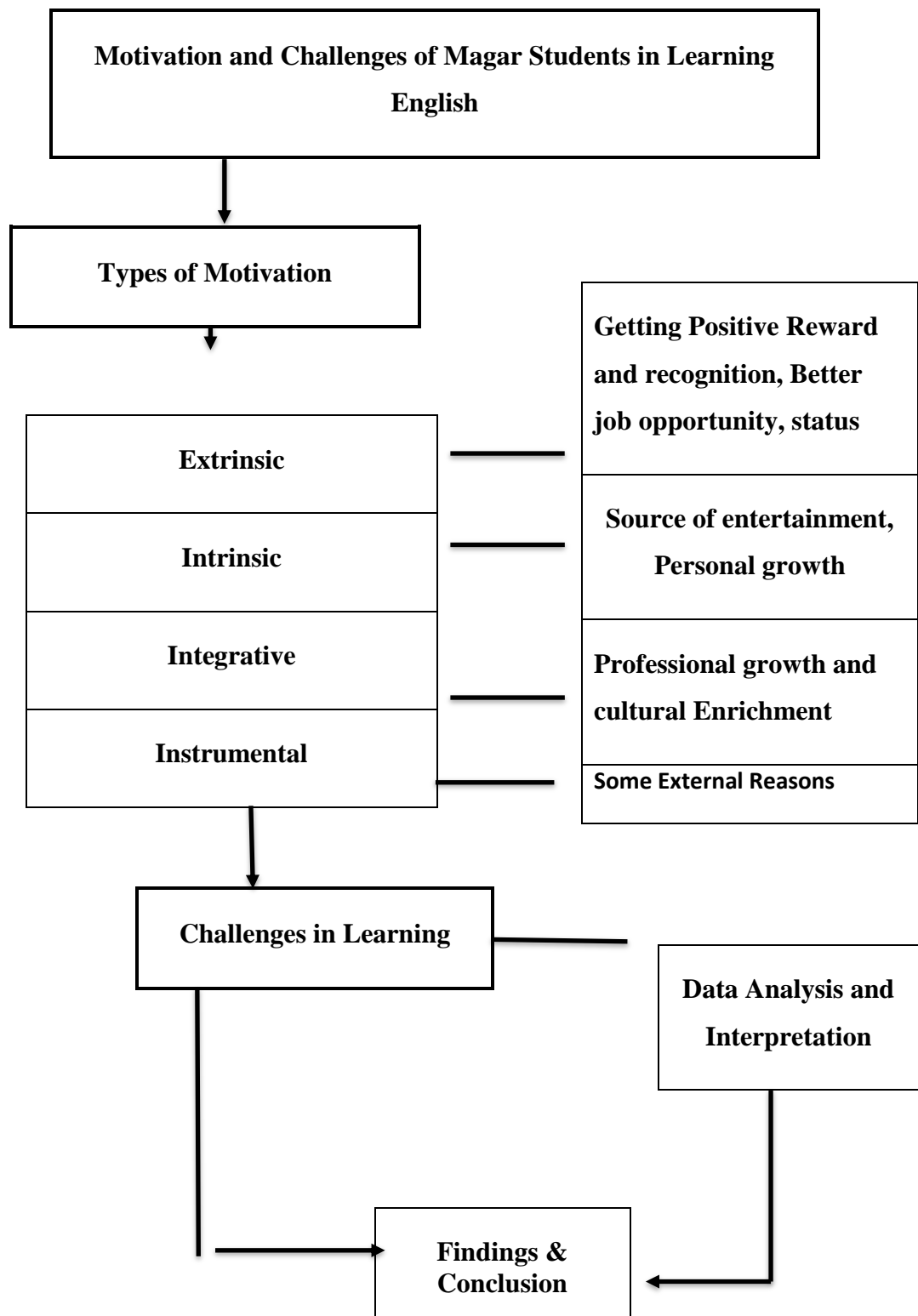


Fig. 2: Conceptual Framework of the Study

## **Chapter III**

### **Methodology and Procedures**

This chapter constitutes the methodological procedures that will be incorporated in carrying out this thesis research. It includes different sub-headings. These include design and method of the study, population, sample and sampling strategy, study area/field, research tools, sources of data, data collection procedures, data collection and interpretation procedures and ethical considerations.

#### **Design and Method of the Study**

In order to achieve the specified objectives of my study, I used narrative inquiry technique which comes under qualitative research design. The technique of narrative inquiry is a qualitative data analysis technique in which data are collected and presented in the form of story. It is the story of any person or a group of people. Clandinin and Connelly (1994, as cited in Niure, 2019) state that Narrative inquiry is about understanding the situation, lives of people through reflection and reconstruction of experiences using story as the fundamental basis for such an understanding. This technique is important for education field. It is because the story of people's experiences gives tremendous opportunity for learning to other people. The data can be presented in the form of story. Narrative inquiry follows the following step-wise procedure.

Step 1: Selection of the problem

Step 2: Formulation of research questions

Step 3: Selection of the subjects

Step 4: Preparation of in-depth interview

Step 5: Conduction of interview

Step 6: Data collection

Step 7: Analysis and interpretation of data

Step 8: Reporting the result

## **Sources of Data**

Both primary and secondary sources were used. The primary data were collected from respondents by going on the field and was given more priority. On the other hand, the secondary sources of data were used as optional source and had been used in the case of insufficiency of data.

## **Population Sample and Sampling Procedures**

For the data collection, the study requires population. The population was selected from Nawalpur district by using purposive non-random sampling procedure. The population for the study was five Magar language learners who represented the whole population. The population included both males and females whose profiles are given below:

### **Participant: 1**

Dil Bahadur Saru is a first participants of my research work .He lives in Devchuli -9, Bishaltar(aptari tole)He is 28 years old .He is my childhood friend as well as classmate.He has passed SLC from Bhimsen Adarsha Secondary School in 2067 and joined +2 in a same school. And the he passed +2 level in 2070 in English (Education). He is very kind and hardworking girl. Then she continued her study in Janajyoti Multiple Campus in Pragati Nagar.He passed his bachelor and then, joined master's degree in Lumbini Multiple Campus, Kawasoti Nawalpur.He passed his master's in English. Now,he works as an English teacher in Kalika secondary school at Lower secondary level.

### **Participant: 2**

Prakash Bache Magar is an another participant of my research work.He lives in Devchuli municipality -9, Bishaltar(Thap laurechowk tole).He is a talented, helpful and hardworking student. He is 29 years old. He passed SLC In 2067 from Bhimsen Adarsha Secondary School, Rambas- 6. He also my classmate.He joined his +2 level in a same school.He has been started teaching after +2 in a same school. After +2, He joined bachelor in Madhyabindu Multiple Campus, Kawasoti, Nawalpur. He graduated his Master's degree in English Education. Now, he works as an English teacher in Bhimsen Adarsha Secondary School in a secondary level.

**Participant: 3**

Sumitra Pulami is an another participant. She is kind helpful and hardworking girl. She is 27 years old. She lives in Devchuli Municipality -9, Bishaltar( Tinghare tole) She has passed SLC in 2068 from Shree Kalika Secondary School, Devchuli -9 Bishaltar. She joined +2 in Bhimsen Adarsha Secondary School, Rambas -6. She started to teach from Moonlight Adarsha Public Academy Daldale. She has completed her bachelor and master's in English from Madhyabindu Multiple Campus, Kawasoti Nawalpur district. Now, she is teaching in Balkiran Primary School, Munday, Nawalpur.

**Participant: 4**

Niru Thapa Magar is an another participant who lives in Devchuli Municipality-8 Mudabas. She is 30 years old and kind hearted and hardworking student. She passed SLC in 2065 from Bhimsen Adarsha Secondary School, Rambas – 6, Devchuli. He joined his +2 in Janajyoti Multiple Campus, Pragatinagar. She has started teaching since SLC. She also continued bachelor in a same college then joined masters in Kumarwanti Campus, Kawasoti. She has graduated his master's in English in 2075. Now, she is teaching in Devchuli secondary School.

**Participant: 5**

Shyam Barhaaghare Magar is an another participant of my research work.He lives in Devchuli municipality -9,Bishaltar(Lokaha tole). He is 31 years old. He has passed his SLC in 2064 B.S. from Shree Kalika Secondary School. Then, he joined +2 in Janajyoti Multiple Campus in Pragati Nagar. After completion of bachelor, he joined masters in Balkumari College, Bharatpur, Chitwan. He completed his master's degree in English in 2073.He has been teaching since 12 years. Now he is teaching in Janajyoti Multiple Campus and Namuna Mavi School in Devchuli -13 Daldale.

**Study Area/Field**

The major emphasis of my study was on the challenges faced by Magar students in learning English language. The eastern part of Nawalpur district Devchuli municipality -9 Bishaltar was the field/area of research study.

**Data Collecting Tools and Techniques**

For the collection of required data for the study, the researcher used in-depth interviews in order to get required information. Probing questionnaire will be designed so that the researcher can get in-depth of the subjects to get actual information.

**Data Collection Procedures**

The data were collected from Nawalpur district. The subjects of the study were only Magar students who are learning English language. First of all, I informed the subjects about the purpose of my interview. Then, I initiated the interviews by taking their consents. Each subject were interviewed separately.

**Data Analysis and Interpretation Procedures**

After collecting the data from sample population through interview, the researcher started data analysis process. As narrative inquiry is a part of qualitative research design, the interview of each subject was transcribed descriptively with thematic divisions.

The drawn themes were analyzed qualitatively; and the findings and conclusion had been drawn.

**Ethical Considerations**

It is important to keep in mind the ethical considerations while collecting the data. Therefore, I carefully reviewed the questions before being asked to the respondents. I did not ask those questions which seem against the prestige of the subjects. The collected data will only be used for the research purpose, not for other purposes. I took consent of every respondent preserving their privacy. Their

protection from harm was guaranteed. In overall, I considered the following things as ethical issues.

- i. Safeguard the rights of their privacy
- ii. Develop confidence within respondents
- iii. Avoid deception
- iv. Voluntary participation
- v. Taking consent
- vi. Respect the culture of participants
- vii. Avoiding biasness

## CHAPTER IV

### Analysis and Interpretation of Data

This section is mainly concerned with presentation of data and analysis of those data and interpretation as well. This chapter also includes the results and discussion. The data were accumulated through in-depth interview. In order to collect the data, the researcher had taken five Magar students of English language as sample. In order to elicit the required information, pre-determined questionnaire were prepared. In case of insufficiency of data, the subjects were interviewed time and again. In order to fulfill the objectives specified, the researcher had used narrative inquiry research design. The collected data were analyzed qualitatively by drawing the themes.

#### Analysis of Data and Interpretation of Results

The careful analysis of the data plays the vital role to derive the desired results. Data are raw materials which needs careful consideration. The analysis of data is necessary so that we can report our results. The analysis of the data basically involves the process of organizing collected data and breaking them into manageable units, putting them in one place on the basis of their nature and describing those data and finally telling what we have found. Therefore, in this section, the researcher had analyzed the raw data by organizing them in one place on the basis of the nature of the data. The main objectives of the study were to find the challenges and motivation of the Magar learner of English language. Therefore, the data were collected from them and on the basis of their responses, the themes were drawn as follows. Further, the themes were analyzed by using thematic approach in order to see the learners' challenges and their motivation while learning English language. Before analyzing the themes, the themes were separated on the basis of their similarity and differences and finally, the responses were viewed holistically and analyzed thematically.

**Motivation in Second/Foreign Language Learning.** Learning a foreign or second language is less effective unless the learners are motivated. The motivation factor plays important role in any language learning process. The term motivation generally describes why a person does something. It is actually driving force that force a human to do any action. Motivation is the process that guides a person and orients his/her behavior toward achieving goal. The motivation serves as guiding role for all human beings. The role of motivation in second and foreign language learning

is very important. It plays the key role in acquisition of the foreign language. It basically helps a learner to keep positive attitude toward the target language and ultimately helps in acquisition of that language. Actually, the motivation gives the strong desire to learn any language. It seems worthy to know about the importance of motivation by the participants. In order to know about the motivation in second language acquisition the researcher asked the question. the question is Will you share your experience on how motivation helped you to learn English language? Not only that they were also inquired of why motivation is necessary in learning second and foreign language. In the response to the question, participants Dil Bahadur Saru has the following response:

*Well...umm, thank you very much your wonderful question. The motivation according to me is a kind of drive or force that keep inspiring one to reach the goal. The force that helps us to keep going toward our destination. Telling it in another words, it is reinforcement that helps us to do any work successfully. Regarding the role of motivation in second language and foreign language acquisition, we cannot deny its importance. In my experience of learning of English language, the motivation has played pivotal role.*

Similarly, Niru Thapa Magar respondent also stated the same thing as:

*Ok, in my opinion, motivation is the tools to help us to grow curiosity to do any work. It simply inspires any person to meet his goals. Motivation in second language has crucial role. I wanted to be English teacher. I wanted to be fluent speaker of English language so that I could be praised. That motivated me a lot in learning English language. So, I think, this is the way motivation plays the role in learning. So it has important role in learning second or foreign language.*

According to the extracts above, it is clear that the respondents were aware of the motivation of learning a language. They said that motivation is a drive or force that helps moving forward. It is it is true that motivation keeps inspiring one's behavior to move forward. The motivation has huge role in second language acquisition. As second respondent mentioned that he wanted to be fluent speaker in English language so that he could be praised and also wanted to be a good teacher. This line makes us clear that somehow motivation is playing pivotal role in learning

of second language. Thus, it can be concluded that motivation plays key role in second language learning of second language and the participants also seem aware of it.

### **Types of Motivation in Learning English Language**

The study has already discussed about motivation. Second and foreign language learner can have a number of reasons why they are learning the target language. Those reasons can be explained as the motivational factor to achieve the goal. Every learner can have their own aim of learning English language. Those aims of learning English language can be explained as types of motivation. For an instance, some may be learning to go abroad, other may be learning to get better job and some other may be learning it to go foreign to get better education. Similarly, some other may be learning English language to adjust in the global village. It means to say that there may be various reasons/motivation types that influenced the participants to learn the language. The participants were asked the reason behind learning of English language or they were asked to tell the motivational factors that helped them to learn English language using the question what were the reasons behind learning English language? In response to the answer to the question, Dil Bahardur Saru stated:

*Well, to be true, I didn't know why I actually started learning English in my childhood. But, as I grew up, I became aware that learning English can have a number of advantages. In fact, I belong from a remote area where people are less educated and the number of people who were competent were only handful. Then, it began growing my interest in learning English language. This situation made me think I can have immense opportunities.*

In the similar manner, Prakash Bache Magar respondent answered:

*Well... there was are many reasons why I actually started learning English language. One of the reason that I started learning English language is that people said that if I know and speak English language, I can travel around the world I like. Later, I decided to be English teacher. These incentives heled me to move further.*

The aforementioned responses makes us clear that there were different types of incentives/motivations which were the reason behind learning English language. In

the first extract, the participant said that he wanted to learn English language where he could get a lot of opportunities. Similarly, another respondent said that he wanted to travel all around the world by learning English language. Thus, it can be concluded that there were different reasons behind learning English language.

The participants were questioned about the reasons behind the learning of English language so that I could explore what types of motivations they were influenced by. The responses regarding the types of motivation they have been influenced by were collected and those responses were grouped in one place on the basis of similarity. Those responses were deeply studied at first. While studying the responses, the learners were found to be influenced by both external and internal motivational factors while learning English language. Therefore, the themes were broken into sub themes on the basis of intrinsic and extrinsic motivation. The themes have been presented and discussed in the following different subheadings.

### **Intrinsic Motivation**

This is one of the major types of motivations. It is the internal force that drives the one to reach in any destination. It means to say, motivation occurs when one acts without any external force or rewards. In such motivation, we keep doing our work with entertainment where we see only opportunity to explore and actualize our potentials. Thus, it is the inner drive that keep guiding or behavior toward goal. It means it orients one's behavior toward success. While collecting data, it was found that some of the learners were motivated by deep inside. It means they were motivated intrinsically. Upon observing the responses of the participants, the following responses were found.

***Personal growth.*** The personal growth here refers to the self-development. It includes the activities such as developing capabilities exploring self-potentialities and building up capacity to perform any work. Putting it into another words, the personal growth is the process of both understanding and pushing ourselves to reach our highest potential. It is something that we keep asking who we are and what we want to become. In this regard, Dil Bahadur Saru stated:

*Oh yes, English language is internationally recognized language. English people has revolutionized everywhere. There are a lot of opportunities that we can take advantages from leaning English language. We can develop*

*ourselves as good global citizen by learning English language. Further, I can see and develop my skills and knowledge in English language.*

In the similar manner, Sumitra Pulami also stated the same thing as:

*Well... truly speaking, I don't have any intention of doing like finding job and enjoying by going foreign countries like other people. I simply want to develop my knowledge and want to be a good and expert of English language.*

The aforementioned two extracts makes us clear that intrinsic motivation plays significant role in learning English language. Not only that the learners were intrinsically motivated to learn the language. they were studied the language for professional growth as well. Thus, it can be concluded that the learners were able to learn the language because of intrinsic motivation as they said that they wanted to increase knowledge by learning English language but not for other extrinsic purpose.

***English as source of entertainment.*** Some people enjoy doing anything. They simply do it for pleasure rather than other purpose. Some people enjoy a lot while learning a language because they can get a lot of source of entertainment i.e. music, movies, reading literature and so on in this regard Dil Bahardur Saru said:

*Umm.... There may be many reasons behind learning language but the foremost reason of them is that I actually enjoy a lot while learning it. English is rich language in term of culture, literature and world politics. I love to play guitar and singing and listening English songs. Not only that I also love to watch Hollywood movies. Therefore, I get immense pleasure while learning the language. Similarly, there are very famous literature books written in English language. Actually, I am fond of reading literature books esp. English literature.*

The above line explains that learning a language is entertainment. The main purpose of learning a language is for pleasure because one can get immense pleasure from English language. One can enjoy pop music, literature arts and movies in the language. Entertainment is the major source of motivation. Thus, the above statement makes us clear that the participants were intrinsically motivated to learn English language. As they said that some of them were successful in learning English

language because they thought that English language has a lot of entertainment to offer.

### **Extrinsic Motivation**

Unlike intrinsic motivation, it is guided by external reward. Putting it into another words, extrinsic motivation is more instrumental. It is related to gaining popularity to getting better job and often guided by economic and non-economic incentives. It is often driven by external forces such as reward, punishment. Some of the participants were found to be influenced by the other extrinsic motivation. On the basis of the similar themes, they are explained in the following different sub-headings as follow.

***To join British and Indian Arm force.*** Gorkha regiment is famous in the world. Gurkha is praised for their courage and power in war. Thousands of Nepali youths have been recruited in India and Bristish arm force. As we know that most of the soldiers recruited from Nepal are from Mangolian community especially from Magar, Gurung and Rai community. Some of the participants seem to be motivated to learn English language to be army in these country. Prakash Bache Magar stated as:

*My father is old pensioner of British army. He is often known as British Laure in my village. My father also wanted me to be British Laure. My dream also to be like my father. I was quite known to the fact that I have to master over English language to be British army to communicate with the soldiers and people around. In order to fulfill my dream I had to learn English language. That was the reason my interest in learning English gradually and slowly increased and mastered too.*

In the similar vein, Shyam Bahraghare also stated the same thing as:

*I had seen my villagers being Indian and British laure when I was child. They used to talk in English whenever they returned from there. Then, when I was young, I used to think that one should know English to be Britsish and Indian Laure. Since then, I focused more on English language. Later, I came to know the value of English language and learned the language more consciously. I could not be the Laure but I mastered English language.*

The above two extracts reveal that we need to have strong reasons behind doing anything in a perfect manner. The aforementioned responses reveal the fact that the learners often are motivated to learn anything due to the particular reason. It is the evidence that the main reason behind learning English language was to be army in near future so that it is easy to have communication. Thus, it can be concluded the fact that the learners were mainly motivated to learn English language in order to be British and Indian army.

***Getting positive reward and recognition.*** The reward can be either verbal or non-verbal. Reward is the process of giving recognition to a person either in the form of verbal or non-verbal. The reward is an extrinsic motivation that helps one do better in any work. Specifically, reward plays significant role in learning of a language. It helps one motivate to do better. One of the participants shared his memory as:

*When I was doing my primary schooling, I was told to give speech in front of the class. I spoke without hesitation and fear. At that moment, my teacher said that I had done well. He praised me a lot and I was considered as a Fuchhe Don. That gave me a great incentive and I was unstoppable since then. I keep doing labor hard to do better in the language.*

The aforementioned extract clearly shows that the reward plays a vital role in learning language. It helps learners to give better performance in learning a language. As the participant said that when he was praised in front of his friend, he did better than earlier. Thus it can be said that the learners were more influenced by the reward to be the best in English language. Similarly, another participant also stated the same thing as:

*When I used to speak the language, my teacher used to say that I am a good boy and I have better speaking. Not only that my friend also often praised about my English. This situation led me to work and learn more on English language.*

The above statement also explains the importance of reward. The participant also got the reward for doing better in English. Thus it can be concluded that the external motivation plays a pivotal role in learning English language. The extract reveals that they were successful in learning English language because of such incentive.

**Better job opportunity.** Having the fluent knowledge of English language can grab several opportunities. One can get better job opportunity. English is undoubtedly has emerged as one of the important and common language in the world, especially in business and job market. It has been an essential language for communication. Learning a language is not just an interesting but it is an important career move too. Due to growing popularity of English language, most of the economically dependent countries around the world have adopted English language as official language. This is the main reason that it has been necessary to learn English language. It is not only important for foreign job opportunity but within a country as well. One can find better job opportunities in their own country. In this regard, one of the participant stated:

*Well, to be true, I didn't know why I actually learnt English language in the beginning. But when I grew up, I was aware of English language and it can give a number of advantages. In fact I belong to remote place where there are few educated people. There were only a handful number of people who were competent in English language. Keeping this in mind, I thought that I can get immense opportunities learning a language. Actually, I learnt English language to be a better teacher of English language.*

The above mentioned statement explains that the learner learnt English to get better job within the country. He was learning English language so that he could involve himself in the teaching profession within the country. Similarly, learning an English language can also give better job opportunity in abroad as well. One of the participants stated:

*You know.... what actually motivated me the most is that when I learn English language, I can go to foreign country for my bright future. I am now preparing for IELTS so that I can go the foreign country to find better job.*

The aforementioned statement makes us clear that the participant is going to abroad country to seek his future. It means, it can be concluded that learning the language can give better job opportunity in own country and foreign country as well. Therefore, it can be said that the learners were motivated to learn English language due to such incentive/motivation that is better job opportunity. Such types of motivation can be better for the success in language learning because they have been a better communicator in the language. It is because it seems that they had strong desire

to get job. Therefore, it can be proved that strong desire to do be anything can led one to get success in that field.

***Study in foreign country.*** The English speaking countries has also revolutionized in the field of education. A lot of researches and innovations have been done in the field of education including pedagogy. The person who get education from those developed countries is often valid. In order to get education from foreign country, we should have enough knowledge of English. Otherwise, it is really difficult to adjust and get education. It gives better opportunity for further quality of education. In this regard, one of the participants said:

*Well... having knowledge of English language only doesn't give other benefit but also one can go foreign country. Therefore, I have planned go to abroad country to get my Phd. After some years. I think I will go to Australia to get my doctorate in English education and want to earn my name and fame.*

Upon asking the reason behind learning English language, one of the participants had the aforementioned reason to share. It shows that the respondent was learning the language because he wanted to go to Australia for the further study. Thus, it can be concluded that one of the major motivational factors for learning language by the learners was going foreign country getting education.

***Fame and status.*** English language has proved as the superior language. It has colonized almost all the languages around the world. It has been a lingua franca language of the world. Therefore, one cannot avoid it if he wants to be a global citizen. It is the true fact that the one who is fluent English speaker of English language can get popularity and status within and outside of the country. He is given due respect. In this regard, one of the respondent stated:

*Umm.. initially, when I tried to speak English, my teacher rewarded me several times. The most memorable reward was being a class captain; I could feel as if I were the superior than other in the school. This reward, the feeling of superiority intensified my in learning English language. Since then, I was famous in my school and my teachers loved and everyone started showing respect due to my knowledge of English language.*

The above mentioned extract taken from a respondent tells us that he did better in English language. He had been extrinsically motivated to learn English language. He again tried to do better in learning. Thus, the response also makes us clear that in order to get name, fame and status, one is always motivated to learn and move forward in learning. Thus, it can be concluded that the learners were motivated to learn English language to be more popular in the society and community and present themselves as a qualified person.

### **Challenges in learning English Language**

English language got more popularity and also will get more popularity in the future. Probably, English language is rich language in the world of all language. This language is being used in every sphere of the world. One cannot remain away from the language.

English language is rich in term of its lexicons, complex structures and grammar. English language has many exceptions. Even those whose language is English, gets confused in some situation. It is because there are so many exceptions. There may be endless number of rules. Especially those whose language is not English. Have to face several challenges while learning English language because the languages that exist in the world are not alike. It even more challenge in foreign context of teaching and learning of English. English language is difficult and challenging in terms of vocabulary, pronunciation, idioms and slangs. Since this study also aimed to explore the challenges of Magar learners of English language, they were asked whether they had any challenges/difficulties while learning English language. In the response to the question, one of the participants said:

*Though English language learning became my passion from the early days of my student life, I got to face several challenges in the process. In my struggle phase of learning of English language, regarding different aspect of English language.*

Similarly, another participant said:

*Yes, there was many challenges in the beginning. Nowadays, still I have some difficulties while working with the language. In the beginning, I used to have so many problems. I could not make sentences, I tend to imply structure of my*

*mother tongue while making sentence in English. Similarly, it is was also difficult to learn grammar of English language.*

From the responses above, we can conclude that there were many challenges while learning English language. The participants' challenges were collected and the researcher observed and the themes were drawn with the careful consideration. Those themes has been presented in the following different sub-headings.

***Learning aspects of English.*** Learning the aspects of any language is really difficult. The aspects of English includes: the pronunciation, vocabulary, grammar, punctuation and so on. The learners who are non-speaker of English language face more problems in learning of those aspects of English language. As we know, pronunciation is the way we utter a word. The aspect pronunciation also includes stress, intonation rhyme and rhythm of a language. It is the self-evidence that one sound system of one language with another match. There is different sound system. This is also the same case to Magar language. Consequently, it creates the challenges in learning of the pronunciation. They were asked whether if they had any challenges while learning aspects of English language. In the response to the query, they had the following responses:

*In the beginning, it was difficult pronouncing some words in English. Initially, I would pronounce some words incorrectly. Not only that I also had problem regarding the intonation, vocabulary and grammar as well.*

The response of above makes us clear that pronunciation of the challenging ones for any learner of English language. It is because of differences between two languages. Not only that, it also may be the reason that some words which doesn't exist in one another language. On the other hand the intonation system is also different in between two language. Some words in Magar language that do not exist in English language. To conclude, the learners had had challenge in pronunciation of words in English.

Similarly. While learning and using vocabulary, there may depict challenges. There may not be the problems in learning words but the challenges in its use in social context. Not only that there also problem in collocation of the world. For example

selecting appropriate word in appropriate context of teaching. One of the learners had to share the following problem regarding vocabulary learning as:

*As we know that a word can have multiple meanings I have problem in using the context sensitive in speaking and writing.*

Similarly, another participant also share the same problem as:

*I didn't have any problem to learn vocabulary of English words but I have problem with pragmatic aspect of meaning.*

The aforementioned responses expresses that the learners had problems with vocabulary. The pragmatic aspects here refer to practical use of language in real communication. It means according to the context, the meaning of a word can be determined. To conclude, the learners had problem on how to use those learned vocabularies in speaking.

In the same way, grammar is one of the aspects of English language which is also different than other language. For example, in Magar language, the structure of the sentence 'Nga Jyat Jyale', is s+o+v. It means 'I eat rice.' But English language has s+v+ob pattern. In the same way, the structure of 'Elak raani' is o+v. It means 'come here' but English language has v+ o. 'Ngai nakoke jagkle' is s+o+v. It means in English language 'I love you'. But English language has a+v +o. Due to this, it can create problem. Similarly, English language has complex grammatical structure than other which creates challenge. As one of the participant said:

*Umm. Had great problem in learning grammar. There are some grammatical structure which has complex one. It took a lot to be habituated in the language.*

The above statement states that the learners were suffering from the complex grammatical system. Similarly, the learner may also suffer from punctuation in writing. It is the high level of skill in a language. The speaker of any language, the learners learn the skills after he/she gets mastery over any language. In this regard one of the students said:

*Apart from difficulty in speaking, I also suffer a lot while learning speaking. I had great challenge in writing. I actually had no ideas in how to use full stops,*

*comma, colons, semi-colons and so on. In order to solve the problem, I read a lot with careful consideration; and then gradually, I found the challenge is being solved.*

The above statement also makes us clear that the learners were facing the problem related to the punctuation of writing. Thus, to conclude, the punctuation has been proved to be challenging.

Apart from the above mentioned challenges, the learners had some more challenges of learning the English language. Those challenges have been mentioned as follows.

***Unqualified teacher.*** The language teacher needs to be excellent enough to use all the possible techniques to teach the language. Before this, the teacher should have enough knowledge to impart knowledge on the part of the learners. An unqualified teacher here refers to the teacher lacking training. This is one of the main challenges the learners have to face in learning the language. This view is also supported by Edo Ama that learners' one of the foremost challenges of learning a language is having an unqualified teacher. In this regard, one of the participants said:

*The teacher while teaching English in the classroom, he never involved us in speaking activities. The teacher also never used the cassette to teach listening in the class.*

The above extract makes us clear that the teacher was unqualified because he never used the technological tools in the classroom while teaching the four skills of the English language. The skills are well taught and handled only by the teachers who are well qualified and well trained. Thus, we come to the conclusion that the unqualified teacher was one of the main challenges of learners of the English language.

***Strong students dominate others.*** The classroom is full with diversity. There are different types of students in terms of learning capacity, learning style and others. Among them, the students having different learning achievements are one of the major problems. The students having higher achievements can have domination in the classroom. Further, they can dominate the students who have lower achievements. Not only that, the teachers often tend to follow the pace of higher achievers and

learning becomes more challenging to those who are weak in language achievement as a result. In this context, one of the participants stated as follows:

*In my school days, I was little weak in English speaking and writing. There were students who were little clever and knowledgeable than me. While teaching grammar, the teacher didn't teach basics of grammar because the teacher used to the students who were quite clever than me. Because of that I couldn't achieve good command in grammar.*

The aforementioned statement also makes us clear that there was domination talented students to the students who know less. This view is also supported by the findings of the researcher Ama (2022). The Magar learners also had the same challenges of learning English. Thus, it can be concluded that the learners had strong students dominated the weak students in the class.

***Inhibition.*** English language students often need to be able to speak without hesitation with confident in order to get mastery over English language. Inhibition is the factor that makes the learners reluctant to speak English language. In this regard, Richards and Schmidt (2002) state, "inhibition is considered as a negative factor that hinders students from their natural performance and makes them act in a reluctant, hesitant or anxious way." Thus, it is one of the negative factors that hinders one to perform better in second language. It can be understood that inhibition may make the learner be afraid of using English language. They always feel embrace whenever they speak English language. In this regard, one of the participants stated:

*Apart from other challenges, I had another great problem as Magar students; that I could not speak with my friends and other people because of fear of committing mistakes. I always fear a lot thinking that what they would tell if I do not speak well.*

The aforementioned statement makes us clear that the learners were suffering from the problems of inhibition. It is the one of the great problem for the learners who is learning any language as second language.

***Mother tongue interference.*** Since, we can witness that no languages around the world are same. They are different in every respects. These differences makes the language learning difficult. On the other hand, the learners' mind is full of mother

tongue stuff. Therefore, naturally, one's mother tongue interferes in learning other language. Consequently, the learners tend to use mother tongue's rules in learning English language; and slowly, it becomes challenges in learning that language. The same case is applied to the Magar learners of English language. In this regard, one of the participant said:

*Now, I'm going to share my experience of leaning English language. As you know that that my mother tongue is Magar. I had a lot of problem while learning of English language till my later life while learning English language. I had great deal of problem in pronunciation and intonation of English language. I tried my best to pronounce a word of English but it would be wrong. Not only that, when I tried to use correct intonation of English language but I would gradually go with Magar language. In the same manner, I would also follow the structure pattern of Magar language while using English.*

The above table also makes it clear that the mother tongue is one of the challenges in learning English language. The response clearly states that the mother tongue interferes the learners. Here interfere means obstacles, barrier for succeeding in second language. One cannot achieve best without avoiding the challenges with appropriate solutions. Thus, to conclude, the learners were suffered by mother tongue barrier while learning English language.

**Limited Exposure of English language.** Here, the exposure refers to the maximum opportunities to talk in English language. Exposure is having good environment for speaking and listening English language where learners of a language get maximum opportunity to speak and listen. The exposure of English language plays important role in learning English language. Krashen in his monitor model hypothesis has talked about the importance of English language. In this hypothesis, he has said that the learners who get maximum exposure of English language, they have greater opportunity for getting success in language learning. It means. There should not be limited environment of learning English language. Therefore, not getting exposure of English language is challenging. One of the participants stated as:

*I'm the by-product of govt. school. I study in such school where I didn't get opportunity to speak and listen in the language. As we know that we should*

*Speak a lot in the language which we are going to get mastery over. There were none to talk in my school. In the same way, the teachers hardly used English in the class. In order to improve English language, the English teacher should create environment with the help of school administration.*

In the similar manner, another participant also said the same thing as:

*In my school days, I hardly get exposure of English language. There were no one to talk. I also didn't have any other means such as videos to improve my English.*

The above statements also make crystal clear that lack of exposure of English language can have several disadvantages for learning English language. It means lack of exposure can create the great barriers for learning language and consequently, the learner cannot be successful in that language.

**Teaching method.** Teaching method here refers to the way of delivery to content materials to the students. The teaching method for the students should be appropriate so that the learners learn English language. This is another challenge that the learner had to face while learning English language. The learners cannot learn language. In this regard, one of the participants stated:

*I'm the product of government school. As we know that most of the govt. schools do not have English environment. I didn't find any environment. In the same way, the teaching of English was exam oriented. We were never encouraged to speak in the school neither the teachers were found speaking in English.*

In the same way another respondent also revealed the same thing as:

*The teacher never encouraged us to speak and listen English in the schools rather we were told to read and learn to decontextualized words meaning and rather than speaking and listening. I could not even utter single word when I was in school level. It was really challenging.*

Now, the aforementioned statement also makes us clear that the learners could not be successful communicator due to an appropriate methods of the teacher while teaching students. The teacher could use communicative method while teaching

speaking. The teacher should adopt the strategies which enables learners to be more active and good communicator. Unless, teacher adopt student-friendly method, the students do not learn language; and consequently, it becomes challenges gradually and slowly. Thus, to conclude, the learners faced challenges due to the teachers' inappropriate strategies of teaching English.

***Over use of native language in the classroom.*** The native language refers to the mother tongue of the learners. This challenge was also found by the researcher Ama. This is one of the major challenges of teaching and learning of any language. It is the situation where the learners prefer to use their mother tongue than target language. It happens when most of the learners are from the same caste and community. Consequently, the learning becomes more challenging. In this regard, one of the participants said:

*You know... that I am from Magar community where most of my friends in the class used to be the Magar. The friend of mine often loved to use mother tongue with friends rather than English in the class. It felt really pleasure having conversation with my friends in Magar language inside and outside of the classroom.*

As it is mentioned earlier that over use of the native language in the language class is challenging one, the same challenges seem to take place in those language learners. The above extract also the evidence that due to homogeneity in term of language, they often are habituated to use Mother tongue. Thus, it can be concluded that mother tongue use in the class is one of the burning issue in the language learning.

**Ways to Overcome Challenges.** As the study has already discussed a lot about challenges of learning English language, it seems not worthy to make further explanation about challenges. The study shows that there were so many challenges that the students had to face. The researcher further asked the learners to share their experience to leaning English and how they overcome those challenges. The questions got different types of responses which the researcher finds meaningful and fruitful to the young Magar learners of English language. Those experience has been presented in the following different sub headings.

***Talk and practice a lot.*** We know that language requires a lot of practice. We should keep talking with friends and other people no matter broken English language.

Language learning works better with the principle with learning by doing. We should keep talking. In this regard, one of the participants said:

*As we know practice makes a man perfect, we should practice a lot. I overcome most of the challenges by practicing a lot. I never look at people around me looking at me and laughing at me. I kept talking even broken English.*

The aforementioned statement explains that the learners were successful with leaning English language because he did not care about doing mistake while speaking. It seems that the learners were aware of the fact that failure is the first stepping stone of success. We should practice and rigorously work a lot with the difficult structure and word pronunciation. In this regard one of the participant said:

*In the beginning, I had a lot of problem with the some words and their meaning. Not only that I also had problem with cope with the difficult grammatical structure of English language. Whenever I found such challenge, I found the most important remedy is that practicing a lot unless they become habit.*

The extract above also makes us clear that the leaners were using formula 'practice a lot ' in order to solve the challenge. Thus, to conclude, the learners had ample encounter with the difficult aspects of the language and dealt with it a lot.

**Using modern technological tools.** The recent technologies i.e. computer, mobile phones, audios, videos and so on can play vital role to improve English language. The learners were found using the recent technologies to improve their English. Therefore, by using such technologies, we can achieve some challenging learning process. In this regard, one of the participants stated:

*We are familiar with the fact that many challenging work has been so easy due to the modern invention of science and technology. So is the case to learning English language. Nowadays, one can surf in the internet and watch Hollywood movies, effective English videos and listen songs in order to improve speaking. Whenever I had challenges in learning English language, I used to watch tutorial in youtube and used to listen music a lot. In doing so, I improve a lot my speaking and pronunciation. Not only that, I also read a lot*

*to face with some complex grammatical structure. Finally, I was able to improve English language speaking and writing.*

The above extract is taken from the learners' responses regarding on overcoming challenging of learning English language. The extract reveals that learners made the maximum use of technologies to improve in learning. It is true that such tools work as a key to the solution of all the problems. The internet like YouTube works as the exposure of English language learning. The learners were able to solve the problems and become successful learners by using such tools. Thus, to conclude, technologies have been solution package for any challenges and problems.

## Chapter V

### Findings, Conclusion and Recommendation

This chapters includes the conclusion and recommendation of the study. The study helped the researcher to draw the conclusion of the basis of the findings of the study. Similarly, this section includes the recommendations in different level.

#### Findings

In this section, the researcher has discussed the results derived from the analysis. While taking interview with the participants, the researcher had vivid experience with them. The researcher had collected the data from the participants by using probing questions so that the real data could be obtained. Those accumulated data were collected and carefully analyzed on the basis of the data analysis, the results have been drawn.

The data were collected from the Magar students of English language. The responses were collected and themes were grouped on the basis of the similarity; and those themes were analyzed quantitatively. The main objectives of the study were to see motivation and the challenges of the learners. Thus, this study was able to find out some striking facts on the motivation and challenges of Magar students in English language learning as mentioned below.

**Motivation of Magar students in English language learning.** This study found out that the learners were differently motivated i.e. some were motivated extrinsically and others were extrinsically. Furthermore, this study also explored that the learners should learn to motivate themselves in order to make their learning easy. The study also found out that the challenges become less challenging if we are highly motivated. The study further exposed that learners were differently motivated which enabled them to be successful in learning language. In addition, it was also found out that the major intrinsic motivational factors were such as personal growth, for entertainment, while the extrinsic motivation were going abroad for further study, for job opportunity, for pleasure purpose, for getting reward, for name and fame. Besides, the study also found out that the learners were aware of the role of the motivation of language learning.

**Challenges of Magar students in learning English language.** This study has also found out that the learners had many challenges to face while learning English language. They had the problems such as unqualified teachers, strong students would dominate other students, mother tongue interference, while learning the aspects of language learning (i.e. grammar, pronunciation, punctuation, and vocabulary), inhibition, lack of exposure, teaching methods of the teachers, over use of native language were the major challenges of learning English language. Apart from these, the learners also had some experiences to share on how to face challenges to succeed in the target language. After the analysis of the data, it was found that they practiced a lot in the difficult areas of language learning. On the other hand, it was found that they made the use of modern technological tools such as YouTube, mobile phones and so on to solve the challenges. Similarly, they were found focusing more on the areas of language which is more challenging and problematic. In doing so, they were found to be successful at learning English language.

### **Conclusions**

The main and first objective of the study was to explore the factors that motivated to learn English language and the second objective of the study was to explore the possible challenges faced by the learners to learn English language. Therefore, in order to meet the objectives of the study, the researcher collected data by using narrative inquiry with five Magar students from Devchuli municipality, Nawalpur District who passed master's degree in English.

This study critically examined the challenges faced by the learners of Magar learners of English language. Similarly, the study also aimed at exploring the motivations of the learners while learning English language. After the analysis of the responses obtained from the participants, the findings of the objective first were that the learners were motivated by intrinsic and extrinsic factors. They were intrinsically motivated for personal growth and English as source of entertainment. In the similar manner, strong desire to go abroad for study and seeking job, fame and status and grabbing other opportunities were some of the major extrinsic motivational factors while learning English language. It means, they were motivated intrinsically and extrinsically to learn English language. They were successful to learn English language. Thus, I came to the conclusion that motivation plays significant role to

succeed in language learning. On the other hand, after analyzing the data, the finding of the second objective was that the learners had many challenges to face while learning English language such as mother tongue interference, inhibition, lack of exposure in the school and colleges, lack of appropriate teaching were some of the major challenges. These challenges troubled them a lot which created them to be annoyed. But, the incentives which they had motivated a lot to overcome those challenges.

As we know that language learning is a challenging job due to various reasons as mentioned above, we should have appropriate motivations to eradicate from its root. The learner also did the same things to overcome those challenges. Thus, to conclude, the learners were differently motivated so that they could be succeeded in the target language. Such motivation helped them to overcome those challenges no matter what bigger the challenges were. Last but not the least, we can conclude the matter that one should be motivated if one wants to learn the language successfully. In the same manner, in order to overcome the challenges faced by such learners, the parents, teachers have equally important roles. They should create environment for the study.

### **Recommendations**

Being based on the findings and conclusion above, the recommendation have been made which seems to be applicable in the policy making level and practice level as well.

***Policy Related.*** After drawing conclusion from the findings of the study, some policy related suggestions have been made in order to draw the attention of the policy makers on the problems. The foremost need for learning a language is that we should have motivation so that the learners can be actively learn the language. For this, the school administration should play the important role for this. The course should not be exam oriented. If it is so, teaching will be only exam oriented and there won't be any interaction in the class. Consequently, speaking becomes challenging. There should be good relationship between school and guardians so that the challenges of the learners can be addressed. The policy makers should be conscious regarding technology friendly teaching. It is very useful in foreign teaching and learning

context. Technology provides them with fun and exposure of English. For this, the policy makers can recommend such plans for the government. The school administration should create English environment in the school compound so that the learners can get the exposure of English.

***Practice Related.*** It is my belief that the findings of the research work are applicable to the practice level to all the Magar learners of English language. Not only that, it will also be helpful to the other ELT practitioners who are involved in English language teaching. On the basis of the findings, the following recommendations have been made in the practice level. In order to be successful in language learning, the learners should be motivated. The motivation can help one to reach the goal in spite of having great challenges. In order to solve challenges, the learners should use different tools so that challenges are no more challenge. Exposure plays vital role in language learning. Therefore, the school and the subject teacher should give ample opportunity to speak and listen in the school. The teaching method of the teachers should be fun and interesting. Good and students friendly method is the best way to teach language. The classroom should be interactive. Students' talking time should be increased than the teachers talk time. The teacher should reduce the use of students' mother tongue within the realm of school.

***Further Research Related.*** My study with the sample of 5 has been able to discover a number of facts on this matter. But, I believe that the research with some more additional respondents and with wider area would make for a more complete picture on this issue.

## References

- Alizadeh, M. (2016). The impact of motivation on English language learning. *International Journal of Research in English Education, 1*, 11-12.
- Alijadeh, S.( 2011). Relationship between Parenting Style and Children's Behaviour Problems. *Asian Social Science 7(12)*
- Bista, K. (2011). Teaching English as a foreign/second language in Nepal. *Past and Present English for Specific Purpose World, 11(2)*, 32.
- Brown, H.D. (2000). *Principles of language learning and teaching*. New York: Addison Wesley Longman.
- CBS, (2011). Statistical pocket book. *Central Bureau of Statistics*. Kathmandu.
- Chamling, N. (2014). Challenges faced by Chamling students in learning English language. (Unpublished M.Ed. Thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal)
- Chaudhary, H.K. (2019). Problems and challenges faced by Tharu students in learning English.
- Daskalovska, N. (2012). *Learner motivation and interest*. Retrieved from <https://www.researchgate.net/publication/232722950>.
- Devchuli municipality,(2078).Local government source ,the census of 2078.
- Dornyei, Z. (1998). Conceptualizing motivation in foreign language learning. *Language Learning, 40*, 46-78.
- Ellis, R. (1985). *Understanding second language acquisition*. New York: Oxford University Press.
- Fatiloru, O. F. (2015). Tackling the Challenges in Learning English as Second Language in Nigeria. *IOSR Journal of Research and Method in Education, 5*, (27-30).
- Gardener, R.C. & Lambert, W. (1972). *Attitude*.

- Gautam, K.R. (2010). *A sociolinguistic study of Magar*. (Master's Thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal)
- Ghimire H.R. (2014). Role of using Nepali in English language classroom. (Unpublished M.Ed. Thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal)
- Hall, G. (2011). Exploring English language. *Teaching Language in Action*. London: Routledge.
- Harmer, J. (2001). *The practice of English language teaching*. Hungary: Pearson Longman.
- Jha. A.K. (1989). The teaching of contemporary English in Nepal.
- Kanboody, M.A. (2013). Second language motivation: The role of teacher learners' motivation. *Journal of Academic and Applied Studies*, 4, 45.
- Khan & Khan, R. (2016). Obstacles in learning English as a second language.
- Khatri, P.K. (2056). Nepalko dharmik matra. *Samajik Samrachana*. Kathmandu: MK Publisher.
- Kramina, I. (2000). *Lingo-Didactic theories underlying multipurpose language acquisition*. Latvia: University of Latvia.
- Krashen, S. (1981) *Second Language Learning and Second Language Acquisition*. Oxford: Pergamon Press.
- Krashen, S. (1985) *The input Hypothesis: Issues and Implications*. London: Longman.
- Lamsal, G.P. (2015). State of Tharu speaking students: Motivation towards learning English. (Unpublished M.Ed. Thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal)
- Loewen, S. & Reinders, H. (2011). Key concepts in second language acquisition In P. Macmillan (Eds.), *Baringfoke*. London: Bloomsbury Publication.
- Magar, S. (2019). Motivating and demotivating factors in learning English.

- Mitchell, R. & Myles, F. (2004) *Second Language Learning Theories*. London: Hodder Arnold.
- Neupane, C. L. (2016). Questioning structure in Magar Dhut and English. (Unpublished M.Ed. Thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal)
- Niure, D.P. (2019). *Research methodology in education*. Kathmandu: Quest Publication.
- Nurhidayah, R. (2020). The role of motivation in second language acquisition. *Journal of Dlmian STBA*, 6, 9-15.
- Ramirez, N.O. (2014). *The influence of foreign language learning process*. Retrieved from <https://dx.doi.org/10.4035/forumrecera>
- Sherpa, D. (2016). Use of mother tongue in teaching English at primary level. (Unpublished M.Ed. Thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal)
- Shrestha, K. (2018) Challenges faced by Newar students in learning English. (Unpublished M.Ed. Thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal)
- Singh, J.T. (2010). Attitude of Muslim people towards English language. (Unpublished M.Ed. Thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal)
- Tanveer, M.A. (2012). Influence of teacher on students' learning motivation: Management of science studies. *American Journal of Scientific Research*, 67, 76-86.
- Thapa, A. (2021). *Challenges faced by Magar learners in learning English*. (Unpublished M.Ed. Thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal)
- Tsutsumi, R. (2014). Exploring Japanese university EFL teacher motivation. *Journal of Pan-Pacific Association of Applied Linguistics*, 18(1), 121-143. <http://dx.doi.org/10.4035>

Wu, X. (2003). Intrinsic motivation and young language learners. *The Impact of the Classroom Language System*, 31, 501-517.

Yadava, Y.P. (2003). Language in population. *Monograph in Nepal*, 11, 137-171.  
Kathmandu: Central Bureau of Statistics.

## **Appendix - I**

The research entitled "Motivation and Challenges of Magar Students in Learning English Language" is going to be carried out. The main purpose of the study is to explore the challenges and motivation of the Magar learners of English.

Therefore, in order to explore the motivation and challenges of the learners, the following interview guidelines will guide the learners for the interview questionnaire.

The list of the guidelines as follow:

- Challenges faced by them.
- Reasons behind the challenges.
- Motivating factors.
- Affecting factors.
- Issues/problems.
- Role of students in learning English
- Role of teachers.
- Role of school.
- Role of parents.
- Ideas and solutions to overcome these problems.

**Appedix - II**  
**Interview Transcription I**

**Interviewer** : Will you give your brief introduction?

**Interviewee** : My name is Dil Bahadur Saru. I am from Devchuli Municipality-7, Rambas.

**Interviewer** : Why did you learn English language?

**Interviewee** : Well, to be true, I didn't know why I actually started learning English in my childhood. But, as I grew up, I became aware that learning English can have a number of advantages. In fact, I belong from a remote place where people are less educated and, thus, when I began getting interested in learning English, there were only a handful of people who were competent in English language. Keeping this fact in mind, I made up my mind that learning English could provide me with immense opportunities. For an instance, I could involve myself in the teaching profession as an English language teacher. Thus, I can say that I learnt English with the hope of my bright career and future. Additionally, I also learnt English so that I could present myself as a qualified candidate in my society and community. Besides, it facilitates in communicating with people from different countries.

**Interviewer** : When did you start learning English language and what motivated you to learn English language? Who and where?

**Interviewee** : Primarily, I started my schooling from a govt. based Nepali-medium school in my native village. After completing my early primary grades, my parents got me admitted in a private boarding school in Butwal, Rupandehi. It is there where I started learning English language.

As I was a product of a Nepali-medium school, I was not much aware on English language usage in the early days at my new school. But, as days passed by, my teachers taught me a great deal of words, phrases and sentences I could use for my communication. Initially, when I tried to speak in English, my teachers rewarded me several times. The most memorable reward was of being a class captain; and I could feel as if I

was superior to others in the class. This reward, the feeling of superiority intensified my interest in learning English language.

Thus, I should say that my teachers in my first boarding school in Dang were the ones who motivated me in learning English.

**Interviewer** : Will you please share your experience on how motivation helped you to learn English language?

**Interviewee** : Motivation has always been the major factor in my English language learning. As I mentioned you earlier, I got motivated in learning English language in my early learning days in the hope of getting rewarded. So, motivation has always helped me to learn English language.

At this moment, I'm reminded of one particular event that happened to be a motivational moment of my life. When I was a grade UKG student, my teachers prepared a speech for me which I delivered in front of everyone at my school. After my speech, I got recognition as a "*Fuchche Leader*" among the entire school family. Seniors started caring me more, and I also got a special prize. This specific moment filled me up with joy and excitement. The prize I received from the school and the love and affection they showered on me were the real motivation to me. I started to speak in English more and more. I started asking new vocabs with the teachers. Time and again, I kept on delivering speeches on several topics. Eventually, leaning English language became my passion that nothing could break down. Thus, I can confidently say that motivation helps learners in learning English.

**Interviewer** : What challenges did you experience while learning an English language? Which aspects of English language were more irritating and challenging to you as a Magar student?

**Interviewee** : Though English language learning became my passion from the early days of my student life, I got to face several challenges in the process. The most prominent of those challenges were pronunciation and pragmatics. Initially, I often pronounced the words incorrectly. Upon several efforts, I would pronounce them correctly but I would have the

problem in comprehending the words. This would create a pragmatic problem.

Apart from these, I also faced a great challenge in embracing the complex grammatical structure. The structure of words to form a sentence varies in English from that of the Magar language. Thus, in the early phase, I faced these challenges in learning English language as a Magar student.

But, to be precise, being hesitant in the fear of committing mistakes was the most irritating thing that I ever experienced in learning English as a Magar student.

**Interviewer** : What aspects of English language did you learn the most?

**Interviewee** : Now, I know that English language has three aspects; i.e. Grammar, Meaning and Sound. But, as a child, I was never taught about the phonological concept in English language.

So, this implies that I learnt about grammar and meaning the most. Most specifically, grammar was the most focused aspect when I learnt English during my learning days at my school.

**Interviewer** : How did you overcome those challenges? What strategies did you implement to overcome those challenges?

**Interviewee** : I went through several methods to overcome the language barriers I'd been facing. My teachers helped me a lot in improving my English language learning. As per their guidance, I followed the following strategic interventions to solve the challenges in my English language learning process.

*i.* I developed a vocabulary book consisting of useful words.

*ii.* I started learning from my own mistakes.

*iii.* I initiated thinking in English before responding to any question.

*iv.* I strictly adopted the proposition "Practice, practice, practice".

*v.* I started interacting with other learners.

*vi.* I started using complex grammatical structures in my speech while communicating with the other English language speakers.

**Interviewer** : What are the affecting factors in learning English language?

**Interviewee** : I believe there are several factors that affect in the English language learning. Foremost, the major factor is the teaching strategy. Only a proper teaching strategy can lead to better achievement in English language learning. Secondly, the other factor is the L<sub>1</sub> and English language differences. There are humongous of differences in terms of structure between a first language and an English language. This greatly affects in the learning process in English language. Thirdly, the other factor is the exposure to English language. If the learner has a great exposure to an English language, he is likely to have a great achievement in English language learning. In the contrary, less exposure may lead to limited achievement only. Similarly, the next factor affecting English language learning is the age of the learner. It's often considered that the learners at the early age are likely to have prompt linguistic competence in comparison to the adult learners. In the same way, the other important factor that affects the English language learning is the learner's motivation. The more the learner is motivated, he is likely to have a great achievement in English language learning.

**Interviewer** : How do you think the role of English language teacher to overcome those challenges?

**Interviewee** : Learners undergo several challenges while learning English language. Hence, I strongly believe that the English language teacher has a significant role in helping a learner to overcome such challenges. For this, the teacher should consider on the following measures.

- i.* Fostering a favorable environment
- ii.* Arranging sufficient time for communicative activities
- iii.* Teaching with clear and interesting instructions
- iv.* Providing motivation to students
- v.* Implementing student-centered practice based learning

**Interviewer** : What suggestion do you make to the Magar students who are planning to learn English language and what challenges will they possibly face?

**Interviewee** : This might not be true to everyone, but, most of the students belonging from a Magar language speaking community are prone to the following challenges while learning English

*i.* Complex grammatical structure

*ii.* Comprehension

*iii.* Spelling

*iv.* Vocabulary

*v.* Pragmatics

So, as an English language practitioner, I would like to provide the following suggestions to the new learners.

*i.* Never be hesitant in speaking English.

*ii.* Don't ever consider yourself inferior to others.

*iii.* Fear not of making mistakes.

*iv.* Practice a lot to enhance your writing skills.

*v.* Study properly the contrastive structures of your First language and English language.

*vi.* Don't get perplexed in the spelling and pronunciation irregularities.

**Interviewer** : Please mention the solutions that they can use to overcome those challenges.

**Interviewee** : Learning is never an easy process. For this, one has to go through several barriers. Hence, the learners should learn to find ways to sort out the challenges that they face in their learning process. The following solutions can be of use to overcome such challenges.

*i.* Immersing oneself in English language learning

*ii.* Reading books with rich vocabs

*iii.* Maintaining classroom interaction

*iv.* Listening to podcasts

*v.* Watching English language programs on YouTube

*vi.* Practicing complex structures in social context

vii. Avoiding persistent use of first/native language

**Interview Transcription II**

**Interviewer** : Will you give your brief introduction?

**Interviewee** : My name is Prakash Bache Magar. I am from Devchuli-9 Bishaltar, Nawalparasi Purba.

**Interviewer** : Why did you learn English language?

**Interviewee** : Thank you very much for the question. I actually brought up in British lahure family. I mean my father is ex British Lahure. My father was strict. He wanted me to learn English and become British Lahure. Due to this reason, my journey to learn English language grew. I could not be the army but I was unstoppable since the day. So my major motivation of learning English language was to become British or Indian Laure.

**Interviewer** : When did you start learning English language and what motivated you to learn English language? Who and where?

**Interviewee** : As I already told you that I was told to learn English language in my home by my father. My early schooling started in Bhimsen Aardarha secondary school Rambas. Since I was quite conscious about my aim, I kept struggling since my primary schooling. I was strongly motivated to join British Army and being an army officer, I was thinking to order other people by speaking English. My English teacher motivated and encouraged me to learn English in my early learning phase in my village school.

**Interviewer** : Will you please share your experience on how motivation helped you to learn English language?

**Interviewee** : Well.. motivation has always been my source and energy to come to this phase. Since my aim was to be the army I used to think about the post and labored accordingly. As we know that motivation gives you

energy to do any work easily and quickly disregarding the challenges. I thought about the respect, image of army officer and kept learning.

**Interviewer** : What challenges did you experience while learning an English language? Which aspects of English language were more irritating and challenging to you as a Magar student?

**Interviewee** : I am Magar speaker. I speak Magar language as mother tongue. Not only that I belong to Magar community. For me learning English language is not only difficult but challenging as well. Among the aspects of English language, I had to face more problem in learning grammar and pronunciation of English language. The structure of Magar and English language is totally different. For example the structure of English subject s+v+o tends to be s+o+v in Magar language. Similarly, there was also problem in pronouncing some English words. In the same way, there was also problem in other aspect of English while using punctuation in writing. Further, there were some more challenges such as there was not any exposure of English language, talented students used to dominate other students and so on.

**Interviewer** : What aspects of English language did you learn the most?

**Interviewee** : Actually I learned more grammar punctuation and pronunciation in English language.

**Interviewer** : How did you overcome those challenges? What strategies did you implement to overcome those challenges?

**Interviewee** : As I already mentioned you the challenges earlier that I had problem in grammar and pronunciation. I struggled a lot in overcome those challenges. In order to solve the problem in grammar, I took tuition classes and coaching classes and practiced a lot. Similarly I kept pronouncing the difficult words that are difficult. I watched videos and listened a lot to solve many problems.

**Interviewer** : What are the affecting factors in learning English language?

**Interviewee** : I think, there are several factors affecting in learning English language. Some of them are: age, motivation, anxiety and so on. In

exception to these, exposure of English language, teaching style, classroom environment are some of the major affecting factors of English language.

**Interviewer** : How do you think the role of English language teacher to overcome those challenges?

**Interviewee** : While learning English language as second and foreign language, a learner can encounter several problems and challenges. Therefore in order to overcome those challenges, the teacher should help in every way that he can. The teacher should provide the environment of English language. He should help students to pronounce the difficult words. The teacher should create the opportunity to learn language in collaboration among friends.

**Interviewer** : What suggestions do you make to the Magar students who are planning to learn English language and what challenges will they possibly face?

**Interviewee** : The learners especially Magars are prone to different challenges such as they may have problems in learning pronunciation and grammar and speaking inhibition. Therefore, what I would like to suggest is that they should practice a lot. They should watch English videos and listen a lot to improve English. On the other hand, they should take help of their English teacher immediately if they really need.

### **Interview Transcription: III**

**Interviewer** : Will you give your brief introduction?

**Interviewee** : My name is Sumitra Pulami from Devchuli-9 , Bishaltar, Nawalparasi Purba.

**Interviewer** : Why did you learn English language?

**Interviewee** : In the beginning I didn't know why I had to learn English language. but when I grew up I was conscious about my aim.

**Interviewer** : When did you start learning English language and what motivated you to learn English language? Who and where?

**Interviewee** : I started learning English language since my primary schooling. My major source of inspiration to learn English language was to listen English songs and read literature book to increase my knowledge. I actually wanted to increase my knowledge by learning English language. so literature and English songs are the major source of motivation. I was motivated by my teacher and my senior brothers who were good at English motivated me to learn English language in my school and college days.

**Interviewer** : Will you please share your experience on how motivation helped you to learn English language?

**Interviewee** : Since I love English music and literature of English language. That motivated me the most. And my strong desire was to study abroad. The one who has strong desire to do anything can achieve better. Therefore, my these strong desire helped me to learn English language. That also encouraged me to face any challenges while learning English language.

**Interviewer** : What challenges did you experience while learning an English language? Which aspects of English language were more irritating and challenging to you as a Magar student?

**Interviewee** : I had a lot more challenges to face while learning English language. In the beginning, I had problems such as nothing to say. Mother tongue interference while learning to speak. Not only that I also have

problems in learning to aspects of English language. Apart from other challenges, I had another great problem as Magar students; that I could not speak with my friends and other people because of fear of committing mistakes. I always fear a lot thinking that what they would tell if I do not speak well.

**Interviewer** : What aspects of English language did you learn the most?

**Interviewee** : Actually I learned grammar the most.

**Interviewer** : How did you overcome those challenges? What strategies did you implement to overcome those challenges?

**Interviewee** : I overcome those challenges by practicing the most by talking in front of friends and teacher in the class. I think we should not hesitate to talk with friend.

**Interviewer** : What are the affecting factors in learning English language?

**Interviewee** : I think age, exposure, anxiety are the affective factors of English language. We should have exposure otherwise, we can't learn English language.

**Interviewer** : How do you think the role of English language teacher to overcome those challenges?

**Interviewee** : While learning English language as second and foreign language, a learner can encounter several problems and challenges. Therefore in order to overcome those challenges, the teacher should help in every way that he can. The teacher should provide the environment of English language. He should help students to pronounce the difficult words. The teacher should create the opportunity to learn language in collaboration among friends.

**Interviewer** : What suggestions do you make to the Magar students who are planning to learn English language and what challenges will they possibly face?

**Interviewee** : I suggest the following things to do to the Magar students of English language.

- Listen a lot
- Practice a lot with friends
- Use technology
- Use motivation
- Don't hesitate to talk with anyone.

#### **Interview Transcription: IV**

**Interviewer** : Will you give your brief introduction?

**Interviewee** : My name is Niru Thapa Magar. I am from Devchuli Municipality -8, Mudabas, Nawalparasi Purba.

**Interviewer** : Why did you learn English language?

**Interviewee** : Actually I had now ideas on why I was learning English language. Later, I knew why I had to learn English language. The first reason of learning English language was it is internationally recognized language. English people has revolutionized everywhere. There are a lot of opportunities that we can take advantages from leaning English language. We can developed ourselves as good global citizen by learning English language. Further, I can see and develop my skills and knowledge in English language. And I also wanted to find job too.

**Interviewer** : When did you start learning English language and what motivated you to learn English language? Who and where?

**Interviewee** : When I completed my SLC, then I started to learn English language. I found great people whom I praised the most were talking in English language. I used to think that one who can speak English can be praised everywhere. I would be popular in my village and nation too.

So, it motivated me to learn English language. In the beginning, my teacher talked in English I also thought that I'm going to be like him in future. It means, he motivated me to learn English in the beginning. Later I found great personalities who were talking in English and they also motivated me. I was mostly motivated in school and college.

**Interviewer** : Will you please share your experience on how motivation helped you to learn English language?

**Interviewee** : Ok, motivation gave me strong reason behind learning English language. I didn't feel any boredom to face difficulty even though there was a lot of challenges in learning English language. Motivation helped me to kept moving forward and overcoming challenges.

**Interviewer** : What challenges did you experience while learning an English language? Which aspects of English language were more irritating and challenging to you as a Magar student?

**Interviewee** : I had many challenges to face in learning English language. Now, I'm going to share my experience of leaning English language. As you know that that my mother tongue is Magar. I had a lot of problem while learning of English language till my later life while learning English language. I had great deal of problem in pronunciation and intonation of English language. I tried my best to pronounce a word of English but in would be wrong. Not only that, when I tried to use correct intonation of English language but I would gradually go with Magar language. In the same manner, I would also follow the structure pattern of Magar language while using English. Similarly, I also have hesitation in speaking English in front of friends and teacher.

**Interviewer** : What aspects of English language did you learn the most?

**Interviewee** : I learnt grammar and pronunciation the most. I felt it the most difficult in the learning process.

**Interviewer** : How did you overcome those challenges? What strategies did you implement to overcome those challenges?

**Interviewee** : I have already mentioned the challenges of my learning English language. I had problem with mother tongue interference in English language. I had to practice a lot to overcome those challenges. I put the habit to learn and practice a lot in learning English language. I kept talking and listening in English language.

**Interviewer** : What are the affecting factors in learning English language?

**Interviewee** : I think age, exposure, anxiety are the affective factors of English language. We should have exposure otherwise, we can't learn English language.

**Interviewer** : How do you think the role of English language teacher to overcome those challenges?

**Interviewee** : The role of teacher is significant in learning English language. He should be able to use appropriate methods and technique to deliver teaching of English language. He should know the level of students and should teach accordingly. Further he should make the learning fun. In the same way, he should be more motivator than being simply a teacher.

**Interviewer** : What suggestions do you make to the Magar students who are planning to learn English language and what challenges will they possibly face?

**Interviewee** : We are familiar with the fact that many challenging work has been so easy due to the modern invention of science and technology. So is the case to learning English language. Nowadays, one can surf in the internet and watch Hollywood movies, effective English videos and listen songs in order to improve speaking. Whenever I had challenges in learning English language, I used to watch tutorial in youtube and used to listen music a lot. In doing so, I improve a lot my speaking and pronunciation. Not only that, I also read a lot to face with some complex grammatical structure. Finally, I was able to improve English

language speaking and writing. So I suggest to use modern technology to solve the problems.

### **Interview Transcription: V**

**Interviewer** : Will you give your brief introduction?

**Interviewee** : My name is Shyam Barhaghare. I am from Devchuli Municipality -7 Sitabas, Nawalparasi.

**Interviewer** : Why did you learn English language?

**Interviewee** : Umm.... There may be many reasons behind learning language but the foremost reason of them is that I actually enjoy a lot while learning it. English is rich language in term of culture, literature and world politics. I love to play guitar and singing and listening English songs. Not only that I also love to watch Hollywood movies. Therefore, I get immense pleasure while learning the language. Similarly, there are very famous literature books written in English language. Actually, I am fond of reading literature books esp. English literature. Similarly, when I used to speak the language, my teacher used to say that I am a good boy and I have better speaking. Not only that my friend also often praised about my English. This situation lead me to work and learn more on English language. These are the foremost reason why I learnt English language.

**Interviewer** : When did you start learning English language and what motivated you to learn English language? Who and where?

**Interviewee** : Somehow I was learning English since my primary schooling when I was in class ten, I started to learn consciously with the help of my English teacher. My English teacher helped me to learn English language in my school and college days where I was studying.

**Interviewer** : Will you please share your experience on how motivation helped you to learn English language?

**Interviewee** : The motivation according to me is a kind of drive or force that keep inspiring one to reach the goal. The force that helps us to keep going toward our destination. Telling it in another words, it is reinforcement that helps us to do any work successfully. Regarding the role of motivation in second language and foreign language acquisition, we cannot deny its importance. In my experience of learning of English language, the motivation has played pivotal role. It has helped me to move forward and overcome challenges. So, my motivation of learning helped me to avoid anxieties of leaning English language. Similarly, the teacher while teaching English in the classroom, he never involved us in speaking activities. The teacher also never used the cassette to teach listening in the class.

**Interviewer** : What challenges did you experience while learning an English language? Which aspects of English language were more irritating and challenging to you as a Magar student?

**Interviewee** : Oh yes. There were many challenges to face in learning process. The teacher never encouraged us to speak and listen English in the schools rather we were told to read and learn to decontextualized words meaning and rather than speaking and listening. I could not even uttered single word when I was in school level. It was really challenging. In the same way, in my school days, I hardly get exposure of English language. There were no one to talk. I also didn't have any other means such as videos to improve my English. These were some major challenges of leaning English language. In my school days, I was little weak in English speaking and writing. There were students who were little clever and knowledgeable than me. While teaching grammar, the teacher didn't teach basics of grammar because the teacher used to the students who were quite clever than me. Because of that I couldn't achieve good command in grammar.

**Interviewer** : What aspects of English language did you learn the most?

**Interviewee** : I learnt English grammar the most. There was totally different concept in term of structure of English and Magar language. I also learnt pronunciation to learn difficult words in the beginning and later learnt to be native like pronunciation. I also learnt the punctuation a lot.

**Interviewer** : How did you overcome those challenges? What strategies did you implement to overcome those challenges?

**Interviewee** : Those challenges that I mentioned earlier were really challenging. There was problem with learning decontextualized words. The teachers never encouraged me to use English. There was lack of exposure of English too. So in order to overcome those challenges I made a group and decided to talk in English whenever we met. Similarly, in the beginning, I had a lot of problem with the some words and their meaning. Not only that I also had problem with cope with the difficult grammatical structure of English language. Whenever I found such challenge, I found the most important remedy is that practicing a lot unless they become habit.

**Interviewer** : What are the affecting factors in learning English language?

**Interviewee** : I think age, teacher and their teaching methods, exposure and anxiety are affecting factors of learning English language.

**Interviewer** : How do you think the role of English language teacher to overcome those challenges?

**Interviewee** : Teacher of English language should play important role to overcome the challenges of English language. He should create maximum opportunity of English language. He should speak a lot in the class so that the learner get exposure of English language. His teaching method

also should be right only then the learners' learning of English language can be appropriate and less challenging.

**Interviewer** : What suggestions do you make to the Magar students who are planning to learn English language and what challenges will they possibly face?

**Interviewee** : As we know practice makes a man perfect, we should practice a lot. I overcome most of the challenges by practicing a lot. I never look at people around me looking at me and laughing at me. I kept talking even broken English. The learners also should use modern technologies to overcome the problems. As a Magar learner of English language, we have to face a lot of problems in pronunciation. Therefore, this problems can be eradicated by getting a lot of exposure. We can get the exposure by listening other people in internet as well.