

ROLE OF MOTIVATION AND CHALLENGES IN LANGUAGE LEARNING FOR PRESERVICE ENGLISH TEACHERS

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

Submitted by

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DECLARATION

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

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DEDICATION

Dedicated to
My parents and Gurus

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ABSTRACT

The present research work entitled **Role of motivation and Challenges in Language Learning for Preservice English Teachers: A Narrative Inquiry**, aimed to explore the role of motivation throughout academic journey of preservice English teachers in relation to English language learning up to master level. Both primary and secondary sources of data were utilized in the study. This research followed narrative inquiry as research design. The data was collected from three preservice English teachers from University Campus; T.U., Kirtipur, Kathmandu. The participants (Preservice English teachers) were selected purposively with judgmental sampling procedure. The data collected from in-depth interview and written narratives were analyzed and interpreted thematically and descriptively. It was found that preservice teachers were motivated to learn English for various reasons such as to earn money, to sustain prestigious life in the society, to be professional teachers and to enjoy English literature. Likewise, they faced various challenges like; lack of exposure, unqualified teachers, economic crisis, no English-friendly environment, hesitation, frustrations while studying English subject. Moreover, the study has clearly mentioned the motivating factors for English language learning, on the basis of the lived experiences of the participants.

This thesis consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature; review of related empirical literature; Implications of the review of the study and conceptual framework. Likewise, the third chapter includes all the areas of research methodology. In the same way, the fourth chapter presents the analysis and interpretation of the results and the ultimately, the fifth chapter includes findings, conclusions and recommendations at three different areas (policy related, practice related and further research related) followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

EFL	-	English as Foreign Language
ESL	-	English as Second Language
T.U.	-	Tribhuvan University
No.	-	Number
S.N.	-	Serial Number
P.	-	Page
M. Ed.	-	Master of Education
ELT	-	English Language Teaching
IL	-	Intermediate Language

