

Motivation of Bachelor Level Students towards English Language Learning

**A Thesis Submitted to the Department of English Education
In Partial fulfillment for the Master of Education in English**

**Submitted by
Priti Kumari Khadka**

**Faculty of Education
Tribhuvan University Kirtipur,
Kathmandu, Nepal
2024**

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Declaration

I hereby, would like to declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 05/12/2023

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Recommendation for Acceptance

This is to certify that **Mrs. Priti Kumari Khadka** has prepared this M.Ed. Thesis entitled “**Motivation of Bachelor Level Students towards English Language Learning**” under my guidance and supervision.

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Dedication

Dedicated to

This important work is dedicated to My Parents and My Husband (Bharat Rawal) who had untiring guardianship and sacrificed everything just to make me what I am today.

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First of all, I would like to express my gratitude and the heartiest honor to my thesis supervisor **Dr. Tara Datta Bhatta**, Professor in the Department of English Education. His continuous assistance, inspiration, encouragement, cooperation, enthusiasm, suggestion, and constructive advice in this study are ever memorable.

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Priti kumari khadka

Abstract

The study entitled “Motivation of Bachelor Level students Towards English Language Learning” was conducted to explore the experiences of Bachelor 4th year students in the English language. I used qualitative research design and adopted narrative inquiry as the method to carry out this research. The population of the study included all students of Bachelor 4th .year who were studying major English at Achham Multiple Campus, Mangalsen Achham. Among them, four students were selected as the sample for the study by using a non-random purposive sampling procedure. I conducted in-depth interviews to elicit the required data. The data were analyzed by using a thematic approach. After analyzing the data it showed that the participants were motivated to learn the English language for different purposes such as good job opportunities, and career development.

This Thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Similarly, the second chapter is about the review of theoretical as well as empirical literature and its implications for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study which covers the design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. In the say way, the fourth chapter includes the analysis and interpretation of the data. Finally, the fifth chapter incorporates the findings and conclusion of the study followed by some policy-related, practice-related and further research-related recommendations based on the study. The references and the appendices are also included for the validation of the research at the end of the study.

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List of Acronyms

B.Ed.	Bachelor's In Education
EFL	English as a Foreign Language
ELT	English language teaching
ICT	Information Communication Technology
INGO	International Non-Governmental Organization
L2	Second Language

Chapter I

Introduction

This chapter includes the background of the study, statement of the problem of the study, objectives of the study, research questions, significance of the study, delimitations of the study, operational definition of the key under separate headings,

Background of the study

Motivation is one of the most important factors that influences the success or failure of the learner in learning a second language. It is the key of successful learning. Rahaman, & Bilal (2014) say “Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence on any educational learning process especially in learning a second language” Motivated students work purposefully and energetically. Similarly, Ellis (2007) mentions that motivation involves attitude and effective state that influence the degree of effort that learners make to learn a second language. Motivation plays a significant role in successful second language learning, particularly in a classroom. There are different formal and informal ways to acquire a second language. Formal learning takes place in a classroom environment and informal learning takes place outside of the classroom when the learner picks up the language through active cultural participation; for example, by watching television, listening to the radio and reading newspapers in the second language. All of the different factors responsible for successful second language acquisition. Motivation is one of the most important individual factors.

There are two types of motivation they are intrinsic and extrinsic. Pintrich & Schunk (1996) mention intrinsic motivation refers to the motivation to engage in an activity for its purpose. People who are motivated work on tasks intrinsically because they find them interesting. In intrinsic motivation, the primary focus of language learning is on the learner and the internal factors that encourage and facilitate their pursuit of language achievement. On the other hand, people who have extrinsic motivation work on tasks because they believe that participants will result in desirable outcomes in their future such as reward or punishment. There are external factors that also influence this process. Therefore, many questions are raised as to whether one

can identify which type of motivation an individual will exhibit and whether this will lead to greater or lesser success than another type (Gardner & Lambert, 1972)..

From the early research on motivation, it was inferred that it needs all aspects of variables in an intricate model of interrelated individual and situational factors that are unique to each language learner. Learning motivation is to promote and guide and maintain learning activates which has been conducted by internal strength or internal mechanism. Students can be motivated for different purposes. In this sense, highly motivated students can be better rather than demotivated. Both internal and external motivation are necessary for students. Many teachers and scholars in the field of ELT believe that language learners will be more successful if they are motivated. Without motivation, the English language may not be effective and purposeful. Nishanthi (2018) mentions that all university-level students in different countries study most of their subjects in English to enhance their access to international platforms. He further says English has the dominant role as a medium of instruction at the school to university level in many countries.

In the context of Nepal also all the educational institutions have included the English language as a medium of instruction or as a subject in the course of study. The English language is used as second language in. Nepal. It is a compulsory subject from primary to university level. Only the lecture and paper pencil method do not motivate students. Teachers, curriculum developers and the government have a great responsibility to motivate them towards English Language so teachers should increase them internally and externally. In this study, I tried to grab and explore the several reasons of motivation that led students towards learning the English language from the students who are studying at the bachelor level. In the present educational scenario, we can see that there is a great demand for the English language in every institution. In the context of Nepal, the English language has significant implications for students such as attaining high status, building a good career position in society and so on. If students are given motivation, then they can learn language better. For learning a language, one needs to have a keen interest, a positive attitude and focused attention in classroom activities that is possible only by the support of motivation.

Statement of the Problem

Language learning motivation is an internal factor that stimulates desired energy in people to be continually interested and committed to a job, role and subject or to make an effort to attain the goal. It plays a huge role in how students learn and perform in school. It is important to understand that motivation is a complex concept it is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. Motivation is influenced by several factors of motivation as external and internal. To make teaching-learning effective and long-lasting teachers, curriculum developers administer and students should be well-motivated and qualified. Without motivation, it may not be possible to achieve the desired goal. Students may be demotivated for varieties of reasons like, economic condition circumstances, family background, culture, language, cast, etc. In the classroom teachers and students should be active and there should be equal participation of both of them. In the context of Nepal use of English languages is practiced as foreign language learning. In this regard, Nishanthi (2018) states that there is the provision of English language teaching right from the basic level to the graduate level. It has been taught as a compulsory subject from primary to University level still in private school. It has been taught from nursery as a compulsory subject. Thapa (2019) and Chemjong (2019) researched motivation. They present the importance of motivation in second language learning affecting factors of learning etc. It is not an easy task to teach English in our country, because we do not have appropriate materials, teaching techniques, or qualified and trained teachers. It is not our native language. Lack of motivation leads to failure. That's why the whole teaching circle will not be as purposeful and effective as expected due to a lack of motivation. Therefore, I am preparing to study the research to explore the motivation for B.Ed. 4th year students towards the English language.

Objectives of the Study

The study had the following objectives:

1. To explore the motivation of B.Ed. 4th year major English students towards English language learning
2. To suggest some pedagogical implications.

Research questions

1. What are the motivating factors of the B.Ed. 4th year students in English language learning?
2. Why and how are students motivated towards English language learning?

Significance of the study

This study was carried out to find out the motivation of B.Ed. 4th year major English students towards English language learning. The findings of this study were expected to be beneficial to all the stakeholders who are involved in English language teaching and learning i.e. students and teachers. It especially explored the experience of B.Ed. 4th year students about how they are motivated for English language learning. That's why the findings of this study helped all the students to be motivated towards English language learning. Likewise, this study is beneficial for educational leaders, policy and planning makers, writers, trainers, language planners, curriculum and syllabus designers and other concerned authorities. Furthermore, it is helpful to all of the researchers who want to carry out research in the field of motivation of the students. More specifically, this study is advantageous for all those who are directly and indirectly engaging with English language learning.

Delimitation of the Study

This study was limited to the B.Ed. 4th year students from Achham Multiple Campus Achham

This study was limited to the narrative inquiry.

The data were collected through in-depth interviews.

Operational Definition of the Key Terms

Motivation: in this study, motivation refers to the action of stimulating the pupil to actions to complete the desired goal. It is an internal process that makes a person move toward a goal.

Intrinsic motivation: intrinsic motivation refers to motivation to engage in an activity for its purpose. People who are motivated work on tasks intrinsically because they find them interesting. In this study, intrinsic motivation is required in language learning while the primary focus is on the learner and the internal factors that encourage and facilitate their pursuit of language achievement.

Extrinsic motivation: in this study, intrinsic motivation refers to one of the drives that come from an external environment outside of the person. Such as prizes, rewards, money, certificates, and punishments that help students to be motivated for English language learning.

Narrative inquiry: in this study narrative inquiry is one of the research designs which is qualitative. Here, this is the study of experience in a narrative way. The main feature of this design is collecting data through storytelling.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter deals review of related theoretical literature, a review of empirical literature implication of the review for the study and a conceptual framework of the study.

Review of Related Theoretical Literature

The literature review is a very important task for any kind of research work because it provides information about what has been already researched and what remains yet to be investigated in the particular field. This section includes an introduction to motivation types of motivation, factors of motivation, and the role of motivation in English language learning.

Motivation

Motivation is one of the fundamental factors in learning a language, the feelings and excitement offered by extra enthusiasm for students to learn a second language in a better way. Motivation in learning is a psychological process that leads to achieving a certain goal. According to Kelly (1946), “Motivation is the central element in the effective management of the process of learning.” Based on the vast research on motivation is a reason for people's actions, willingness, and goals. These needs, desires, and wants may be acquired through the influence of cultures, society, and lifestyle. It is the inner driving force that leads people toward the destination of success. Motivation in learning is an internal and psychological process that leads to achieving a certain goal. Wade & Avris (1998 as cited in Saranjal and Zafer, 2016) define motivation as an internal process within a person that causes that organism to move towards a goal away from an unpleasant situation. It is a fundamental factor in language learning, Motivation causes goal-directed behavior in every person. The need is the base for motivation which is a kind of mental feeling in an individual that he or she needs something. This lack of something created tension in the mind of the individual. The individual tries to overcome this by engaging himself in behavior through which he satisfies his needs. This is goal-directed behavior and it leads to goal fulfillment and the individual succeeds in fulfilling his needs and thereby overcoming his tension in the favorable environment. Behavior ends the moment tension is released. However, the satisfaction of one need leads to a feeling of another

need, either the same need after some time or a different need and goal-directed behavior goes on. Thus goal-directed behavior is a continuous process. However, if the need is not satisfied because of some reasons, the person may feel frustration which can be defined as the accumulation of tension due to non- fulfillment of needs. At this stage, the individual will try to modify his behavior to eliminate factors for the non-fulfillment of his needs. It is also used in educational and research areas. It offers excitement and extra enthusiasm for students to learn different languages. It is taken as a key feature in the success of language learning and has a great effect on the efficiency and productivity of English language teaching.

According to Macintyre et al, (2001), Motivation is defined as an attribute of the individuals describing the psychological qualities underlying behavior concerning a particular task. This goal-directed behavior shows itself through the distinct actions of motivated individuals. Dornyei (2001) mentions that motivation energizes human beings and provides direction. Motivation in education can have several effects on how students learn and how they behave towards the subject matter. According to Macky (1965, p. 122), the person who wants to learn a second language and how much he wants to learn it, is of particular interest to educational psychologists because of the crucial role it plays in student learning. Likewise, Sranjal & Zafer (2016, as cited in Gardner 1985, p. 10) shows that motivation depends on the quality of the teacher. One must have good qualities such as enthusiasm, acknowledgment, stimulation, and the ideas of the students that help to the creation of a relaxed enjoyable atmosphere in the classroom for effective language learning. The motivation encourages the students and helps them to minimize the difficulties that occur in the process of learning and helps them to increase their exception. So, motivated students are eager to learn language and they are willing to spend the effort on the learning activity. It circulates the energy to accomplish a task. It plays a significant role in successful English language learning particularly in a classroom. Students are not always internally motivated. They sometimes need external motivation which is found in environmental conditions that the teacher creates. Due to a lack of motivation, learning may not be effective and purposeful. That is why it is a crucial aspect of learning.

Theory of motivation

Motivation is a common term used in everyday life. According to Cherry (2010), Motivation is the process that imitates, guides, and maintains, goal oriented-behavior. Motivation may affect our behavior, choices and attitudes. How a person approaches a situation or decision to act upon a situation is also known as motivation. There are several motivation theories. Among them, Maslow's need for motivation theory is one of the most important in the field of motivation. According to Kendra (2010), some of the different theories of motivation are as follows;

Abraham Maslow's Hierarchy of Need Theory. The hierarchy of need theory was proposed by American psychologist Abraham Herald Maslow in 1943. The need for hierarchy theory is one of the pioneer theories of motivation. It provides insights into the maturity of human beings gradually after they have satisfactorily met their first rank needs (physiological) (Maslow 1975 as cited in Tziva, 2003). He proposed that motivation is based on some human needs which are never fully satisfied, but always seeking to satisfy new wants as parts of their innate thirst for self-fulfillment. According to this theory, motivation beings with an individual's needs and underlying drives. This theory is based on the assumption that people are motivated by a series of five universal needs. These needs are ranked, according to the order in which they have human behavior, in a hierarchal fashion. Maslow used the terms “physiological “safety “belonging and love “social needs “or esteem and self – actualization to describe the pattern through which human motivation generally moves. This means that for motivation to arise at the next stage, each stage must be satisfied within the individuals themselves. The hierarchy is the main base for knowing how effort and motivation correlate when discussing human behavior. Each of these individuals' levels contains a certain amount of internal sensation that must be met for an individual to complete their hierarchy. The main goal of Maslow's hierarchy is to attain the fifth level or stage; self –Actualization.

Physiological needs. The needs are deemed to be the lowest-level needs, these needs include basic needs such as food, water, shelter, clothing sexual satisfaction and other bodily requirements.

Safety needs. The need for shelter and security becomes the motivator of human behavior. These needs are related to the protection of people from physical and emotional harm, ill health and economic crisis.

Social needs. These needs are identified as the need for affection, belonging, love, friendship and social acceptance. Informal group friends at work employees' club are the means of achieving these needs in the organization

Ego and esteem needs. They become the motivating needs. Esteem needs include the desires for self-respect, self –esteem and esteem of others. When focused externally, these needs also include the desires for reputation, prestige, status, fame, glory, dominance, recognition, attention, importance, and appreciation.

Self-actualization. The self needs –realization, continuous self-development, and the process of becoming all that a person is capable of becoming. This is the need for growth, achieving one's potential and self-fulfillment, and drives to become what one is capable of becoming.

The most important aspect of this theory is that the satisfaction of needs is sequential. Physiological and safety needs are considered to be the lower-level needs. According to Maslow's needs levels 1 and 2 are typically called lower-level order needs and levels 3, 4, and 5 are called higher-order needs. The differentiation between the two levels is made on the premise that higher orders needs are predominately satisfied internally by the person whereas lower-level needs are predominantly satisfied externally.

In another way, all the bottoms need to be accomplished before she is motivated to self-actualization needs such as completing and looking for a higher position. We can apply this theory of hierarchy of needs to the foreign language learner's context, we could argue that those learners whose lower-order needs are not beings satisfied are less likely to be motivated, to improve, or to be willing to move towards the higher levels of needs.

Instinct theory of motivation. The instinct theory of motivation suggests that the key to our motivation is the biological or genetic functioning of our body. The general idea is that similar motivation occurs in human beings because of similar biological factors shared by humans. As we act or behave on others' motivations it

emerges as a result of our core motivation. An example of this is found in the animal world in the form of seasonal migration. Because of instinct motivation, some species migrate at certain times each year. This theory claims that biological factor is the main element to arouse motivation in creatures. There are different types of human instincts such as fear, love, hate, anger etcetera. This theory also states that biological makeup is a cause to draw desire and thought in human beings. The main problem of this theory is that it only describes the behavior but does not clearly explain it.

Incentive theory of motivation. This theory of motivation suggests that reinforcement or incentive is the main cause of motivating behavior. According to this theory, our behavior is influenced by outside incentives. This theory shares some similarities with the behaviorist theory of operant conditioning, as external rewards drive our actions. This theory says that one will likely do action because of different types of rewards or prizes. One acts intentionally to achieve the rewards. It is said to be different from other theories of motivation in such a way that it sees the stimulus as something that influences one towards it, rather than prompts one to reduce or eradicate it. This theory also argues that human behavior is more motivated extrinsically. We, people, are motivated to act if we are going to get any prize or reward. For example, if any school declared that the highest mark obtaining student of the class will get two diaries and one thousand rupees then students study hard to obtain the highest mark in their examination due to the expectation of getting diaries and rupees.

Drive reduction theory. This theory says that we act whatever we want to perform to reduce internal tension and stress caused by our unfulfilled needs. The theory is dependent on the satisfaction of a drive; more specifically, an organism will acquire new responses only when it is motivated by a need and receives a reward that meets that need. For example, we eat food when we feel internal tension inside our body caused by hunger. The central idea of the theory is that no learning can take place unless the organism is goaded by a drive that makes it tense and uncomfortable and receives a reward of some kind that relieves this discomfort. This theory is suitable for explaining behaviors that have strong biological components such as hunger, thirst, sex, and other drives. These biological components can be increased or reduced to see how these changes affect the speed of learning this technique is also used in attempting to discover the effects of rewards on physiological processes. The

problem with this theory is that these behaviors are not always motivated by psychological needs. Furthermore, it has the problem that it does not explain why people eat sometimes even if they are not hungry. Both humans and animals also seem as if they are engaging in different activities even when they are not facing any natural drives. Many people engage in study and research because of the intrinsic satisfaction that learning itself brings, and not because of drives that make them tense or uncomfortable.

Arousal theory of motivation. This theory talks about how the physical environment can bear an influence on arousal levels, and that crowded environment. This theory suggests that people take certain actions to increase or decrease their level of arousal to maintain an optimum level. According to the arousal theory of motivation, each person has a unique arousal level that is right for them. When our arousal levels drop below these personalized optimal levels, we seek some sort of stimulation to elevate them. Arousal theory suggests that different people have different levels of arousal and we are motivated to maintain an ideal level of arousal. The person with low arousal needs might be motivated to pursue simple activities such as crocheting or watching a movie to maintain their arousal levels. The individual with high arousal might be motivated to seek risky, thrilling and adventurous activities such as cycle racing or paragliding to maintain his or her ideal levels.

Expectancy theory of motivation. The expectancy theory of motivation states that a person is motivated to act on some performance to fulfill some expectation. The main aim of this theory is to yield better possible outcomes. It works on perceptions of the people that two different people in the same company have different levels of motivation. Because one might believe that the process works for them and another might have a different perception of the same thing. The motivation of the behavior selection is determined by the desirability of the outcomes. However, at the core of the theory is the cognitive process of how an individual processes the different motivational factors. This is done before making the ultimate choice. The outcome is not the sole determining factor in deciding how to behave. This theory is about the psychological processes regarding choice or choosing. It explains the processes that an individual undergoes to make choices. It also suggests that when we are thinking about the future. We formulate different expectations about what we think will happen.

We predict that there will most likely be a positive outcome, and we also expect that we can make that possible future a reality. Similarly, this theory mainly focuses on three elements they are valence, instrumentality and expectancy. Valence refers to the value with place on the potential outcome, instrumentally deals with whether people believe that they have a role to play in the predicted outcomes and expectancy believes that person has the capabilities to produce outcomes.

Types of motivation. Motivation is a kind of thrust and readiness that encourages learners. It is a kind of desire or inner drive to initiate learning. It creates a kind of enthusiasm and curiosity in learning which plays a significant role in learning. Similarly, Glutton (1995, as cited in Christopher, 2013, p. 15) states “motivation refers to the strength of the inner drive to achieve professional goals.” Motivation plays a key role in whether we become successful in life or not, and whether learner reaches their goal or not. To talk about motivation, different researchers have classified it differently. According to Gardner (1985), there are two types of motivation; integrative and instrumental. Normally, all types of motivation are categorized into extrinsic and intrinsic motivation. They are discussed below:

Extrinsic Motivation. Extrinsic motivation is a type of motivation that comes from outside. For many people, the satisfaction of a job well done is enough to ensure continued effort. Regarding this Harmer (2010) states that extrinsic motivation comes from outside the classroom and may be influenced by some external factors such as the attitude of society, family and peers. Depending on the individual, just a few words of praise may be enough, while others respond only to something substantial, such as money. According to Goyal (2015), extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition, or praise. It is the stimulation of behavior through external factors. Extrinsic motivation can exert a powerful influence on human behavior. It focuses on an outcome. When student extrinsically motivated students do something to gain an external reward. Extrinsically motivated students are best to perform a behavior or engage in an activity because students want to learn a reward-punishment. Here are some examples of extrinsic motivation like participating in a spot to win the award. We study to get a good job, competing in a contest to win a scholarship. If a child does homework to avoid punishment, the action is caused by external sources. According to Brown (1994, p. 156),

extrinsically motivated behavior is carried out in anticipation of a reward from outside beyond the self. Regarding extrinsic motivation, Brown (1994, p.158) presented the following factors.

Career-related factor. It is one of the important factors that affect extrinsic motivation after learning English people have lots of opportunities for their career development in the future. They get good jobs, they go to foreign countries for further study. Due to the many causes learners want to learn English where extrinsic motivation plays a significant role in learning the language. For example, when a child notices that some people are doctors, others are policemen, and some others are businessmen, it signals the start of this process. It continues as that person begins to explore occupation and ultimately decides what career to pursue. Everyone wants to be successful in life.

Social factor. Language is not the only that factor effect extrinsic motivation. Inside and outside the classroom, are strongly influenced by the social context in which learning, like, culture, custom, language, social dialect, etc. In society, people learn a language for different purposes, like jobs, trade, politics, media and social reputation, etc. English is one of the most used and dominating languages in the world. This is having an impact on every field of work. Undoubtedly, English plays a much greater role in the world than it is inevitable for people. It has a bright future, it helps connect us in a global world.

Language-related factor. In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. Learning English requires constant practice and patience. The kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language. It is the major window of the modern world. This is all the truer when the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have a command over the English language are given a job. There are thousands of languages in this world. Each Country has its peculiar nationwide language in addition to a multiplicity of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand the people who speak English they think have prestige in front of other people. In Norway, it is crucial to learn English for everything, like communication, trade, business, tourism,

media, politics, education, transportation, healthcare, cinema halls, international–national conferences and seminars, banks, etc. so, English is also a factor affecting motivation.

Intrinsic motivation. The act of being motivated by internal factors to perform certain actions and behavior is called intrinsic motivation. It also refers to a force within the individual and it forces to individual from inside. It can be associated with the inner feeling of learners and it considers how learners engage in tasks, and if they are willing to be involved in the activity. The rewards do not relate to external factors. Deci & Ryan (1995) suggest that intrinsically motivated learners, their learning level will be high. It is enjoyable and interesting rather than because of an outside incentive or pressure to do it. Here are some examples of intrinsic motivation because it provides enjoyment and interest to the reader. It is based on peoples’ needs and drives like Hunger, Sex, biological, needs Autonomy, relatedness, and competencies. According to Good (1959, p. 354) “Intrinsic motivation is the determination of behavior within an activity and that sustains it as with autonomous act and interest.” Here, motivation is a natural property that comes from one’s inside. It is driven by internal achievement. The motivation to engage in behavior is raised by the individuals because it satisfies their own naturally. The internal forces are cause to create this motivation such as feelings, desires, cooperation and autonomy, relatedness, competence, recognition, challenge, curiosity, positive feedback, one’s psychological need, etc. it is influent heavily by an internal desire to teach a dialogue connection between teacher and students, higher felling’s of efficiency in the classroom. So intrinsically motivated students are always active and engage in their tasks willingly to improve their language skills. They increase their thinking capacity, ability reasoning power, etc. Motivation determines learner behavior and interest. Since everyone is different, it is natural that the factors motivating them will be different from others as well. According to Anserine Snoots- long hurst (2019) many factors affect intrinsic motivation are presented below;

Curiosity. Internal motivation is increased with the help of curiosity. When something in the physical environment grabs the individual’s attention. Curiosity pushes the student to explore and learn for the sole pleasure of learning and mastering.

Challenge. Being challenging helps the student work at a continuously optimal level work towards meaningful goals. Students are more motivated when they are pursuing goals with personal meaning and attaining the goal as possible. It generates competitive intentions in students. It is like risk-taking. We know the risk-taking habit of the students leads them towards a great achievement.

Recognition. Students have an innate desire to be appreciated and satisfied when students are recognized and appreciated by others they are motivated. All the people want the name and fame of their life.

Co-operation and competition. Intrinsic motivation can be increased in situations where people gain satisfaction in helping others. It is also applied in the case of students where they can compare their performance to that of others, Cooperating satisfies the student's need for belonging. Students also feel personal satisfaction when they help each other and work together to achieve goals. It makes cooperating learning in the classroom. Similarly, competition is also another influencing factor to the students in learning. In every classroom, there are different types of students having separate levels of capacity. Some students are weak and some others are talented in the classroom. In such a context weaker students want to become talented students as a result they succeed in their learning.

Integrative motivation. Integrative motivation refers to a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through the use of the language (Gardner, 1985, p. 54). The main idea is that integrative motivation plays an important role in second language acquisition. It is directly and positively related to second language achievement. However, the Gardener's A type of motivation that is particularly relevant to learning a foreign language refers to a learner's intrinsic orientation or desire to communicate with, be more like, or join the L2 (second or foreign language) user community. For this kind of motivation, students need to be attracted by the culture of a target language community. The learners who have a positive view toward the target language and its culture; that is who are interactively motivated, often outperform in an L2 language acquisition When students want to learn a language to become part of a speech community (integrative motivation)

Instrumental motivation. Instrumental motivation is also one of the types of motivation that drives students to reach their goals and objectives. Gardner and Lambert (1972) state that instrumental the effects of instrumental, motivation played a more important role in their second language learning process. He found that instrumental motivation was more important among those students learning a second language. It concerns the practical value and advantages of learning a new language. It may also relate to proficiency in a language for utilitarian or practical reasons. Instrumental motivation for present actions that result from already anticipated future goals.

Reason for English language learning. Harmer (2010, p. 12) mentions that a huge mass of students have been learning the English language in different levels of classrooms around the world. They have been learning English without their desire because their government has made provision of providing education in English by keeping it on their national in today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. Learning English requires constant practice and patience. The kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language. This kind of tendency prevents students from learning English. Most of the students study English from the examination point of view, so they are not able to produce even a sentence without grammatical errors. Furthermore, sufficient practice is not given to students to learn a language. Knowledge of English is necessary if one wants to make a good career in this globalized world. It is the major window of the modern world. Regarding this Nisanthi (2018) mentions the following reasons and the importance of learning the English language:

English Opens New Career Opportunities. It is believed that learning of English language is equal to creating a new career and many opportunities. In the twenty-first century, different companies around the world need employees who are fluent in the English language. The global job market has even created new opportunities for bilingual/ multilingual people. Learning of English language helps to develop different professions such as translator, language teacher and English marketing personalities for global companies. So it is very important for all kinds of

professional and personal goals. Likewise, different countries of the world are adopting the English language as their official language.

English is the International language or lingua franca. English is the most common foreign and second language in today's world. This means that two people who came from different countries and communities at that time used English as a means of communication. That's why it is very essential to learn the language to adjust in the 21st centuries. English language will help us communicate with people in several countries of over the world. A billion people in the world will be studying English. Learning English is important as it enables you to communicate easily with your fellow global citizens. Through language, people translate the source language to the target language.

Education. English is also necessary for the field of education. Harmer (2007) states that English is being taught in several primary schools in many countries of the world it is also taught at different campus levels as well. Children are taught and encouraged to learn English as a second language even in countries where it is not the official language we will find many curriculums in science, engineering and high language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English to make the material more accessible to international students. English remains a major medium of instruction in schools and universities. There are large numbers of books that are written in the English language. English literature is vast and rich. Many of the latest scientific discoveries are documented in English.

The Internet Press and Media. On the Internet, the majority of websites are written and created in English. Even sites in other languages often give you the option to translate the site. It's the primary language of the press: more newspapers and books are written in English than in any other language, and no matter where in the world you are, you will find some of these books and newspapers available. Because it is so dominant in international communication, the biggest television and music industries in the world are based on the English language. TV and movies are great ways to practice your English once you start learning. English opens up thousands of movies, television shows, and games for your enjoyment.

Travels and Business. In the field of travel and business English language plays a vital role. We can travel around the world because of a good understanding and communication of English. We can test it with an online travel booking option. English skills will also help us in any business venture you choose to follow. If we visit some offices, companies, governmental organizations, or even math or engineering companies, we will see the importance of English. English is the dominant business language and it has become almost a necessity for people to speak English business communication is most often conducted in English. Many national and international companies expect employees to be fluent in English.

Motivation and language learning. Motivation and language learning are interrelated to each other. Motivated students learn better than other students. Motivation is an art by which managers promote productivity in their employees. Motivation is an internal factor that stimulates desired energy in people to be continually interested and committed to a job or student effort to attain a goal. Regarding this Gardner (1985) believes that to be motivated, a learner requires and needs to have something to anticipate, foresees effort and long for a reason, principle, or rationale having to do with aim or target. Similarly, According to Cook (2002 as cited in Thapa, 2019) acquisition of language is not the same among the learner. He also believes that three main factors influence second language learning, these three factors; age, personality and motivation.

Motivation and language learning strategies have both been shown to play a role in second language learning. A study on the various factors affecting students' motivation should be carried out so that the findings could be useful for researchers and teachers in improving students' achievement. In addition, the researcher should conduct research using a different framework, especially one which is new. English teachers should evolve effective teaching and learning strategies for the English language to develop students' motivation for the subjects. To encourage students to become self-motivated independent learners, instructors should design effective course content and create an atmosphere that is open and positive to raise students' motivation. The English lecturers should enhance students' integrative motivation for better and more effective students' perceptions of language learning. The motivation correlated positively and significantly with the language learning strategy use, suggesting that the more motivated second language learners would use more

language learning strategies. Perhaps, more motivated second language learners in classrooms are more willing to invest time and effort to acquire second language learning success.

Review of Related Empirical Study

The literature review is the fundamental part of the research study and is taken as the backbone of the entire research work. Empirical research works help us in several steps of research. Some previously done research worked as below.

Thapa (2016) carried out a study entitled “the role of Extrinsic and Intrinsic motivational factors in Learning English. To find out factors that motivated students to learn English was the main objective of the study. Survey research was used as a design for the study. The population of the study was all the students studying in class ten of the Salyan district and 40 students were selected as a sample from government schools through non-random sampling. He used a questionnaire as a tool to collect the data. Finally, he found that most of the students have positive attitudes and perceptions towards the English language. Moreover, he found students are extrinsically and intrinsically motivated to learn English

Bohara (2019) carried out a research work on “motivation of M.Ed. level students towards English language learning. The main objective of the study was to find out the motivation of M.Ed. level students towards English language learning. He used narrative inquiry for his study. The whole students studying M.Ed. in TU were the population of the study. He selected 4 students as a sample by the non-random purposive sampling procedure. To accomplish the objective of the study he used semi-structured interviews. At last finding of the study was that motivation is a key factor in learning, motivation helps to learn better and it also shows that motivated students are more active and more eager to learn rather than other demotivated students.

Chemjong (2019) carried out a study on “influencing factors of motivating students to learn English”. The main objective of the study was to find out the factors that motivate secondary-level students towards learning English. He has applied survey research design to complete his study. The population of the study was secondary-level students of Kirtipur Municipality Kathmandu. Eighty students were selected from 5 community and 5 private schools as samples using a random sampling

procedure. He used a questionnaire and checklist as a tool to collect the required data. At last, it was found that different factors motivate students towards English such as career-related factors (good career, a better job, secure the future and career achievement), social factors and economic factors.

Gurmachan (2019) conducted a study on “motivational techniques adopted by female Teachers in English language teaching.” Exploring the existing techniques of motivation in English language teaching created by female teachers was the main objective of the study. Qualitative research was used as a design for the study. The population of the study was female English teachers who were teaching grade four in a community school in the Sindhuli district. Six Female English teachers from six community schools of Sindhuli were selected as a sample. He used purposive non-random sampling procedures. Classroom observation and interviews were the tools for data collection. The interview was taken based on pre-structured questions. The finding of the research shows that teachers provide ample opportunities to the students for involvement in different tasks like short conversation cross-word puzzles, short question answers, guessing games, riddles, reading and others.

Khadka (2019) conducted research entitled “Teacher motivating factors in Nepalese’s ELT context “and the objective of his study was to examine job motivation among Nepalese English teachers. He mainly used narrative inquiry design. The population of his study included all the job-quitting teachers of the secondary and basic level in the Kathmandu valley, among them four teachers were selected as the sample population using purposive non-random sampling procedures. Open-ended–depth interviews were the main tools for data collection. The finding of the research is that some of the strong for quitting the teaching profession are low salaries and high political interference in teacher appointment and transfer.

Oli (2019) researched the Role of motivational strategies in developing students' speaking skills.” The main objective of the study was to explore the roles of motivational strategies such as role-play, picture description and presentation in developing students speaking skills. The study was based on the action research design. All the students of grade 10 studying in the community school of Banke district were the population of the study however, only twenty students of grade 10 from Shree Shiva Shakti Higher Secondary school of Banke district were selected as a sample. He used non-random purposive sampling procedures. Test items and

observation were used as the tool for data collection in an action research pre-test two progressive tests and post –test were the major tools for data collection in his study. The major finding was that the use of motivational strategies in teaching speaking skills will be fruitful and helpful in developing students’ speaking abilities.

I have reviewed different research studies which have been carried out focusing on the motivation of students towards English language learning although no one conducted research focusing on the motivation of B.Ed. 4th year students towards English language learning. That’s why I am trying to study the B.Ed. 4th year student’s motivation using narrative inquiry.

The Implication of Review of the Study

We know that any research work cannot be possible to be completed without the help of a literature review. So the literature review is taken as the backbone of every research work. It expands our horizon of knowledge regarding the field of study and only after that, we gather lots of knowledge to design objectives, develop research questions, follow methodologies and interpret the data in the appropriate way. In the same way, I have also reviewed so many works of literature related to my topic. I have reviewed different books, articles, these and other research works. Likewise, after completing the literature study, I came to find out the gaps between what has already been found and what remains to be investigated. The theoretical and empirical literature that I have reviewed helped me in several ways. I have reviewed some of the documents such as articles, international journals, unpublished thesis and books that are related to my topic of study. I have got lots of ideas from different sources.

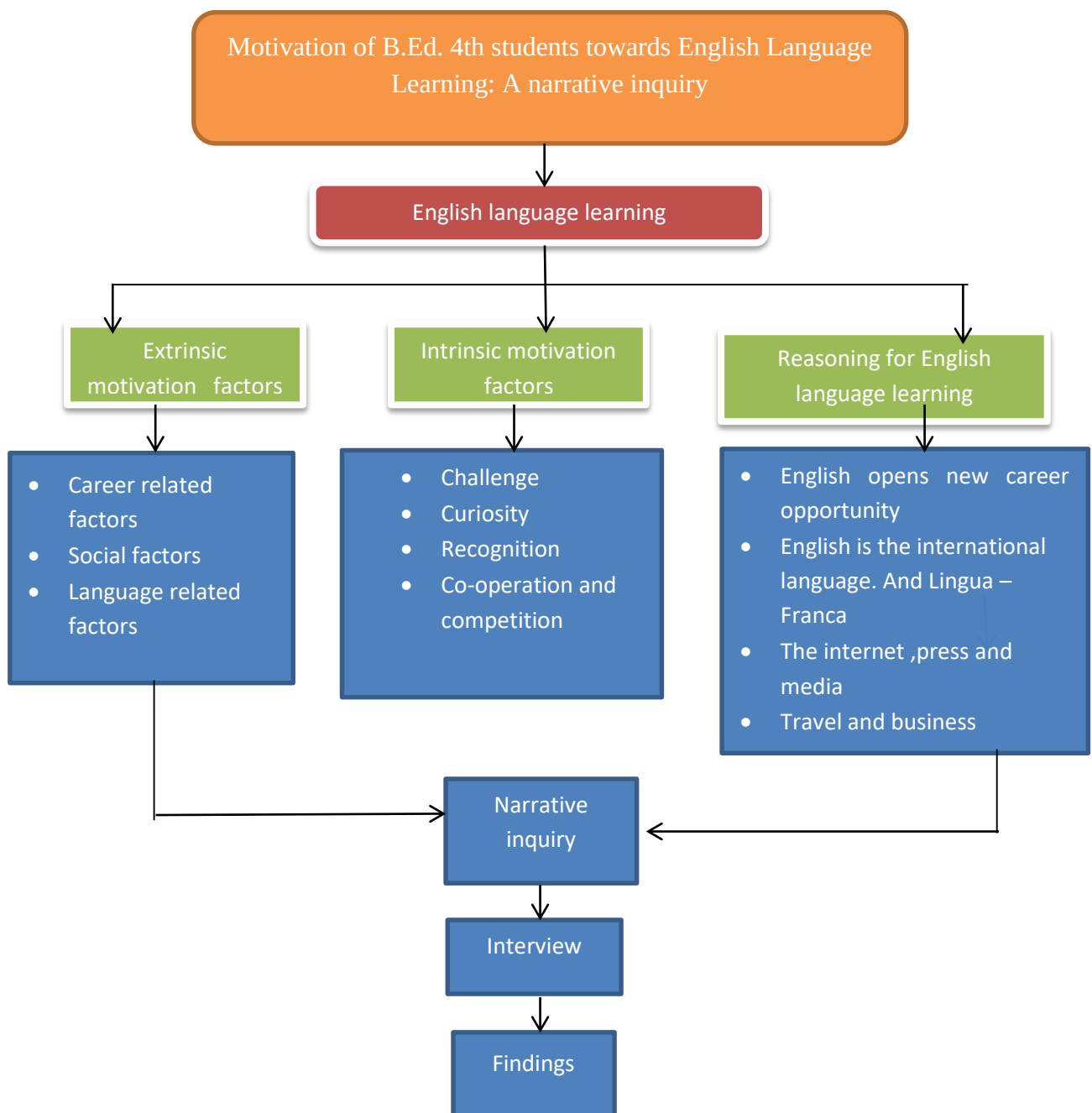
More specifically, Cherry (2010) suggests I understand the theory of motivation. Likewise, Gardner (1985) has given the ideas of different types of motivation, Brown (1994) helped me to describe different affecting factors of extrinsic motivation and Anserine Snoots-Long Hurust (2019) provided me with ideas related to affecting factors of intrinsic motivation. Similarly, Harmer (2010) and Nisanthi (2018) supported me by providing different reasons for learning the English language. In the same way, the empirical studies that I have reviewed also helped me in many ways. Thapa (2016), Oli (2019) and Gurmachan (2019) provided me with the appropriateness of selecting a sampling strategy. Likewise, I got ideas to apply

narrative research design from Bohara (2019) and the study of Khadka (2019) guided me to select tools to collect the required data.

In this way, I have gained lots of insightful knowledge regarding this topic. Moreover, the researcher got ideas to decide on research design tools data collection procedures population sampling, analysis and interoperates sate. Saying as a whole all these reviews were helpful for me to show the ideas and explore the concept of my study.

Conceptual Framework

This study “Motivation of B.Ed.4th year. Students towards English Language Learning: A narrative inquiry” was based on the following conceptual framework.



Chapter III

Methods and Procedures of the Study

This chapter includes methodologies adopted in carrying out the study. It deals with of design of the study. Population and sampling procedures, data collection procedures, data collection tools, data analysis and interpretation procedures, and ethical considerations are the main methods to conduct the study.

Design and Method of the Study

There are various research designs for conducting the research. The research design has to be based on the topic, selected objectives to be met and problems to be addressed. According to Kumar (2009p.84),” A research design is a plan for, structure and strategy of investigation so convinced as to obtain the answer to the research questions or problem”. My study was based on narrative inquiry that is only used in the field of research. Narrative inquiry, a relatively new qualitative methodology is the study of experience to understand a narrative story. It is a way of thinking about, studying, and experiencing. Narrative inquiries follow a recursive and reflexive process of moving from the field. The narrative inquiry technique of collecting data is also less structured and more informal interview than focus group interview quantitative research. In this research design narrator reports the story or events to the researchers properly, and questions are pre-determined and pre-designed. Narrative inquiry highlights ethical matters as well as shapes the new theoretical understanding of people’s experiences. Narrative inquiry the study of experiences as a story then is first and foremost a way of thinking about experiences. It is the methodology that entails a view of the phenomenon. In this regard, Clendenin and Connelly (2000) suggest that narrative inquiry describes subjects' experiences using three conceptual frameworks: temporality, sociality, and spatiality. It shows that it is the process of gathering information for research through storytelling. It is a collaborative document a mutually constructed story of the lives of both the researcher and participants.

Schwedt (2007) Defines narrative inquiry as the interdisciplinary study of the activities involved in generating and analyzing stories of life experiences and narratives interviews, journals, dairies events, memories, autobiographies, and biography. It indicates that narrative inquiry is the sole powerful weapon to collect data. The respondent expresses his or her experiences to the research through any

event or issue. There is no need to record the narrative inquiry of the respondents since the researcher can write properly.

Saying as a whole Narrative inquiry is the process of gathering information for research through storytelling. It is an ongoing process. Narrative inquiry describes the lives of individuals, collects data and tells stories about people's lives and writes narratives of individual experiences. The process of inquiring about another story also supports the researcher in getting a better insight into her identity construction which is a crisis. It deals with the temporal development of lives and the unique history of people. There are many research designs in the field of research design among them I have chosen narrative inquiry. Narrative inquiry is conducted in different steps. Cresswell (2012, p 514) has given the following steps to conduct a narrative inquiry.

Step-1: Identification of a phenomenon to explore that addresses an educational problem. This is the first step of narrative inquiry in this step the researcher identifies an issue or concern that provides the purpose for a study and enables the researcher to understand personal or social experiences of an individual

Step 2: Purposeful selection of an individual from whom you can learn about the phenomenon. In this step, many narrative studies examine only one individual but many individuals may be studied as well. Select an individual who can provide an understanding of the issue. Seriously, select this person(s) based on their experiences and collect a story from that individual that reflects personal and social experiences.

Step 3: Collection of the story from that participant. After selecting the required individual the researcher makes the participants share verbally their story through conversation and interviews.

Step-4: Restoring or Retelling the individual story. This step involves examining the raw data, identifying key elements, organizing and sequencing these elements, and then re-telling a story that describes the individual's experiences. Restudying helps the reader to understand the story by sequencing it in a logical order.

Step five: Collaboration with the participant storyteller in all phases of research. However, in the narrative story collection process, the researcher works with the storyteller to ensure the participant's experiences are accurately portrayed.

Step six: Write a story about the participant's personal and social experience. Similarly, this step is taken as the biggest step in narrative research, the participant's life experiences are written into a story by the researcher. Highlighting specific themes that emerged throughout the story and involving a section about the importance of narrative research can be helpful to readers.

Step seven: Validation of the accuracy of the report. An accurate report is essential to preserving the story. Conferring with individuals and searching for disconfirming evidence will protect the story's credibility.

Population, Sample and Sampling Procedure

In the process of choosing my candidates, I used a purposive sampling procedure which focuses on the small size that is useful for analyzing the data properly, Creswell (2007). So, I need to choose the participants who are studying in B.Ed. 4th year at Achham Multiple Campus. It was very complicated for me to find out the students who were interested in taking part in this study. Thus, I was afraid and worried about the expected participants for my research. Finally, I visited four students separately and talked to them informally about my research objectives. I convinced them. However, they were hardly ready to participate in my research.

The data collection process started with the selection of interested participants from different areas for my research study. When I got permission from them we exchanged our numbers with each other and we made friends on Facebook. We familiarized ourselves with each other slowly. Then the next day, I provided them with the consent letter including the required information. Around six days later, they provided time to collect the required information for my study. Some of them called me into their room, and some students I met at college at interval times during our ongoing conversation; we met each other many times and exchanged information on Facebook and cell phones as well. Finally, I collected data through in-depth structured interviews.

Brief Overview of Participants' Profile

Puspa Raj Bhandari

Puspa raj was born in the Achham district. He was born in 2054. His house is located 30 km away from the district headquarters. There are seven family members in his family. He started his schooling life by the age of five. He passed SLC and intermediate from the same college. The name of his school is Pashupati higher secondary school Kamal Bazar 7 Keuka Achham. He had many more problems in his childhood. He taught English subjects in Nepali medium. He hadn't had plenty of exposure to learning English. He hadn't gotten a favorable learning environment. Sometimes He used to help their parents in the garden to plant vegetables, irrigate and sell them in the market he used to come to school by walking around for one hour. He used to carry a small dictionary in his pocket. He was motivated towards the English language by his youngest uncle who was a primary level teacher in my village. He had passed a bachelor's with a major in English from Tikapur Multiple Campus Kailali. Now he is doing a master's degree from Tribhuvan University. Except he was motivated by his society and parents and friends. His hobbies are: reading novels, making new friends, and traveling.

He thought a plan to take English subject for further study because of his family's support and guidance. It was a great chance to become a perfect English teacher. Nowadays he is fond of English subjects by heart. He gets respect from their society and their family. In starting in society he avoided that he was not good enough in English because of lack of amount of exposure, proper learning environment, unqualified teacher, Teaching materials, etc. After involving in English language learning. He became more conscious about English and the environment made him become an English student. Now realized and understood the values of English in his life.

Netra Bista

Netra was from the Achham district. He was born in 2052. His house is located near the headquarters of Achham Mangalsen. He lives in a joint family. There are eight family members in his family. He had completed his SLC and intermediate from Sodasha higher secondary school Mangalsen Achham. He is doing a B.Ed. from

Achham Multiple Campus. His hobbies are; shopping, dancing, singing, watching comedy movies, etc. He started his academic career in private school till class two because he lived in headquarters. There were around three or four private schools. In starting he faced many problems at school. He was poor at English he didn't know grammar rules and regulations he was confused about different spelling such as effect and affect. Custom and customs, principal and principle, etc. He was mocked many times due to his wrong spelling and pronunciation by his friends and teachers. He didn't know exact spelling of the words due to the same pronunciation. Except that he faced noun, pronoun, and conjunction problems. He faced untrained /trained teachers, Martials, and suitable environment problems. Therefore, his initial was very difficult. His father motivated him. He was towards the English language because he was literate. He was motivated by my society and friends. He learned English for different reasons such as good job opportunities. Especially he learned it for further study because wanted to go abroad. Finally, he understood the values of English. The role of his parents was very great. They wanted to make him an ideal person in society his parents knew the value of education. They did struggle to make his future better.

Kalpana Bohora

She was from Achham district Bannigadi V.C.D. She was born in 2056. She is doing a B.Ed. from Achham Multiple Campus. She is unmarried. She has a big family she has six family members. She belongs to a middle-class family. Her family depends on agriculture. She started her academic journey at a government school. Her background was in a government school. Everybody used to love her because she was a small child at home. She was very poor at English till in grade five. She did not know about small and capital letters. She managed herself in the classroom because she found it difficult to recognize the alphabet (b, d) (q p), etc. Some students were from private schools and they were good at school. She was weak. She faced different types of problems she was taught in the wrong way, with wrong pronunciation, and wrong spelling. Etc. Her initial phase was very completed. She was motivated by one English madam. She was from Drachula. Her English madam suggested Kalpana to join the English faculty. She used to take tuition classes with her madam. Kalpana knew the values and scope of English then Kalpana realized the value of English in this modern era. Her second brother is also the source of her

motivation. He was a private teacher. She learned a lot of things from his brother. Her economic condition was not good. So, the purpose of learning English was to earn money and improve the economic condition of her family. She faced different types of challenges in her life due to poverty she didn't get a notebook and pencil and other teaching materials on time. While talking about their parents' sacrifice they struggle with their studies. Her mother used to plant paddy in other fields and used to get only a hundred rupees a whole day, with this money Kalpana would read to tuition. Therefore, the role of parents was very great. They always encouraged and supported me

Dilli Raman Dhungana

He was originally from Kailali district. He was 23 years old. He has completed his school level at a remote village government school. So he didn't have any knowledge and exposure till his initial phase. Currently studying in B.Ed. 4th year in Achham multiple campus. He belongs to a middle-class family. His parent's major occupation is agriculture. He has three brothers. His parents were uneducated even though they knew the value of the English language. They motivated him towards the English language learning. After that, he understood the value of English because it is a global language. It is necessary for a better future. So all things motivated him. According to his experience motivation plays a major role in English learning. Students' family backgrounds, their economic condition may affect their learning. If they belong to an educated and civilized community obviously, they would be motivated towards English language learning. If students belong to educated families they can do better than those uneducated families in this way, we can say that social factors are affecting factors in learning English. While talking about challenges he also faced the same challenges as other students. Lack of native speaker exposure, lack of ICT and teaching materials, etc.

Sources of Data

I used both primary and secondary sources of data to accomplish this research.

Primary Sources of Data

The primary sources of data for this study were four students from the Achham Multiple Campus of B.Ed.4th year. Mangalsen Achham district.

Secondary Sources of Data

The secondary sources of data for this study were related books and articles. Journals and unpublished theses like Thapa (2016), Bohora (2019), Chemjong (2019), Curmachan (2019), Khadka (2019), Gyawali (2000), Oli (2019).

Data Collection Tools and Techniques

To accomplish the objectives of the study, I used in depth interview schedule. I asked questions and a few additional questions to elicit the respondents' personal feelings, thought attitude, opinions, perceptions, and experiences about the targeted research problem.

Data Collection Procedures

The researcher used the following procedures to collect the data for the completion of this research.

- a. At first, I prepared guidelines for questions to be asked to the students.
- b. I selected the four participants from the Achham Multiple Campus.
- c. Then, I met the participants.
- d. I established rapport with them and explained the purpose of my study.
- e. After explaining my study, I showed the interview guidelines.
- f. After that, I took permission to record their voice on the cell phone.
- g. Then I kept my cell phone on record mode.
- h. After that, I asked questions to them and I recorded their voices.
- i. I clarified the question when they became confused.
- j. I took some information from their gesture too.
- k. Finally, I thanked them.

Data Analysis and Interpretation Procedures

The collected data were systematically analyzed, interpreted and presented descriptively and thematically.

Ethical Considerations

Ethical consideration is a very essential part of the research. The researcher has several ethical considerations while conducting research. We should consider about code of conduct. We should not insult and mock any participants and institutions in terms of their way of speaking, way of pronunciation, and way of making sentence structure during the duration of the research. So, I followed the ethical standard norms and values in this research. I got permission to carry out the research. I confirmed that the privacy and identities of the respondents were safeguarded. I kept the entire collected information secret and stored the data securely. Similarly, I avoid plagiarism by giving proper citations of the cited text. I disclosed the objectives of my study honestly and clearly. While analyzing the data, I was objective straight forward. I respected the privacy and anonymity of participants and avoided the information that would harm the participants. I persuaded them to keep secret their privacy.

Chapter IV

Analysis and Interpretation of Results

This chapter contains the analysis of the lived experiences of my participant B.Ed. 4th year students who are studying in Achham Multiple Campus Achham district. The information found in this section was obtained from interviews. Analysis and interpretation of the data is a core part of the research. I analyzed the data thematically under different headings and sub-headings.

Analysis of Data and Interpretation of the Results

The data obtained from In-depth -structured interviews were transcribed and analyzed by using thematic analysis. Themes of the personal interviews were drawn based on the research questions: role of motivation in English language learning and challenges of learning. In this study, pseudonyms were used to conceal the identity of the participants and the institution. Puspa, Netra, Kalpana and Dilli Raman were used for the participants. I asked guideline questions and a few additional questions to obtain the data. Based on prepared guideline questions, I took interviews with participants and analyzed the data thematically followed by headings.

The following table provides an overview of the information of each participant

Table 1
Overview of Participants

S.N	Name	Age	Academic qualification	Marital Status	Family member	Family background	Parents educational background
1	Puspa Raj	25	B.Ed. running	Married	seven	Medium	Uneducated
2	Netra Bista	26	B.Ed. running	Married	Eight	Medium	Educated
3	Kalpana Bohara	24	B.Ed. running	Single	Six	Medium	Uneducated
4	Dilli Dhungana.	23	B.Ed. running	Single	Five	Medium	Uneducated

The data obtained from the table showed that all the participants are married some are unmarried and all belong to a medium family background. The data showed that the ages of participant students ranged from 22 to 26. They were grown up in rural areas of different districts. Only one is grown up in a city area Tikapur, Kailali. The three were the product of Nepali medium schools. One was from a private school. They obtain Bachelor's degrees same campus. They came from different family backgrounds. Puspa Raj Bhandari, Kalpana Bohora and Dilli Raman Dhungana were from uneducated family background and only Netra Bista was from an educated family background. In the following section, I will briefly explain. About each participant briefly under the title participants' profile.

Efforts of English Language Learning in the Beginning

The initial phase of English language learning plays a vital role in the success of the student's life. Here, the initial phase refers to the beginning period of learning where students start his/her academic journey. Different students have different family background, educational background and economic statuses. All these factors also affect students' learning. Those who have a good environment for learning their learning may be different than others. A child from an educated and civilized family is different from an uneducated family. Well-motivated students learn better than demotivated students. Gardner (1885) believes that in intending to be motivated, the learners' necessities, requires and needs to have something to anticipate, foresee, expect and long for a reason, principle, or rationale having to do with aim or target. To find out the experiences of learning English at the elementary level, I have talked to my participant and their responses in the initial phase of learning are given below. In this regard, Puspa Raj Bhandari shared,

“My initial phase of learning was very poor. I was born in a remote area. I went to school by the age of five. I used to walk around once an hour to reach school. At the time there were no facilities for vehicles in my village to reach school. I am from a government school. I started my English language learning from A, B, C, and D There was not any private in my village. I was taught English subject by Nepali medium. In the school, all the subjects except English were taught and learned in Nepali medium. Even the English subject was taught in the Nepali language. English was learned and taught only to pass the examination. I did not know anything about English till class

five. I read English books for the first time in grade five. I did not know how to pronounce the words. Such as know, could, knitting, etc. My parents are uneducated. I had not a good environment in my house for learning and I spent the most time with them in the field. I was very poor in my initial phase of English language learning but my uncle used to help me for learning. He was a primary level teacher Initially, I was unknown about the English language when I passed primary level. I improved my English a little bit. I become able to write and read English words”.

From the obtained data, it is clear that the initial phase of learning was very challenging and complicated as the participant said, he went to school by walking around for one hour. There were not any vehicles or schools near his house. He further mentioned that because of his poor family background, he did not buy sufficient materials. He spent most of his time in the field with his parents he was from a farming family. He was from the community school. He was taught English subjects in Nepali medium. He got English subject in class five. From the obtained narration, we came to know that; the English language is not easy to learn. It is very challenging. Students faced many obstacles in their initial period of learning.

Similarly, Netra argued the same thing.

“I started my academic career in a private school. Because we lived in the headquarters of Achham district I got a chance at private school. In this area, all were going to private schools. So. When I went to school for the first time became very nervous. All the students and teachers were unknown to me. Later, I introduced myself to friends. I was very weak in English though I started my studies at a private school. I could not recognize nouns, pronouns, verbs and so on even though I was reading at the basic level. I was beaten many times by my teacher. When I was unable to memorize the formula of grammar that the teacher gave me to memorize. I did not get learning materials in previous times. I used to find it difficult to pronounce these words, distract, range, honor, etc. Some students mocked me due to the ungrammatical sentences. Slowly I learned it and improved myself. In this way, my initial phase of English language learning was challenging”.

Regarding this issue, Kalpana argued.

“Regarding my initial phase of learning the English language I started my academic journey from government school. My background was in a government school. Everybody used to love me because I was a small child at home. I was very poor in English when I was reading in grade five. I did not know about small and capital letters. I felt I managed myself in the classroom because I found it difficult to recognize the alphabet (b, d) (q p), etc. Some students were from private schools and they were good at school. I can still remember that I was unable to give my introduction in front of my class. It was an insult to me. I was more nervous and shier than other students. I failed class three and cried. It was a very difficult period for me I didn’t make many friends in the beginning. I did not have any other materials except a small English book. There were no qualified and trained teachers. I was taught the wrong way. I came to know when I reached the secondary level. I was very weak in vocabulary and pronunciation. In my childhood, English was a very complicated subject, I could not do the right pronunciation; I was beaten by my teacher many times. So, my initial phase was very poor and challenging”.

From the obtained data, is clear that the initial phase of every student was very learning is challenging. All the participants said that most of the students went to school by the five. There were not any schools near their house. They further mentioned that because of his poor family background, they faced the same types of problems such as. Lack of proper environment, lack of materials. Lack of untrained and qualified teachers. Lack of ICT-related materials. They were from the community school. From the obtained narration, we came to know that; the English language is not easy to learn for everyone. It was very challenging. Students faced many obstacles in their initial period of learning.

Role of Motivation in English Language Learning. Motivation is something that is directly related to behavior. Motivation plays a very vital role in learning. Motivation and language learning are interrelated to each other. Motivated students learn better than demotivated students. Motivation is a basic and essential part of learning. Gardner, (1885) believes that in intending to be motivated, the learner necessities, requires and needs to have something to anticipate, foresees, accept and long for a reason. Success in second language learning is often related to the concept

of motivation. Wilkins (1972) points out that, "motivation is a term which occurs in a discussion of the second rather than the first language learning and it has a great role in second language learning." In this reference, the author argued that Motivation plays a very vital role in learning. If students are motivated, they can learn better and faster. Without motivation, learning is not possible. Through the interview, I found that all four participants were motivated in different ways. According to them, motivation is a crucial factor for better learning. Motivation enhances the success of the learners. It encourages doing something internally. Regarding the role of motivation in English language learning, Kalpana said:

"Sure, Motivation plays a very crucial role in English language learning. I thought that, without motivation, any work cannot be perfect by the person. Motivation plays a crucial role in everybody's life. As I already told you if my best teacher and my elder brother motivated me to read English subject, my teacher motivated me too much. She motivated me by saying, 'you can do what you have to do. English has great scope in the market, not only the market but also in the world. By watching television, by reading newspapers I am motivated towards English. If I know English, I will also get the respect our teacher got. This event mostly motivated me to learn English. So if I were not motivated by the teacher I would not be in this position. Motivation If we want to succeed every step of our lives, motivation is very necessary".

From the obtained data, it is a clear show that motivation and language learning are interrelated to each other. Motivation helps to get better results in learning. Where there is motivation there is a high chance to get success. As Kalpana said without motivation, we cannot get success in our life. In the obtained data I found that all four participants were motivated by different resources. Motivation played a great role in their life for English language learning. It shows that motivation and language learning are interrelated to each other in learning.

Similarly, Dilli Raman mentioned:

"Yes, motivation plays a major role in English learning. Different factors of the modern era. Domination of English countries all over the world. Everything that is written in English also motivates me to learn English so, it has a vital role in learning English. Without motivation people can't be successful in life it is very necessary for us".

From his illustration, it is clear that motivation plays a very crucial role in learning. Students can be motivated by different incidents situations persons and other resources. He had been motivated by his parents and teacher. When he realized the global demand for the English language. Then he dedicated himself to the English language. He was also motivated by various motivational speeches He used to listen to BBC, commentary, reality shows CNN news and was motivated by the speaker on the radio

In this regard, Dilli Raman argued:

"Motivation provides us power and energy to achieve in our life. Motivated and civilized educated family background students can be successful in their further life rather than others. They can adjust the basis of the demand of time. Saying as a whole according to their experiences".

From this saying we can say that *motivation* helps to get better achievement in life. Motivated students are more eager than other students

Motivating Factors of English Language Learning

The English language is the International and dominant language in the world. The English language is used as a lingua franca. English is very necessary for native and non-native English users because it is world widely spoken and written all over the world. Knowing English allows people to fulfill their desires and enjoy their life and work no matter where they are. For students whose mother tongue is not English, mastering English is even more important, not only for their academic life but also for their academic careers. The English language is the current lingua franca of international business, technology and aviation. It is spoken by most of the people in the world and the number is still rising. In this regard, Zeeshan Naved (2015) stated that "language is our primary source of communication. It's the method through which we share our ideas and thoughts with others and it is useful in different sectors". From the statement, we can say that the English language is crucial in every sector so many people learn the English language. Different people learn English for different reasons purposes but in the interview, I have explored some of the reasons of participants as follows.

Better carrier. Everyone struggles in their life to get something. Every student deserves to better career and academic achievement in their life. So, English language learning helps to get academic achievement. In the context of Nepal, the English language is taken as a foreign language and a third language. It has been used as a medium of instruction in school to college level. Many course books and textbooks have been written in the English language. Students should have good knowledge of the English language for better learning. If students have good knowledge of English they can easily understand the content they can adjust everywhere. If the students do not have proper skills in English they cannot get good marks on the exam as well as can't communicate with others. Students can expand their knowledge through the English language. Most, of the students want to learn the English language for their academic achievement some want to go abroad for their studies. In the interview, I found that students learn English for a better career. Here good academic achievement refers to getting good marks in the exam and scholarships based on their marks. They believed that through the English language, they could make their future better. In this regard, participant Dilli Raman argued:

“English is a global language .It is a contact language between two people. It is very essential for everyone to fit into the present modern era then we have to learn the English language. For better earning also. It is the prestigious language of our society, it determines our level of education. It is a source of life to survive today and tomorrow. The English language helps us to get good marks on the exam. Nowadays all questions have been asked in the English language from the Bachelor level. If I do not understand the question how can I write an answer? In this way anyhow, we have to learn English. I learned it Because of its global value. It is a demanding professional job. To get the cultural, and historical knowledge of the English language”.

From the obtained data I knew that, English is very important for achieving academic achievement. The English language is very powerful and respectful in our society as well as in the world. As he further mentioned, if he had a good knowledge of English. He got good marks as well. To get high marks, English is necessary. Similarly, he said that if we want to go forward to study English language is necessary. The English language is used as a lingua franca in different countries. If students want high marks on the exam, they should know about the English language.

We can see many students who do not understand English are having difficulty in the exam. Due to the lack of English language, students don't understand the questions in the exam.

Netra also argued:

“Everyone has different reasons for English language learning. I have also some reasons for English language learning. Such as better careers, better job achievement, global communication, enjoyment of learning, etc. The English language helps me to communicate and adjust with different people in the world; wherever I go I can easily adjust. If I can English fluently I can make my life better. So it is very essential to learn it. Especially I wanted to go abroad for further study therefore I learned it. English language. So, I learned the English language”.

Good job opportunity English is the official language around the 82 countries of the world. Most job interviews news reality shows, conferences, seminars, and workshops are done in English. It is a language of media business, trade, and communication, Enhanced communication skills in English can result in not only an improved social life but also better job opportunity in the future. In job interviews, most interviews conduct interviews in English. Interviewers quickly make judgments and give great importance to first impressions. Poor skill in English in the Language can mean smaller chances of a job. On the other hand, being proficient in the language can help one have a good first impression which means a higher chance of a good job so students learn the English language to get a good job.

In this regard ', Kalpana Said:

“In the present era, it is impossible to survive without knowledge of English. It has existed all over the world such as business, travel, and education research, English language is used at national and international airports in any public place. We need to learn English for global communication science and technology and everywhere. If I don't know the English language, I cannot share my thoughts, emotions, and skills knowledge with different people on social media. We can't stay far from different kinds of opportunities job opportunities etc. I thought that if I had good knowledge of the English language, I could go to

every part of the world and communicate with all. It is a global language and communicates globally. I can get good opportunities Such as (in NGO /INGO) I can earn some money, so I understood that I need to learn the English language to improve the economic condition of my home by earning money through education. We can see that, the English language is used at national and international airports in any public place. We need to learn English for global communication”

From the obtained data, it is clear that the English language can help to get a better job. As he stated, having a good command of the English language is a better chance to get better job opportunities. Because of language problems, some people are deprived of their promotions and better salaries. He saw in his village, there is a respectful person. They know English. They are earning much more money with the help of the English language. He was motivated by these people and learned the English language.

International and International Communication. As we know the English language is spoken all over the world. It is an international language. The English language is used as a lingua franca. The world has become a global community whose members must communicate to learn from each other and solve conflicts. The English language is used everywhere. If we want to go to another country, we need the English language. We can share our views through the English language. It has been used for business purposes as well. For global communication, using an international language is the best way. Nowadays for most global communication, the English language is widespread. The English language is mostly used among young people as a method of communication. Now the world is global and the English language is the global language. Many people learn English language learning. So many students learn the English language for Global communication. In this regard

Puspa said:

“I was immature and unknown while I was learning the English language in the beginning phase, later I came to know that English is a very valuable and respectful language in society and life it is a national and international language. It is used as a lingua – Franca and also social prestigious language.

If we have a good knowledge about it we can adjust anywhere. There are so many reasons for English language learning but some of the main reasons for the English language are: good academic achievement, better job achievement, a better career, global communication, the adjustment in this globalization era, reputation in our society, abroad study and the enjoyment of learning”.

The English language is very necessary for global communication. Nowadays we go from one country to another country for different purposes such as study, business, traveling, etc. From the data, the participant learned English because he wanted to go forward with his study. Students should learn the English language for global communication. It is used in tourist areas as well. Similarly, participants 'Dilli Raman and Pusa, kalapana shared the same ideas in this regard. They argued the English language is very necessary for global communication. It is spoken and understood all over the world. We can share our feelings; ideas and opinions with one another through the English language. If we go abroad we need to speak English so the English language is very significant to communicate globally.

Parental support in English Language Learning Parents are the main source of motivation every parent has a very significant role in the success of their children. Parents are future makers of their children. It is believed that the "First teacher is the mother and the first school is the house for the child". Children learn many things before they enter school. He/she grows up in the family by learning different things. Teaching and learning are essentially social activities, implying a role relationship between parents and learners. These relationships are established, maintained and evaluated through communication, in which parents take a pivotal role. In society, the parents need to manage the activity in the family in different ways. This means they need to behave in different ways at different stages.

Family background is also affecting factors of learning for children. Students from educated families can be different in comparison to uneducated family background in terms of study, manner, morality and culture, norms and values different things. The educated and well-civilized family knows about the value of education and they send their children to school in time. They teach good manners, good morality good behavior to their children but the uneducated family does not know the value of education so they don't send their children to school at the right

time. They believed that uneducated family thinks that their household is more important than education. It affects students' learning.

According to Keane (200, p, 1), "parental involvement improves the chances of children's success at school, yet research suggests that parents' participation may be on the decline ". It means that parents have a very crucial role in their children's learning. Regarding the role of parents in the English language.

Puspa said, *"There is a great role of parents in learning if my parents didn't support and encourage in my study in school as well as campus level. I would not be in this position they helped me in different ways such as providing food, loading and moral lessons. They also helped me by providing books, bags, and other additional materials. They also guided me to take tuition for classes eight, and nine, and SLC preparation. My mother used to sell milk and vegetables in the market for my tuition fee. They always encourage me to do better in my life. Without and effort, support, of my parents I couldn't have done anything. In my life. I never forget their dedication which they did for me"*.

In this regard, Netra said:

"My parents played a very vital role in my study, and in my education career. They go here and there for me. They wanted to make me an idol person in my society. They provided money. My mother is uneducated even though she knows the values of the English language in this twenty-four century". They know the importance of education to survive in the present situation. They always motivate me to do better in my field of education. Parents are God, they do struggle to make their children better careers. My father is a simple hospital worker he did extra night duty for my golden future. So, no one can replace their position".

Similarly, Kalpana, said, *"Definitely, my parents played a vital role in my English language learning. Whatever, I am because of my parents. I never forget their love, support and care for me. I cannot explain in any words of my parents. I feel lucky to be their daughter. They taught me many things in my life. They always say to me not to go a bad way in life. My mother used to plant paddy in other fields for the whole day and used to get only 100 rupees. For my books and notebook and mid-day breakfast. You should do something in your life. If they would not help me, I would*

not be in this position. They encouraged me, they gave me support in each step of my life”.

From the above-mentioned experiences of the participants, we can say that the parent's role is very necessary for the better future of children. They are bright future makers of their children. Without parent support care encouragement, and motivation, children cannot be successful in their life. They can play a very great role in making bright careers for their children. In this interview, all participants agreed that they got full support, motivation, encouragement and cooperation from their parents.

Parents have a generous role in making a bright future for their children. They worked as God. They have crucial responsibility and accountability for a successful future in this way parents are both supporting and affecting factors. When parents are illiterate, they do not understand the scope of education. They only want to earn money from their children they give more priority to work and money rather than sending their children to school for just formality. Saying this way, parents are affecting the factor of learning of the child positively or negatively. But they are also supporting factors because they have a crucial role in their children's lives. They can devote their whole life whether they are educated or uneducated to their children. Parents do a lot of struggles for their children. They want to see greatness in their children. Children learn many things from their parents like good manners, good morality and good natural behavior, honesty, etc. in this way parents have a very vital role in their children's life.

In a nutshell, motivation is very necessary to achieve our goals. Motivation is the main factor that cooperates to move ahead in life. If students are highly motivated then, they can learn in a smarter faster and more effective way, and active way and interesting way. Motivated students are always curious to learn. They can learn what they deserve. From the above mention data, I came to know that, students were motivated by different sources such as teachers, parents, friend's relatives and incidents towards the English language. When I took interviews with them, I found that motivation played a very vital role in their English language learning. If they were not motivated by their teacher, parents and other sources, they would not learn the English language and they would not arrive in this position. Students were motivated by different motivational factors. Such as; economic factors, career-related

factors and social factors. Educational factors. Motivation and language learning are interrelated to each other. Without motivation, learning is not effective and long-lasting. If students get motivation from the teachers, they can learn better. Teachers should motivate the students. Parents also should play a very vital role in their children's learning.

Chapter V

Findings, Conclusions and Recommendations

This chapter includes my study which I have taken from chapter I to chapter IV. It is all about the brief description of my research study. More especially, the final chapter discusses the main findings of the study presented in chapter four. It is concerned with the major findings of the study, conclusion and recommendation to the policy maker, teacher educator, researchers and ELT practitioners. Generally, I have concluded with my reflections which include the challenges, conflict, confusion, and an unexpected wonderful moment meeting while preparing the overall thesis.

Findings of the Study

In terms of analysis and interpretation of the collected data, I summarized the study and drew the findings based on participants' shared experiences through the interview.

- The initial phase of learning significantly impacts students' future success, influenced by family background, economic condition, and challenges related to language, culture, history, geography, family, and society
- Students initially held a negative attitude towards the English language.
- Motivation greatly influences student learning, with the key motivators being teachers, parents, respected community members, and specific motivational incidents or programs.
- Family economic conditions affect learning, with students from less comfortable backgrounds lacking necessary resources and conducive learning environments.
- Students faced numerous challenges in the learning of English, including a lack of sufficient materials, time, and qualified teachers.
- Lack of diverse teaching materials and reliance solely on course books hindered the effectiveness and durability of learning
- Untrained teachers struggled to teach English effectively, often resorting to teaching English using the local Nepali medium.
- Parents were an essential source of motivation, support, and guidance for students in learning English.

- Students learn English for various reasons, including income potential, academic achievement, global communication, and job opportunities.
- Students were motivated by both intrinsic and extrinsic factors such as rewards, punishment, physical conditions, teaching methods, and personal success.
- The prestige and respect associated with English language proficiency motivated students to learn English.
- Teachers play a crucial role in student learning, helping students express emotions, providing support, and fostering possibilities in English language learning
- Students were motivated by both internal and external factors
- Most students were influenced by similar factors in their learning, including career-related, social, economic, psychological, and income-source factors.

Conclusion

Motivation has emerged as the single most significant factor influencing language acquisition in our study. The intricate relationship between motivation and language learning manifests as a higher rate of learning among students who exhibit a strong drive to succeed. This study ventured to delve deeper into the experiences of B.Ed. 4th year students to learn the English language at the Achham Multiple Campus from Mangalsen Achham. It explored the sources of their motivation, the challenges encountered in the learning process, and the reasons behind choosing to learn English.

The findings from the study highlight the importance of motivation as an indispensable element in effective learning. A high level of motivation not only enhances learning but also brings about transformative changes in students' lives. Based on the findings, we can say that motivation primarily energized from parents, teachers, and other respected individuals within their communities. Various factors such as socio-economic aspects and language-related considerations influenced their motivation. Once motivated, students displayed an increased enthusiasm towards learning.

However, the learning process was not without challenges. Students faced several obstacles, such as inadequate resources like English magazines, audio, and audio-

visual materials, as well as the lack of English teachers until the lower secondary level. Notwithstanding these challenges, parental support played a pivotal role in shaping the future of these students. Parents provided unwavering support, motivation, and guidance to their children, thereby contributing to their overall learning experiences.

This study confirms the crucial role of motivation in language learning. It serves as a powerful tool to boost academic achievement and personal growth. Therefore, strategies such as rewards and recognition for outstanding performance can be beneficial in fostering motivation among students. Additionally, teachers, as the wellspring of knowledge, play an indispensable role in molding students' future. Their positive attitude and commitment to the teaching profession can have a profound impact on student motivation and, by extension, their language learning journey.

Based on the findings and conclusions, the following implications have been drawn.

Policy Level

Policymakers and curriculum designers should consider students' motivation in designing more effective teaching and learning processes. Students with high academic performance should be rewarded and Teachers should be encouraged to motivate their students daily.

Adequate teaching materials should be provided. Only trained and qualified teachers should be appointed. Regular school supervision should be implemented.

Practice Level

Teachers should understand students' psychology and school administrators should provide adequate materials.

A reward system for top-performing students should be introduced and positive attitudes towards English language learning should be fostered. English language education should be emphasized and teachers should constantly motivate their students.

Further Research

A qualitative study can be carried out in the future. The role of EFL teachers in motivating English language learning can be investigated.

The impact of motivation on English language learning can be studied further and further research could focus on secondary-level students' motivation towards English language learning.

The role of extrinsic and intrinsic motivation in English language learning can be further examined.

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APPENDIX- A

Interview Guidelines

The interview questionnaire has been prepared to collect information for the research work entitled **Motivation of Bachelor Level Students towards English Language: A Narrative Inquiry** under the supervision of **Prof. Dr. Tara Datta Bhatta**, Department of English Education, T.U, Kirtipur, and Kathmandu, Nepal. I do hope the informants will co-operate by providing invaluable information to accomplish my research.

Questions

- a. Initial phase of English language learning. .
- b. Reason for English language learning.
- c. Role of motivation in English language.
 - Better job achievement.
 - Career development.
 - Academic Achievement.
 - Global communication.
 - Enjoyment of learning.
- e. Challenges of learning English language.
- f. Sources of motivation
- g. Affecting factors of motivation in English language learning.
- h. Role of parents in learning.

Appendix-B

Researcher: Hello, how are you?

Respondent: I am good and what about you?

Researcher: I am also good. What are you doing nowadays?

Respondent: I am just writing proposal.

Researcher: Ok. Today I am here with you to take interview on motivation of B.Ed. 4th year students towards English language learning. I want to explore the experiences of English language learning. How students motivate towards English language learning, what type of challenges they face etc.

Respondent: ok.

Researcher: Let's start our conversation. Could you please introduce yourself and your family background in detail?

Respondent: My name is Puspa raj Bhandari. . I am 25year old. I live in Kamalbazar Municipality ward no 5 Achham. There are seven members in my family. They are two younger brother and one sister, my wife and my parents. I belong to middle class family. I am senior son of my family. My father works in India at home. And my mother is a house wife. My father is basically literate but my mother is illiterate. . I belong to joint family. I am doing Bachelor Degree from Achham Multiple campus Mangalsen Achham. My hobbies are: reading novels, making new friends, travelling new places. The name of my district is Achham. It is located 30 km far from district headquarter Mangalsen.

Researcher: How was your Starting phase of English language learning?

Respondent: My initial phase of learning was not good. I was born in remote area. I went to school by the age of five. I used to walk around one an hour to reach at school. At the time there was no facilities of vehicles in my village to reach school. I am from government school. I started my English language learning from A, B, C, and D There was not any private in my village. I was taught English subject by Nepali medium. In the school all the subject except English were taught learnt in Nepali medium .Even the English subject was taught in Nepali language. English was learnt and taught only to pass the examination. I did not know anything about English till class five. I read English book for the first time in grade five. I did not know how to pronounce the words. Such as know, could, knitting etc. My parents are uneducated. I had not good environment in my house for learning and I spent most

time with them in field. I was very poor in my initial phase of English language learning but my uncle used to help me for learning. He was primary level teacher Initially, I was unknown about English language when I passed primary level. I improve my English lit bit. I become able to write and read English words.

Researcher: Which factor does motivate you towards English language?

Respondent: First of all, I would like to say I am here because of my parents even they were known about the English. They spent whole life for me to make me what I am now. My uncle is main source of motivation. And he had passed Bachelor My Uncle motivated me towards English language learning. He was primary level teacher and he had passed bachelor with major English from Tikapur Multiple Campus Kailali. When I started my school at that time my Uncle meet his friend Govinda Timilsena. They used to talk in English. When I listened their conversation. I thought I could speak English as they did. Some incidents that motivated me towards English language Like.my society. Parents, friends, teacher etc. There are other sources of motivation. They were some people who can speak English even not fluently and grammatically correct s they were given highly respected in the society. They were powerful due to the knowledge of English. I thought that. If I have good knowledge about English language, I will be respectful in the society. My senior friends, sisters also motivated me.

Researcher: What is the role of parents in your learning?

Respondent: Each and every parent have very significant role in their children' learning. There is great role of parents in learning if my parents didn't support and encourage in my study in school as well as campus level. I would not be in this position. They helped me to providing books, bags, and others additional materials. They also guided me to take tuition for class eight, nine, and SLC preparation. My mother used to sell the milk and vegetables in the market for my tuition fee. They always encourage me to do better in my life. Without and effort, support, of my parents I couldn't do nothing.in my life .I never forget their dedication which they did for me.

Researcher: What are the reasons for English language learning? Why did you learn English language?

Respondent: I was immature and unknown while I was learning English language in the beginning phase, later I came to know that English is very valuable and respectful language in society and in life it is national and international language. It is used as a lingua – Franca. There are so many reasons for English language learning but some of

the main reasons for English language are: good academic achievement, better job achievement, better career, global communication, adjustment in this globalization era, reputation in our society, abroad study and the enjoyment of learning etc.

Researcher: Does motivation play vital role in English learning?

Respondent: Yes, Motivation plays vital role in second language learning when one knows the use and importance of English language she/he struggles to learn it. He or she searches the ways of solution of his necessities by herself and herself and himself. He or she can't not be banded even there is lack of one source. He looks for another source if he or she is highly motivated or inspired for learning English and one day she or he will be able to get the destination. so that according to my experience motivation is very essentials for language learning.

Researcher: Why do you think social factor is also affecting factor of motivation in English language learning?

Respondent: Social factors are also affecting factors of motivation in learning. What sort of environment is there to learn child became the so. The environment impress in the child's mind and he or she works accordingly. If there is proper environment child will be curious to learn if there is not proper environment they will bore and nervous to learn. So we can say society is mirror of learning. It represents our children behavior and their nature.

Researcher: What kinds of challenge did you face while learning English?

Respondent: Many more challenges that I had faced to face during learning English such as lack of exposure of learning English, classroom environment, was not also favorable for learning English. Only English subject was there which was also taught In Nepal language. I use to carry small pocket dictionary. No self-study materials such as grammar books, dictionary, and practice books for actual pronunciation learning were not available there. All of source of learning were teachers. I didn't get any transportation for school I used walk around one hour to arrive school sometime I used to help my parents in farming. Except that I face many more challenge in my life.

Appendix- C

Researcher: Good Afternoon.

Respondent: Good Afternoon.

Researcher: How are you?

Respondent: Yes, I am good and what about you?

Researcher: Yes, I am fine too. Today, I came here with you to take interview. My research topic is motivation of B.Ed.^{4th} year students towards English language. I hope you will share your experience of English language learning. I have prepared interview guideline. So let's talk about our interview. Can you tell me about you in detail and your family background?

Respondent: I am Netra Bist. I was born in Achham district. I am 25 year old. I have seven family members in my family. I live in joint family. I have one sister and three brother and my parents and my wife. I have completed SLC and intermediate level from Shree Sodasha higher secondary school Mangalsen Achhham. From my hometown school now. I am doing Bachelor from Achham Multiple Campus. My father is retired health worker. My mother is house wife my brother and sister are also student of B.Ed. and school level. I belong to poor family. Nowadays I have been teaching in private school since one year for my college fee and pocket money. My hobbies are: watching comedy movie, playing football, shopping and little bit dancing. We a have big family so depend on agriculture.

Researcher: How was your initial phase of English language learning?

Respondent: Initially, I started my academic career from private school. Because we lived in headquarter of the Achham district so that I got a chance of private school. In this area all were going to all private schools. So. When I went to school for the first time become very nervous. All students and teachers were unknown for me. Later, I introduced with friends. I was very week at English though I started my study from private school. I could not recognize noun, pronoun, and verb and so on even I was reading in basic level. When I was unable to memorize the formula of grammar what teacher gave me to memorize. I did not get learning materials in previous time. I used to feel difficult to pronoun these words, distract, range, honor etc. Some students mocked upon me due to the ungrammatical sentences. In this way my initial phase of English language learning was challenging also.

Researcher: which factor does motivate you towards English language learning?

Respondent: Most of the subject were in English language except Nepali subject in private school. I felt easy to write in English language rather than Nepali. In Nepali, we need to draw the line above the words but English; there is no need to do such. I was habituated to write in English language. The main thing is that the shape and size are easy to write than Nepali. In compares to Nepali. It is very fast to and read with fluent way. I thought it was attractive and unique. Language. It makes me motivate to learn. My father also motivated me to learn English langue because he was little bit educated and he supported me to learn English language. He always inspires me to do something in the field of English language teaching.

Researcher: What is the role of parents in your learning?

Respondent: Obviously, My parents played very vital role in my study, in my education career. , they go here and there for me. They wanted to make me idol person in my society. They provided money. My mother is uneducated even she knows the values of English language in this twenty four century. They know the importance of education to survive in the present situation. They always motivate me to do better in your filed of education. Parents are god, they do struggle to make their children better career. My father is simple hospital worker he did extra night duty for my golden future. So no one can replace their position.

Researcher: What are the reasons for English language learning? Why did you learn English language?

Respondent: Everyone has different reason for English language learning. I have also some reason for English language learning. Such as better career, better job achievement, global communication, enjoyment of learning etc. English language helps me to communicate and adjust with different people in the world; wherever I go I can easily adjust. If I can English fluently I can make my life better. So that it is very essential to learn it. Especially I wanted go aboard for further study therefore I learn it. English language. So, I learnt English language.

Researcher: Does motivation play vital role in English learning?

Respondent: Of course, Motivation play very crucial role in English language learning. Motivation is driven force that pushes to do something by internally. If you are going to do something in your life, Motivation helps to get achieve our goal. It make successful person in life. Through Motivation people can achieve anything in

life which he/she wants. Regarding my English language leaning, Motivation played very vital role. English is a dominant language. Those who know English are considered as a higher class, talented, genius educated and respected in the society. I followed the same pattern because of higher class people. Without motivation, learning cannot be effective and long lasting. We can judge them. Those who are motivated, they can learn faster, and better safer. I would not be standing this position without motivation. So that Motivation played very essential role in my life.

Researcher: Why do you think social factors is also affecting factors of motivation in English language learning?

Respondent: Definitely, I think that is true. Social factor is also affecting factor of motivation. Society play vital role to learn English. I was motivated towards English language by my cousin; genius people in the society. My cousin brother always motivates me to speak some words in English language. I used to stay with them. Regarding in my English language learning, I was motivated from the higher genius class people. If we are positive toward our society. If there is perfect atmosphere to learn definitely we can learn fatly. Society determines our values and norms. If we meet any reputed, educated, and genius person in our society at that time we totally impress by them and think I have to do some reputed work for my society. Our society recognize talent person in the society. They are respectful in the society. Therefore, society is main affecting factor of sources of motivation in English learning.

Researcher: What are the challenges of English language learning? Did you face any problem in ELL?

Respondent: While talking about my initial phase of English language learning, I used to do many more mistake in spelling when I used to write something. I was confuse in different spelling such as, effect and affect. Custom and customs, principal and principle, etc. I was mocked many times due to my wrong spelling and pronunciation from my friends and teachers I did not know exact spelling of the words. Due to the same pronunciation, I felt some dilemma. I was very weak in grammatical aspect such as: noun, pronoun, preposition and especially adverbs and adjectives so on. Even nowadays also weak in grammatical aspect. But my main challenge was spelling of the words. Regarding my challenges there are other problems that I faced in English langue learning. Even in grade six, I did not know about the verb form like, main

verbs and auxiliary verbs, irregular and irregular verbs all forms of verbs etc. What is verb what is noun, pronoun and what is conjunction etc. I used to write and speak ungrammatically such as (hours, attempt, terrible, and afraid etc. I was insulted by my teachers and friends. I did not know about any tense and their structure and part of speech. Especially did mistake to use Have and Has. These are the challenges I faced while English language learning.

Appendix-D

Researcher: Hello, are you?

Respondent: Fine what about you?

Researcher: I am also fine. What are you doing nowadays?

Respondent: Nothing especial. I am just studying.

Researcher: could you tell me about you and your family background?

Respondent: First of all, it's me Kalpana Bohora. I was born in Achham district. I am 24 years old. I am doing B.Ed. from Achham Multiple Campus Mangalsen Achham Bannigadi V D C 1 Dharasen Achham. I belong to middle class and simple family background. I have a big family. Father, Mother Brother, sister, and Grandparents. We totally depend on agriculture I am last child of my family I was started my study by the age of six at Sarawati primary school. My father is farmer and my mother is housewife and tailor. My senior brother and my best teacher Krishna Sharma are the sources of my motivation. My second brother is also private teacher at village. He also motivated me to learn English language.

Researcher: How was your initial phase of English language learning?

Respondent: Regarding my initial phase of learning English language I started my academic journey from government school. My background was government school. Everybody used to love me because I was small child of home. I was very poor in English when I was reading in grade five. I couldn't recognized small and capital letter. (p q) (b d) some students from private school and they were good at school. . I can still memorize that I was unable to give my introduction in front of my class. It was insult for me. I was nervous and shy than others students. I failed in class three and cried. It was very difficult period for me I didn't make many friends in starting. I had not any other materials except small English book. . There were not qualified and trained teacher. I was taught wrong way. I came to know when I reached in secondary level. I was very weak in vocabulary and pronunciation. In my child hood, English was very complicated subject, I could not do right pronunciation; I was beaten by my teacher many time.

Researcher: Which factor does motivate you towards English language learning?

Researcher: One of my best teachers, who encouraged me to learn English. Her name was Krishana sharma. She was from Drachula. She said to me, study English faculty. I did not know why he said such. She encouraged me to speak English words. She said that, if you read English subject, you can do better in life. When I was child I used to go with her for tuition class. She used to teach me name of months and names of week in four line copy by polite way in good handwriting. She taught me the scope of English is broad rather than other subjects. You can also go abroad. If you taught English properly. English is useful all over the world. In this way my main source of motivation are my best teacher and m senior brother. Because of their motivation I was motivated towards English language.

Researcher: What is the role of parents in your learning?

Respondent: Definitely, my parents played vital role in my English language learning. Whatever, I am because of my parents. I never forget their love, support and care to me. I cannot explain in any words of my parents. I fell lucky to be their daughter. They taught me many things in my life. They always say to me not to go bad way in life. My mother used to plant paddy in others field in whole day and used to get only 100 rupees. For my books and notebook and mid -day breakfast. You should do something in your life. If they would not help me, I would not in this position. They encouraged, they gave me support each and every steps in my life.

Researcher: What are the reasons of English language learning? Why did you learn English language?

Respondent: English is an international language. It is also lingua-franca. It is global language. In the present era it is impossible to survive without knowledge of English. It has existed all over the world such as business, travel, education research, science and technology and everywhere. If I don't know English language, I cannot share our thought, emotion, with different person in social media. I thought that if I have good knowledge about English language, I can go every part of the world and communicate with all. It is global language and communicates with globally. I need to learn English language mandatory to improve economic condition of my home by earning money through education. We can see that, English language is used at national and international airport in any public place many NGO / INGO are also looking for the person who can speak fluently and correctly. Especially I leant it for job opportunity. Therefore I need to English good life and job opportunity.

Researcher: Does motivation play vital role in English language learning?

Respondent: Sure, Motivation plays very crucial role in English language learning. I thought that, without motivation any work cannot get perfect by the person.

Motivation plays crucial role in everybody's life. As I already told that if my best teacher and my elder brother motivated me to read English subject, my teacher motivated me too much. She motivated me by telling, 'you can do you have to do. English has great scope in market, not only market but also in the world. By watching television, by reading newspaper I motivated towards English. If I have knowledge about English I will also get respect as our teacher got. This event mostly motivated me to learn English. So if I were not motivated by the teacher I would not in this position. Motivation

If we want to success every step in our life, motivation is very necessary.

Researcher: Why do you think social factors is also affecting factors of motivation in English language learning?

Respondent: Sure, social is most affecting factor of motivation. If we are fully supported from society and family we can achieve our goals. If there is educated person in the society we also desired to do better in our life. The person who can speak English. That is reputed in society. So that social factor is also affecting factor.

Researcher: What are the challenges of English language learning? Did you face any problem in ELL?

Respondent: Definitely, I have faced many challenges in my English language learning period. I have come here by facing different challenges. Among many I want share one of the problems. If I had got qualified teacher in primary level, I would not beaten by my teacher where I shifted. I was taught talk as (talka), walk as (walka), knife (knife), know (keno) in primary school. I was not wrong because I was taught by my teacher through wrong way. One teacher taught me could (kud) and another teacher taught me (kudl) I was in confusion which was one was right. That was my main challenge in English language I could not get sufficient materials for English language learning. I saw only text book nothing more than that. There is not facility of electricity so how can I attach with ICT. Even I did not get qualified teacher, if I got good teacher, if I got sufficient materials for English language learning at that time. I would be perfect speaker.

Appendix-E

Researcher: Are you fine?

Respondent: yes, I am ok.

Researcher: What is happening now days?

Researcher: just reading.

Researcher: Yes, I am fine too. Today, I came here with you to take interview. My research topic is motivation of B.Ed. 4th year students towards English language. I want to explore the experience of English language learning. I have prepared interview guideline. So let's talk about our interview. Can you tell me about you in detail and your family background?

Respondent: Thank you mam, first of all let me introduce myself. I am Dilli raman Dhungana I am originally from Tikapur

Kailali.. I am currently studying in bachelor's secondary level in Achham Multiple Campus. My name Dilli Raman Dhungana. I am 25 year old. I have my family in home town. I have father mother and three brother, all brothers are in government job. I am belonging t from middle class family. My parent's major occupation is agriculture.

Researcher: How was your initial phase of English language learning?

Respondent: well, I have completed my school level from remote village government school. So didn't have any knowledge and exposures till my initial phase of English language learning. Later on I tried a lot to speak and engage in English learning activities Nowadays I can little bit speak In starting I did not understand any question which are asked in English language because of my poor in English language. I felt very uneasy though I managed myself. I was weak than others student. It was very difficult period for me. I still remember.

Researcher: which factor does motivate you towards English language learning?

Respondent: English is a global language. It is lingua- Franca if we have to be fit in present modern era then we have to learn English language. For better earning also.my parents also motivate me to learn English language. Except other things also motivate that (prestige in society, money need, etc. of today and tomorrow)

motivated me to learn English. It is a source of life survive of today and tomorrow. Through English us also to get good marks in the exam. Nowadays all questions T.U and its affiliated college have been asked in English language from Bachelor level to master level. If I do not understand the question how can I write answer? In this way anyhow, we have to learn English. I affected from it Because of its global value. It is widely demanding professional job. To get the cultural, historical knowledge of the English language. Job, money, respect, demand all these things its scope and values motivated me towards English.

Researcher: what is a role of parents in English language learning?

Respondent: Though my parents are not educated. They help me to learn and study in many ways. They thought that only knowledge can help us to be a successful so they always motivate me. I am here because of my parents. I am very grateful of my parents for their care and support each and every moment in my life. Parents have great role behind the success of their children. As the same way my parents have very big hand behind my success.

Researcher: What are reason for English language learning? Why did you learn?

Respondent: there are many reasons of leaning English learning some of my reasons are below.

- Because of its global value.
- Demanding professional job.
- To get the cultural, historical knowledge of the English language.
- Insufficient materials for learning.
- There is not facility of electricity.
- Lack of qualified teacher.

Researcher: Does motivation play vital role in English learning?

Respondent: Yes motivation play major role in English learning. Different factors of modern era. Domination of English countries all over the world. Everything that has written in English also motivate me to learn English so, it has vital role to learn English. Without motivation people can't be successful in life it is very necessary to us.

Researcher: Why do you think social factors is also affecting factor of motivation in English language learning.

Respondent: Our students, friends, came from different background to learn. Their family background, social background, economic condition may affect them to learn English. If they come from well-educated family, civilized community, then will motivate towards learning, our social background how they give priority to English this may be the motivating factors. If people get proper environment in our society obviously he / she can learn properly.

Researcher. What kinds of challenges did you face while learning?

Respondent: We have lots of challenge and faced a lot. We haven't native speaker's exposure lack of cultural and historical knowledge of language. Lack of multimedia in school and colleges. These all and many more challenge we have faced while learning English as a second language. I faced vocabulary problem, grammar problem, sentences structure problem such as subject verb object. I rice eat due to the over generalization rules of Nepal grammar etc.