

Motivating Factors of Students to Learn English Language in Higher Level

**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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**Faculty of Education
Tribhuvan University
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2022

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Declaration

I, hereby 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.

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Recommendation for Acceptance

This is to clarify that Mrs. Sarala Limbu has completed her M.Ed. thesis entitled “Motivating Factors of Students to Learn English Language in Higher Level” under my guidance and supervision.

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Dedication

Dedicated

To

Honorable, loving and caring persons of my life

*My Parents, Rajan Rai (Husband), family members, who left no stone
Unturned to make my path easy to reach the peak where I stand today.*

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Sarala Limbu

Abstract

The study entitled “Motivating Factors of Students to Learn English Language Learning in Higher Level” was conducted to explore the motivating factors of students to learn English language in higher level. 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 B.Ed. level, who were studying major English at Mangal Multiple Campus, Kirtipur. Among them five students were selected as the sample for the study by using non-random purposive sampling procedure. I conducted in-depth interview to elicit the required data. The data were analyzed by using thematic approach. From the analysis and interpretation of the data, it was found that the participants were motivated to learn English language to do better job, use of science and technological materials, English language became as a global language, for further study, to make prestige than other in society, for improvement of English language proficiency.

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 implication for the study. Moreover, it also includes the conceptual framework.

Likewise, the third chapter deals with the methods and procedures of the study which covets 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 recommendation 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
L ₂	Second Language
NGO	Non-Governmental Organization

Chapter I

Introduction

The present study is entitled “Motivating Factors of Students to Learn the English Language in Higher Level.” This chapter includes a background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operation of key terms.

Background of the Study

Nowadays, learning English has emerged all over the world. Education is an important factor in the development of individual potential skills. A learner’s motivation plays an important role because learners can be successful with the right motivation. Motivation is important for successful learning. Success in any task is because someone is motivated. Motivation refers to the degree of readiness of an organism to pursue some designated goal and implies the determination of the nature locus of the forces including the degree of readiness. Baron (1996, p. 115) defines motivation as “The internal process that can’t be directly observed but that activates guides and mentioned overt behavior.” In this definition motivation is a process that we cannot observe but reflects in our behavior. If students are well motivated they can learn better. It also internally pushes the people to do something. Gass and Silinker (2009) define motivation as “a psychological factor frequently used to account for different successes in learning a second language.”

Motivation is an art targeted at getting people to work willingly and the art of inducing one to behave in a particular manner to achieve a task. Mee-Edoiye and Andawei (2000) viewed motivation as a human engineering approach being triggered by individual needs. Ushida (2011, p.49) define the term motivation as the driving force of students' choices and the extent of their engagement, effort, and persistence in their learning process. To clarify what motivation is the following stand out as being key terms: internal process, intention, activation, maintenance desire goal, drive, effort, and attitude. Christopher (2013, p.15) states, “Motivation refers to the strength of the inner drive to achieve a professional goal.” Furthermore, Christopher added that motivation stimulates appropriate behavior required to ensure that teachers perform their duties. Flippo (1982, p. 83) defined motivation as “a psychological process

initiated by the emergence of needs involving a goal-directed action and behavior aimed at satisfying a particular desire.” It is an inducement given to learners higher output. Motivation to learn is the involvement and commitment of the student to learn and acquire eminence academic grades that can facilitate them in their future occupational carrier.

In this way, motivation is an important factor in second language learning achievement. Lack of motivation is a problem for the learners that obstructs them from doing their best to achieve their goals. Learners can be motivated in different ways, by a desire, emotion, reason, need, or purpose. It is easy to claim that learners can get success with motivation. This study was conducted to explore the motivating factors that motivate students in learning the English language. As the English language has emerged as an important language in the Nepalese context, this has implications for students to achieve goals related to attaining high status and good career positions in society besides other benefits. Motivation is a large contributing element to learner achievement in language acquisition: however, certain factors can be more influential depending on the learning environment. Learning motivation once formed, the student will use an active learning attitude to learn and express a keen interest in learning can focus attention in class to master knowledge. The purpose of the study was to find out the motivating factor of students to learn the English language. Motivated students can learn better than non-motivated learners. Students are successful in learning because of motivation. High achievement motivation is one of the factors that cause successful learning and may cause high motivation as well.

Statement of the Problem

A learner’s motivation in learning a language is considered a crucial factor that influences the achievement and proficiency of the students. If students got motivated students can learn a language better and can last the learning enthusiasm longer. Without motivation nobody can achieve the long-term goal of learning a language for high achievement motivation is one of the key factors that cause successful learning may cause high motivation as well. Students may be demotivated by a variety of the region. They may feel that they have no interest in the subject. Language teaching is fruitful only when there is the active participation of both the teacher and learners in the classroom.

In recent years in Nepal, learning the English language has been prevalent and it has become a second language or foreign language (FL). In the context of Nepal, there is a provision of English language teaching and learning from basic level to graduate level as a compulsory subject. Nowadays every new generation has to graze for the English language in their higher-level education because new technology, science, and new inventions are used generally English language. Therefore, learners must be inspired to perceive their motivation as arising from within themselves and hence to see themselves as agents of their motivation and learning. This understanding of the concept is closely related to the intrinsic motivation construct as it is also associated with self-started and self-conducted learning which leads to greater autonomy of the student and thus desired motivational state.

English language learning is not easy due to the lack of appropriate materials, strategies, and motivation. Similarly, most of the classes have a large number of students it became difficult to follow new teaching methods to teach. There are not sufficient materials and trained teachers in the field of English language teaching and learning all the classrooms do not provide the facilities of Information Communication Technology (ICT) such as computer, internet, etc. This study is an analytic study of the motivating factors of students to learn the English language learning by in-depth interviews with researchers in the field. It aims to explore the types of motivation factors that affect students in learning English as a second language. Lack of motivation from the learning environment would naturally lead to a negative impact on the motivation of students. As a result, the whole teaching and learning process will not be as effective as expected. So, I am interested to research to find the motivating factors of students to learn the English language learning.

Objectives of the Study

The objectives of this study were as follows:

- a) To explore the motivating factors of students to learn the English language at a higher level.
- b) To suggest some pedagogical implications.

Research Questions

The present study was based on the following research questions.

- a) What are the motivating factors for students to learn English subjects at a higher level?
- b) How do these factors influence students' learning of English subjects at a higher level?

Significance of the Study

This study will be beneficial to the students, teachers, curriculum designers, researchers, linguistics, textbook writers, and all those who are interested in English language teaching and learning. More specially, it will be significant to the language teachers because knowing the factors motivating helps them to keep their students motivated in learning and making their teaching successful. To make teaching meaningful, fruitful, and successful teachers should know the reasons why students want to learn something and what motivate them. The research increases the teacher's understanding regarding the factors of motivation to increase the academic achievement of students by focusing on factors motivating the learners in learning English. Similarly, this study will be very fruitful for those who want to work in the field of education and who are interested in conducting further research in this field. So, I have taken this study as my topic of the research study.

Delimitations of the Study

This study had some delimitations. The research was limited to B.Ed level students of Mangal Multiple Campus Kirtipur, Kathmandu. The study was limited to only five students. The data was collected only through interviews. Narrative inquiry was used as a research design. This study focused only on the motivating factor of students learning the English language at a higher level.

Operational Definition of Key Terms

The key terms used throughout this study are defined to increase understanding of the study. In the context of this study, the term listed below will have the following specific definitions.

Motivation. In this study, the term motivation refers to an internal derive that encourages people to perform certain actions in particular situations. It is an internal process that makes a person move toward a goal.

Intrinsic motivation. In this study, intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on external pressure or desire for reward.

Extrinsic motivation. In this study, extrinsic motivation to act comes from the external environment outside the person when the learners are motivated extrinsically, learners act with the anticipation of rewards, grades, praise, money, etc.

Higher level. Higher-level education refers to post-secondary education. It includes certificate level, bachelor and degree level. In this study, higher-level education refers to the bachelor level.

Chapter II

Review of Related Literature and Conceptual Framework

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

Review of Related Theoretical Literature

Literature review is necessary for the researchers to expand theoretical knowledge on related research study. A theoretical framework guides the researcher to work on his/her topic by exploring the ideas about the topic of his/her study through the reviewing of different books, texts, thesis, article and so on. After reviewing those books, articles and thesis a number of theories have been developed from diverse perspectives. The information obtained from different literature is sorted under the main themes and theories. It includes following topics.

Introduction to motivation. Motivation refers to the internal drive that encourages somebody to perform certain actions in a particular situation. Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. Motivation refers to the choices people make as to what experiences will approach or avoid and the degree of effort they will exert in that respect. According to Mayer (2011, p. 20) “Motivation is generally considered to be an internal state that initiates and maintains goal-directed behavior.” Motivation influences learners for their successful learning period. The learners get goal-oriented motivation the learners get successful in their tasks. Mc Clelland et al., (1953, 49) state “Students motivation is conceptualized as a relatively stable trait.” The achievement motives are hoped for success and fear of failure besides students' ability self -concepts, their task values, and goal orientation.

Gardner (1985, p. 35) states “Motivation can be described as complete of constructs involving the combination of effort desire to achieve the goal of learning the language.” If learners are motivated they can learn better than other non-motivated students moreover motivation provides the energy for accomplishing a task. Similarly, Motivation is the force that ignites, directs, and maintains our behavior (De Cesar and

Sadri, 2003). According to Lai (2011, p. 539) “Motivation refers to reasons that underlie behavior that characterized by willingness and volition.” Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. However, by getting motivation students will be spirited in learning, so they will be motivated to study the English language. Harmer (2007, p. 98) defines motivation as “the dynamically changing cumulative arousal or internal drive in a person that initiates, directs coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized operationalized, and successfully or unsuccessfully acted out.”

Gardner (1985, p.10) states that motivation is “the extent to which the individual works or strives to learn the language because of a desire to do and the satisfaction experienced in the activity.” According to Gardner, to understand why language learners were motivated, it is essential to understand the learner's ultimate goal or purpose for learning the language. Gardner and Lambert (1972 cited in Engin 2009, p. 108) define motivation as a learner’s reasons for learning a language. Furthermore, Gardner (1985) asserts that motivation is covering four aspects namely a goal, effortful behavior, a desire to achieve the goal, and favorable attitudes toward the particular activity in question see. Gardner further explains logically motivation is not simply a reason for learning a particular language.

Types of motivation. Motivation is considered an integral part of the achievement of any goal. Therefore, it has a key role in successful language learning. Gardner and Lambert (1959) made the distinction between integrative orientations and instrumental orientation in motivation. Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson, 2000). Integrative motivation is characterized by the learner's positive attitudes toward the target language group and comes into play when one desires to become a part of a community that uses the target language in social situations.

The intrinsic/extrinsic distinction has been influential in studies of motivation and these concepts have been used in various attempts to explain differences in motivation among different learners. Intrinsically motivated students learn because he or she wants to learn. “Intrinsic motivation is the motivation to be involved in an

activity for its own sake.” (Poul Eggen & Kauchak Don, 2005: 398). Vanlier (1996) defines intrinsic motivation in terms of drive theories: certain basic psychological needs which are innate in the human being. It is important to note that it is intrinsic motivation that is engendered by the learning process itself. Those views are encouraging to language teachers, “extrinsic motivation is a standing invitation to students to adopt a surface approach.”(Biggs, 2002 p.61). The students focus on their performance and the value or the importance that they attach to the outcomes. An extrinsically motivated student performs to receive a reward, such penalty as a failing grade.

When we talk about the types of motivation, there we cannot find any uniformity in them. Different scholars classified motivation in different ways. Generally, all types of motivation can be divided into two types: intrinsic motivation, and extrinsic motivation according to their similar characteristics.

Intrinsic motivation. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on external pressure or a desire for reward. According to Ryan and Deci (2000, p.56), Intrinsic motivation is the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entitled rather than because of external products, pressures, or rewards. Intrinsic motivation refers to people's spontaneous tendencies to be interested to seek out challenges and exercise and develop their skills and knowledge even in the absence of operationally separable rewards. Intrinsic motivation is considered that type of motivation which it came from the learner him/ herself.

Noels (2001, p.45) added “intrinsic motivation refers to reasons for second language learning that are derived from one's inherent pleasure and interest in the activity, the activity is undertaken because of spontaneous satisfaction which associated with it.” Intrinsic motivation is a highly self-determined type of motivation. The learners are considered to be fully self-determined and they will be engaged in the activity using their creativity without any external pressure.

Adrienne (2019) mentioned some intrinsic motivation factors. These are as follows:

Curiosity. Curiosity is a form of intrinsic motivation that is key in fostering spontaneous exploration. Curiosity pushes learners to explore and learn for the sole pleasure of learning and mastering. Curiosity has increasingly succeeded in capturing the imagination of learners in language learning. Curiosity is motivated by a desire to seek information for its own sake, whereas deprivation is curiosity motivated by a desire to reduce uncertainty.

Challenge. Challenge is another form of influencing factor of motivation. Being challenged helps learners work at a continuously optimal level work toward a meaningful goal. People are more motivated when they pursue goals with personal meaning and when attaining the goal is possible but not necessarily certain. These goals may also relate to their self-esteem when performance feedback is available.

Recognition. Learners have an innate need to be appreciated and satisfied when learner efforts are recognized and appreciated by others. Peoples enjoy having their accomplishments recognized by others, which can increase internal motivation.

Cooperation. Cooperating with others satisfies our need for belonging. We also feel personal satisfaction when we help others and work together to achieve a shared goal. Cooperation is the process of groups of organisms working or acting together for common, mutual, or some underlying benefit, as opposed to working in competition for selfish benefit.

Competition. Participants who had competed against other participants were less likely to return to the activity during a free-choice period than were those who had not competed participants focus on winning rather than on the activity itself was responsible for this decrease in intrinsic motivation. Competition poses a challenge and increases the importance we place on doing well.

Extrinsic motivation. Extrinsic motivation refers to the behavior that is driven by external rewards such as money, praise, and reward. Extrinsic motivation arises from outside the individual. Extrinsically motivated behaviors are carried out to get an instrumental end such as earning a reward from outside and avoiding punishment.

Ryan and Deci (2000) define “extrinsic motivation as a construct that pertains whenever an activity is done in order to separable outcome." Thus a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better. In sence extrinse motivation is different from intrinsic motivation.

Extrinsic motivation is more related to a goal or achievement. In another word, extrinsic motivation means individuals' motivational stimuli come from outside. Extrinsic motivations come from outside sources of the individual. It depends instead on needs that must be satisfied by external reinforcement. Intrinsic motivation has been an influencing factor in learners' desires. Similarly, extrinsic motivation also influences different factors. Brown (1994) presented the following factors:

Career-related factor. Career-related factors affect extrinsic motivation. The career-related factors have determining effect on learning the English language. After learning the English language people have lots of opportunities for their career advancement. Thus, the learners want to learn the English language.

Social factor. The social factor is another influencing factor of extrinsic motivation. Language is not the only thing to fear, but also the abolition of culture and historical ties that people have a common language breaks barriers between people. It allows people to share a language to identify with each other although they are different. So people learn the English language.

Economic factor. The economic factor is also believed to be one of the factors to create motivation. After learning the English language, learners could get a better job which will help their good economic condition, English language made people economically strong.

However, in foreign or second language acquisition both have an impact on learner’s motivation one way or another. Intrinsic and extrinsic motivations are not found to be at the opposite ends of a continuum, they are positively related and both are effectively loaded goals and can produce learning. They both may be in return enhanced by better proficiency and higher achievement in the target language.

Sources of motivation. Sources of motivation plays important role in language learning. Learners need to know sources of motivation/for their learning language. Gardner (1985) mentioned some sources of motivation. These are as follows:

Classroom methodology. Classroom methodology helps motivate students to learn the language. It is assumed that activities, tasks, and classroom exercises have a powerful influence on the student's motivation. Students are motivated by classroom activities such as: working in pairs, working activities, reading and writing activities, etc.

The English teacher's quality. Teachers' quality plays an important role for learners in language learning. The teacher always needs to understand learner problems. They should be pleasant, polite, and academic knowledge that things are motivated students to learn English subject.

The textbook. Contents, titles, and academic quality of textbooks motivated learners to learn the language. Textbooks are widely used in teaching and learning. So the learners are motivated by the book.

The environment. External factors plays important role in language learning. The external factors are: friends, family members, T.V, school pressure, press, films, music, neighbors, etc. learners are motivated by the learning environment.

Influencing factors of motivation in English language learning. In second or foreign language learning, Motivation is one of the fundamental factors that contribute to the success of learning languages. Rosemary Thomson (2002) states "Motivation can be influenced by personal and situational factors and it can change with changes in personal, social or another factor." Additionally, Wang (2006, p.32) says that "Motivation is an important effective variable in second language acquisition and it has a correlation with second language achievement and proficiency." This indicates that even though motivation is not the only factor that contributes to the achievement of the language. It is a crucial factor in learning a language. Similarly, Dornyei (1994, p.273) argues that "motivation is one of the determinants of second or foreign language learning achievement." From Wang's and

Dornyei's point of view, it is clear that motivation is an important factor in language learning and influences students' achievement.

Dornyei (2009) suggested three key factors of motivation. These factors are explained in the following:

Positive attitude towards the second language (L2) community. Attitude towards the L2 community is very important in learning the L2. Gardner and Lambert (1980 as cited in p. 2008) expressed that to learn an L2 one must have an attitude towards that community. According to Gardner and Lambert (1959) Motivation to learn L2 depends on the attitude toward the L2 community and the desire to become a member of that community. These opinions suggest that motivation to learn an L2 depends on the attitudes towards such a community.

The enjoyment of learning. If learners wish to be motivated they should enjoy learning the L2. Intrinsically motivated learners are more likely to continue their studies than extrinsically motivated learners and simply participate in an activity for the pleasure of learning the L2. Correspondingly integratively motivated students enjoy learning the L2 and the culture of that community. These should be some sort of enjoyment while learning to be motivated to continue studying the L2.

External pressure. There is an external pressure that motivated learners to learn L2. Whether it is to please parents, receive a reward, or fulfill some pragmatic aims, learners are motivated to satisfy some external pressures. Noels et al. connect extrinsic and instrument motivation by stating that they both refer to the desire to learn a second/foreign language because of some pressures or rewards from the social environment, internalized reasons for learning and L2, or personal decisions to do so, and their value for the selected goals. Similarly, Gilakjani (2010) added two types of influencing factors in successful language learning.

Motivation and personality. Motivation and personality variables play important role in the successful learning of a foreign language (FL). The successful learners may show a different type of character they may be extroverts, self-confident, active, passive independent as well as introverts or shy. Unsuccessful learners are more frequently described as demonstrating a lack of self-confidence and being shy, and being afraid their express their opinion. Whatever their form of behavior learner

who tries to adopt a more flexible attitude towards the learning of a foreign language seem to have greater chances of success than those whose affective filters are consequently up.

Attitudes and motivation. The attitudes and motivation are closely related to success in language learning. If learners have favorable attitudes toward the foreign language and its speakers towards the teacher and the course, they will probably be more attentive in the class, would take assessments more seriously, and are willing to achieve. More would look for situations why can obtain further practice in the foreign language. Motivation influence different types of attitudes according to factor in the environment or subject characteristic such as age or gender. Gender differences are also thought to influence attitudes and motivation. Experience indicates that girls tend to demonstrate significantly more positive attitudes towards learning languages than boys. Similarly, an age difference may have an important influence on the process of foreign language learning. The notion is that young children pick a foreign language more easily than older learners.

Review of Empirical Literature

In the department of English education T.U. Kirtipur, some researchers were carried out related to the language learning motivation. Some researchers that are related to some extent to this study are reviewed in this section.

Sah (2010) conducted a research study on the “Role of intrinsic motivation in English language learning.” The main objectives of the study were to find out the number of intrinsically motivated students and to analyze the role of intrinsic motivation in English language learning. A survey research design was in this study. Populations of the study purposively selected sixty students and three teachers from the private colleges inside the valley. Close-ended and open-ended questionnaires were used as data collection tools. The major finding of the study was that the majority of the students were highly intrinsically motivated to learn English as a foreign language to get extra knowledge and improve their English language skills but the motivation was only restricted to the classroom situation.

B.K. (2012) researched “Techniques used by English Teachers of Primary Level to Motivate Students.” The main objective of the study was to find out the motivation techniques used by English language teachers to motivate their students at the secondary level. Twenty teachers of ten secondary schools were taken as the sample population. He selected secondary public schools in the palpa district and twenty English teachers were selected. Only 80 students were randomly selected and only 80 classes were observed. The observation checklist and questionnaire were the tools for data collection. The major findings of the study were that most of the teachers made their voices commanding to motivate their students and most of the teachers used some kinds of motivation situation techniques before starting the class. But these techniques differ according to the nature and the situation of the class.

Neupane (2013) carried out a research on “Motivation of secondary level teachers towards Teaching English.” The main objectives of the study were to find out whether teachers are motivated towards teaching English or not, to find out the causes of motivation or demonization for teaching English. Population of the study was selected through purposive non- random sampling. Forty teachers were selected from community and private higher secondary schools of Kathmandu valley. A set of questionnaire was used as the tool for data collection. Close ended and open ended questions were included to gather the information. The findings were that most of the teachers seem to have positive attitude towards teaching English language. English language learners, English language classes, scope of English language teaching learning environment. Handling the challenging situation in the classroom and outside the class may make the teachers exhausted. So, the school administrator should organize different motivational programs for the teacher.

Mahara (2015) conducted a research on “Motivation of Secondary Level Students towards English Language.” The main objectives of this study was to find out the motivation of secondary level students towards learning English. She mainly used survey research design. The study was based on secondary level students of Kailali district. The population of the study was fifty students of twelve in government school. she used questionnaires as a tool for data collection. The major findings of this research was most of the learners have absolutely positive attitudes and

perception towards English language. Students are intrinsically and extrinsically motivated towards learning English.

Timilsina (2015) carried out research on “The role of extrinsic motivation in language learning.” The objectives of his study were to find out students perceptions on extrinsic motivation, to analyze the role of extrinsic motivation in English language learning. She followed mixed method research design. She used purposive non-random sampling procedure. The population of the study were eighty four students from M.Ed. level students of T.U. She used questionnaires as toll for data collection. The major find out the study were most of the students had positive attitudes and high level of enthusiasm towards English language learning as the result of extrinsic motivation and external factors play vital role to learn English language rather taking pleasure in it. For example, gain social status, prestige, power, and prosperity. Most of the students viewed that extrinsic motivation is an anticipation of reward from outside and beyond the self. The grand mean weight age of master level student’s attitudes towards the role of extrinsic motivation was also found favorable. It is therefore, they are highly motivated towards English language learning.

Thapa (2016) carried out a research on “The Role of Extrinsic and Intrinsic Motivational Factors in Language Learning.” The main objectives of the study were to find out the factors that motivated students to learn English language. Population of the study was selected from two government schools they are Amarjyoti Secondary School Tharemare-7 AND Mahendra Higher Secondary School Jimali-6 of Salyan district as sample through non-random sampling. A set of questionnaire was used as a tool for data collection. The findings of this study were the majority of learners are motivated by the intrinsic factors. Such intrinsic factors are the prestige getting from society as an English learner their already aim to be a good English learners. On the other hand extrinsic factors like teaching method, over crowd classes, career related factors, social factors, economic factors, language related factors, learner’s related attitudes towards education system are the factors due to which learners are demotivation.

Pant (2018) conducted a research entitled “English Language Teacher’s Motivation in Professional Development.” The main objectives of this research were to explore English language teacher’s motivation for teaching and professional

development and identify the role of teacher's motivation in professional development. This study was mixed methods research design. The population for the study included all the basic and secondary level English language teachers of Dhading, district. The sample of the study included forty English language teachers. He used the questionnaire to the forty teachers and conducted semi structured interview with five teachers within the sample. The sample of the study was selected through purposive non- random sampling procedures. It was found that teaching is not the first choice of career for all the English language teachers. It was explored that job enrichments, flexible working hours, merit pay and incentives were the significance.

Bohara (2019) carried out the research entitled "Motivation of M.Ed. level Students towards English Language Learning: A Narrative Inquiry". The objectives were to find out the motivation of M.Ed. level students towards English language learning and to suggest some pedagogical implication. Narrative inquiry research design was used in this research. Four students of M.Ed. level were selected as a sample population using purposive non-random sampling procedures. The main tools of data collection were interview in this study. He found that student were motivated from different motivational factors such as: career related factor, social factor, economic factor, language related factor. Similarly students were motivated towards English language from different sources: teachers, parents, respectful persons in the society.

Khadka (2019) carried out the research entitled "Teacher demotivating factors in Nepalese ELT context: a narrative inquiry." The objectives were to explore the factors causing for the job quitting among Nepalese English teachers. Narrative inquiry research design was used in this study the population of the research included all the secondary level English language teachers from Kathmandu valley and four English language teacher were selected as the sample for the study by non-random purposive sampling. He found that participants were motivated towards teaching before entering into teaching profession but gradually their interest started decreasing day by day. Low salary, heavy workload, political interference, lack of passion in teaching were found as the factors motivating for job quitting among Nepalese English.

Magar (2019) carried out the research entitled “motivating and demotivating factors in learning English.” The objectives were to identify the factors motivating and demotivating factors in learning English. Survey research design was used in this study. Forty secondary level students of Gorkha District were selected as a sample using purposive non- random sampling strategy. Close-ended and open-ended questionnaires were used as data collection tools. She found that external pressures such as pleasing parents, receiving reward, earning high status, getting good job to secure the future are the most affective motivating factors. On the other, teacher’s unpleasant behavior towards learner’s mistake, uninteresting instructional materials, difficult nature of the subject, too big group in a single class are the main demotivating factor.

The area of research study is somehow similar to the above mentioned studies but the more researchers carried out in Nepal are only based on to the motivational techniques used by teacher in English language learning and some other researchers carried out to explore the role of extrinsic and intrinsic motivation factors of students. My study tried to explore the motivating factors of students to learn English language in higher level. Thus, my research study is different from others in terms of objectives, research design, level etc.

Implications of Review for the Study

Most of the previous researchers are closely related to the present study which helped the researcher to explore what has already been done and what is still remaining to be done. The present study is different from previous one. The present study focuses on motivating factors of students to learn English subject in higher level.

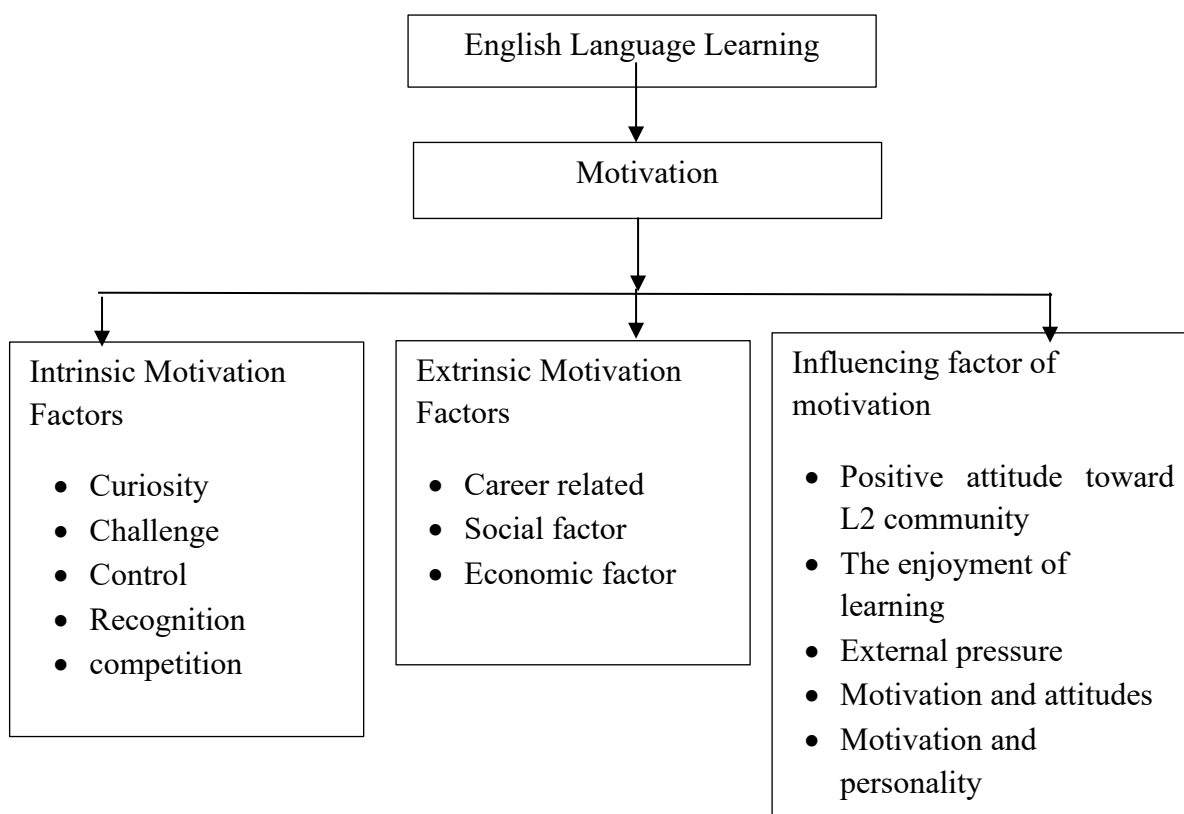
I have consulted some books such as Dornyei (2009), Brown (2000) Gardner and Lambert (1972), Ryan and Deci (1985) through which I developed theoretical stance of my study. Similarly, I able to developed the concept of motivation, their types, factors of motivation, sources of motivation not only because of the help of these books but also the help of articles and journals unpublished thesis. Therefore, I also reviewed the research done by Adrienne (2019) Thapa (2016), Neupane (2012) Singh B.K (2012), Mahara (2015), Magar (2019), Pant (2019) which helped to

broader my theoretical knowledge, citation and maintaining referencing pattern for the present study.

After reviewing the literature, I got lots of ideas about how to conduct the study what design of study to adopt for achieving the stated objectives etc. The review of the literature also provided me a clear idea about the study. I got lots of ideas, ways and concept about the study after reviewing different previous research and unpublished thesis, moreover I got ideas to decide research design specifying the objectives of the study, determine selection of the research tools, data collecting procedures analysis and interpretation etc. Finally they helped the researcher in all aspects of the study.

Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher own conceptualization of the relationship among different variables. It is the visual representation relationship of the concept that will involve in the study. It is the framework for the complete research process. The conceptual framework of my study on “Motivating Factors of Students to learn English Language in Higher Level.” as follow;



Chapter III

Methods and Procedures of the Study

This chapter includes with the methodology adopted in carrying out the study. It deals with the design of the study, population and sampling procedure, data collection procedure, data collection tools, data analysis and interpretation procedures, ethical consideration were main methods to conducted the study.

Design of the Study

To accomplish this study, I adopted narrative inquiry research design because it is relatively new method in the field of research. Narrative inquiry is a means by which we systematically gather analyze and represent people's stories as told by them. Narrative inquiry is the process of gathering information for the purpose of research through storytelling. The researcher writes a narrative of the experience. According to Connely (1990) humans are story telling organism storied lives. Thus the study of narrative is the world in other words people's lives consist of stories, field notes, interview journals, letters, autobiographies, and orally told stories are all methods of narrative inquiry.

Similarly, Schwedt (2007, p. 19) defines narrative inquiry as "the interdisciplinary study of the activities involved in generating and analyzing stories of life experience life stories, narrative interviews journals, diaries, memories, autobiographies, biographies." The narrative inquiry is very powerful weapon to collect data. There is a pre- designed and pre- determined content and question in this type of data collection. Narrative inquiry follows a recursive and reflexive process of moving from the field.

On the above this mention discussion it is clear that narrative inquiry is one of the important research methods used in educational investigations. It is mainly carried out to explore peoples experience opinions as in lived and old stories. The narrative inquiry gather lived experiences and in- depth data from the participants. Narrative inquiry is a research design from which I collected information from the defined small population using unstructured research tools. It is the best research design to

find out in depth of the study. So, I had chosen narrative inquiry as a research design for my research study.

Population, Sample and Sampling Procedures

The population of my study was all students who are studying at B.Ed. third year. Among them five students were selected as the sample using purposive non-random sampling procedures from Mangal Multiple Campus, Kirtipur.

Research Tools

Tools are the most important elements of any research. In-depth interview was the main tool of data collection.

Sources of Data

The primary and secondary sources of data were used in this study. The participants were the primary sources of data. Similarly, articles, books, thesis, journals, webs researches and publication were the secondary sources for the collection of the data. Therefore, the data were collected by using both sources.

Primary sources of data. The primary sources of data were five students from the Mangal Multiple Campus, Kirtipur who are studying in B.Ed. level major English.

Secondary sources of data. The secondary sources of data for this study were related books, article, journals and unpublished thesis. I reviewed some books such as: Dornyei (2006), Brown (2000), Gardner and Lambert (1972) etc. Journal related to motivation factor such as: Engion (2009), Adrinne (2019), Gilakjani (2012) etc.

Data Collection Procedures

To collect the data, I followed the stepwise procedures to collect data. At first, I prepared a set of guideline questions to be asked to the respondents. Then, I selected five participations from Mangal Multiple Campus, Kirtipur. After selecting participants I was taken permission from the respondent and I established a good rapport with respondents and explained the purpose of the study. I provided the interview guideline and I started taking the interview. Finally, I thanked them.

Data Analysis and Interpretation Procedures

In this section, the research was mainly concerned with the systematic procedures of analysis and thematic interpretation. To fulfill the objectives of my study, they analyzed data were presented thematically. I used a thematic approach to determine what stories were told and what stories were revealed about each student and what are the motivating factors of students to learn the English language at a higher level. A thematic analysis helps to identify patterns of themes in the interview data. In the thematic approach, similar ideas are kept in a single category making a theme. This approach helps to manage the huge numbers of data effectively and helps to provide the shape of research findings.

Ethical Considerations

Ethical consideration is one of the most valuable things that a researcher should follow while conducting researcher their research work. I followed several ethical considerations while conducting research. To accomplish the research work the researcher needs to be considered ethical values. So, we should not insult any participants or institutions. I followed the ethical consideration in my research study. I took the permission to carry out the research I kept the entire collected information secret. I respected the privacy of participants and avoided the information that will harm the participants. I did not use the data for any other purposes except for my study without the permission of the respondents. I gave proper credit to the authors of books, journals, articles, and research works to avoid the risk of plagiarism.

Chapter IV

Analysis and Interpretation of Data

This chapter includes the analysis of motivating factors of students to learn the English language at a higher level of five students who are studying major English at the Bachelor level of Mangal Multiple Campus, Kirtipur. The information found in this section was obtained from the interview. The data collected from the interview were transcribed and analyzed by using thematic analysis. I have used a thematic approach to determine what stories were told and what stories revealed about each student and what are the motivating factors of students to learn the English language at higher levels and which factors motivated students to learn the English language. After collecting individual stories, I transcribed the stories. Then, I categorized the themes in the different sections based on the similar responses. Following major themes have been derived from the accumulated data through interviews.

Background of participants

Purnima. Purnima was born in terthum distrit . She was born in 2059. She is 22 years old. She has six family members. Her birthplace name is chatter rural municipality chatter. She was from a poor family background because her parents' occupation is agriculture. She started her educational journey at a government school. The name of the school is Shree Singh Devi secondary school. She has faced many problems in her childhood in learning the English language because her parents were uneducated. He was taught English subjects by Nepali teachers. Purnima come to Kathmandu for this further study after SIC. She joined +2 level at mangal multiple campus kirtipur and now she is studying bachelors third year at same college. She was motivated to learn a major in English to do better jobs. She wants to do the job after has a bachelor level to support her family's economic status.

Rupa. Rupa was born in sindhupalchock district. She is 23 years old. She has 5 family members. She has one older sister and one younger brother. She started her academic educational journey at the age of six. Her hobbies are reading a novel, dancing, visiting new places, and listening to songs. She was started her educational journey at a government school. Her initial phase of English language learning was very difficult. She never learns the English language before grade four. She passed the

SLC exam from Shree batase secondary school. She came to Kathmandu and joined at mangal multiple campuses, kirtipur for her higher level. She was motivated to learn the English language at a higher level. She wants to go abroad for her further study. She was mainly motivated to learn the English language by her sister. Her sister always encourages and recommends learning the English language at a higher level. She wants to learn technical subjects after the SLC exam but she could not succeed in the entrance exam because of her weakness in the English language. So, she wants to a technical subject after her bachelor's level.

Mahesh. Mahesh was born in darchula district. He was born in 2050. He has eight family members. His hobbies are; playing games, and visiting new places. singing, reading books. His family background is very poor. His parent's occupation is general agriculture. His parents are uneducated. He passed SLC and +2 levels from the same school. He faced many challenges when he was learning the English language in the beginning phase mainly challenge of pronunciation. He could not understand the English language from his teacher. He well knows easily English letters but he did not know how to pronounce the words. He pronounced only a single letter because of a lack of knowledge of pronouncing. He is motivated to learn the English language at a higher level. He wants to improve his all language proficiency. His brother is the main source of motivation in his English language learning journey. Motivation plays important role in the learning phase.

Sonam. Sonam was born in Palpa distrit. She is 23 years old. She has seven family members. His hobbies are reading books, watching films, playing games and so on. She started her educational journey at a government school. In her village were not opened a private school. She is also from an uneducated family background. She was weak in English subjects because she did not have guidelines and support from her family. She did not know about general words of English in the initial phase of English language learning. She comes to Kathmandu from Palpa for her bachelor's study with her sister. he was admitted to mangal higher secondary school. she was motivated to learn the English language at a higher level by her teacher and her sister. Sonam from Magar community her mother tongue is magar. She was motivated to learn the English language because the English language became a

second language. Our country is multi-ethnic and multi-cultural so Sonam wants to use the English language as a lingua franca.

Mira. Mira was born in dolakha. She was born in 2055 B.S. She is 22 years old. There are five family members in her family. She started her English language learning journey in grade four. She is also from an uneducated family background. Her parents are a farmer. Her hobbies are reading, teaching, dancing and so on. She has faced different kinds of challenges when she learned the English language. She has not had sufficient learning materials. Teachers also did not use ICT tools in the classroom while teaching. Teachers also used the only textbook as teaching materials. She came to Kathmandu for her further study after intermediate. She was admitted at Mangal multiple campus kirtipur. She was mainly motivated to learn the English language because she wants to do a job after her bachelor's. She was mainly motivated by her family members.

Experience of Students in Initial Phase of English Language Learning

The initial phase of learning means the first phase of learning. Different learners have different experiences when they start learning the English language in their initial phase of learning. Regarding the first experiences of the participants in learning English, one of the participants shared;

Ummmmmm...my initial phase of English language learning was very difficult. My parents were uneducated. I started my schooling at a government school. In government schools, English books teach from only grade four. I never learned the English language before grade four. Certainly, when I saw an English book I felt very difficult.

From the obtained data participant shared her experience of her English language learning was very difficult in the initial phase of learning. She started her English language learning from only grade four before grade four. she said she never saw an English book before grade four. So, my participant Rupa shared her experience of English language learning was very difficult.

Similarly, Mahesh argued;

My initial phase of English language learning was very challenging. I am from poor family background, my parents are uneducated... I started my education journey at a government school. In my village were no facilities for private schools. So, every people must be joined in a government school. In government schools, all subjects teaching Nepali medium except English subject. So, I was habitual to read Nepali books. I felt reading English books was very difficult.

In the same way, all my participant's English language learning was very difficult because most of the participants started their study journey at a government school. As we know that government school is poor in English language teaching and learning. My participants came from uneducated family backgrounds with poor economic status. Family background plays important role in the learning process. Learning a language is a complicated process. The first learning stage is more difficult than a further stage in every learning activity for learners.

Challenges of English Language Learning in the Initial Phase

As we know, the English language is ours as a second language. The English language is difficult itself so my participants also faced different types of challenges in English language learning in their initial phase. These challenges were as follows;

Pronunciation. Pronunciation means the act or manner of pronouncing words, a way of speaking a word, especially a way that is accepted as generally understood. Pronunciation was the main challenge for my participants. My participants could not well pronounce the word in their initial phase of English language learning. In this regard my participants Mira shared;

... When, I started my English language learning in my initial phase that time I faced many challenges among pronunciation was one of them. I could not pronounce the general word correctly, I could not pronounce the spelling of

my name: Mira correctly I pronounce only single words M, I, R, and A So, I think pronunciation was one of the challenges for my initial phase of English language learning.

Similarly, another participant Sonam shared;

Of course, there were certain defects or gaps in my knowledge or ability to use the English language like using idioms and appropriateness of some vocabulary. similarly, I still remembered my initial phase of English language learning. I have faced challenges with pronunciation together listening skills. I did not know how to pronounce the word and I could not understand the pronunciation my teacher. Even though I passed the primary level I could not able to pronounce words correctly.

My participants faced pronunciation challenges in their initial phase of English language learning. They could not be pronounced well of the words even if they passed the primary level. One of my participants could not pronounce her name or spelling. Similarly, participants were also faced with how to use the idioms and appropriateness of vocabulary correctly in sentences. Participants were faced with listening skills as well as pronunciation. One of the participants could not be understood of teacher's pronunciation. From the above-obtained data, I found that participants were faced mainly pronunciation and listening skill challenges. So, pronunciation and listening skill was the main challenge for learners in their initial phase of English language learning.

Motivating Factors of Students to Learn English at Higher Level

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors learners are motivated by different factors to do something. Motivation play important role in learning a language or any other learning process. The learners who were well-motivated his/her learning/did better compared to non-motivated learners.

In this same way, my participants were also motivated to learn the English language at their higher level by different motivating factors these are as follows;

The English language is a worldwide language. The English language became a global language in the world. The English language is used everywhere. With more than 350 million people around the world speaking the English language as a first language and more than 430 million speaking it as a second language. The English language is the first world language and is said to be the first global lingua franca and it is the most widely used language in the world. In this regard my participant Mira shared;

I was motivated to learn the English language at a higher level because the English language became a worldwide language in the world. Our country also accepted the English language as a foreign language. If we will go to a foreign country we should have the most necessary knowledge of the English language. If we have better knowledge of the English language we can easily communicate with them.

From the above mentioned data, my participants were motivated to learn the English language because the English language become a global language in the world, and Nepal was also accepted as a second language. He shared that if we will have well knowledge of the English language we can communicate easily with foreigners.

Similarly, Rupa shared,

In the twenty-first century, the entire world has become narrow, accessible, and familiar for all the people on this earth as English is used as a common language. I think the English language is a very important thing. Our country is multi-ethnic and multi-cultural. Here, we can use the English language as a lingua franca. As English has got the common qualities it has been accepted

as the global language among the speakers of thousands of different languages.

From the obtained data we can say that Mira was motivated to learn the English language has been used as lingua franca in our country. Our country is multi-ethnic multicultural and multi-language. In the twenty-first century, the entire world has become narrow and familiar for all the people on this earth English is used as a common language. So, every people should have need better knowledge of the English language. participants shared their view if we have better knowledge of the English language we can communicate easily. Moreover, other participants were also motivated to learn the English language at their level because of English language become a global language in the world.

Better job. To get a better job the English language is very important because the English language existed all over the world. If people have enough knowledge of the English language those people find easily jobs in the market. In this regard Rupa shared:

Ummmmm...I am from a poor family background. In my family all members are jobless. I thought after my S.L.C. exam. If I passed bachelor's or master's with a major in English. I could get a job and I could support my family's economic status. So, I was motivated to learn the English language to the achieving of a better job.

Similarly, Mahesh argued;

After the English language became a global language. In Nepal, we can see foreign business. If we have better knowledge of the English language we can easily get a job there most of the NGOs and INGOs wanted a candidate with good knowledge of the English language. I want to work in NGOs and INGOs. So, I am motivated to learn the English language for a better job.

In the same way, Purnima shared,

Nowadays in our society private schools are growing a large number. private school teaching and learning process from the English language. After completing my study if I could not shift to government job service. I want to do a job in the private sector. In private schools to get a job the English language is compulsory for the candidate.

Above the mentioned data, my participants were motivated to learn the English language to get a better job. Participants shared their view if people have good knowledge of the English language those people get easily jobs in the market. My participants want to do a better job after their complete study.

For improvement of language proficiency. Language proficiency is the ability of an individual to speak or perform in a language. Native speakers of a language can be fluent without being considered proficient. Language proficiency is the ability of an individual to use language with a level of accuracy that transfers meaning in production and comprehension. My participants also wanted to improve their English language proficiency. In this regard Sonam shared,

I am a weak student of English. I want to improve all aspects of the English language. I think practice is the most necessary thing for learners. I hope I can improve my language proficiency with my study. If we keep majoring English in at a higher level we most need to read English language books. I hope those books help me to improve my language proficiency.

Similarly, Mira shared,

I read at the primary level and the lower secondary teacher teaches us only activation by himself. The teacher never involved the development of students in language proficiency. So, we never spoke with friends and teachers in the English language. So I could not improve my English language proficiency. In the higher-level learning and teaching process together with students and teachers, learners

need more reading skills at a higher level. So, we can improve our language proficiency. If we are learning at a higher level with a major in English.

Above the obtained data, it is clear that my participants were motivated to learn the English language for their improvement of language proficiency. Participants viewed improvement of language proficiency practice as necessary. According to participants at the school level, they could not gain enough knowledge because of only teacher activation. Learning and teaching process should have both learner and teacher-centered. Participants never spoke English with their friends.

The use of science and technology. In the twenty-first century, the entire world has become narrow because of new inventions of science and technology. For use of science and technology (such as laptops, computers, smartphones, etc) the English language is most necessary for users. Without knowledge of the English language, we can't use new materials of science and technology. In this way my participant Mira shared,

The English language is necessary because of the use of new technology without the English language we can't use technological materials. In the twenty-first century, every people have a smartphone, or laptop in their hand.

The interview extract of Mira shows that she is motivated to learn the English language at her higher level to gather with science and technology. She said without proper knowledge of the English language we could not use new inventions technological part. In this regard, other participants also shared the same view.

Further study. Further study means additional extra knowledge of education. It is also called for a higher level of the present study of education. If we want to read a technical subject we have must need to good knowledge of the English language. The English language is an important subject for studying the technical subject. In this regard my participant Purnima shared;

Ummmmm... In my childhood, I want to be a staff nurse after my S.L.C exam but of English, language knowledge was very poor. So, I could not succeed in

the entrance exam. Then, I decided to keep my English subject at a higher level and develop my English language. After completing my bachelor's level I want to join technical subjects so that I am motivated to learn English subject.

Similarly, Mahesh shared,

I am motivated to learn the English language at a higher level because the English language helps us for further study. I want to go abroad to complete my further study. in foreign countries, peoples speak the English language as a native language. If Improve the English language I can speak with them easily. I have snot good knowledge about the English language I can not gather with them.

From the obtained data, my participants were motivated to learn the English language for their further study. Without a good knowledge of the English language, learners could not study technical subjects and additional study in foreign. Participants think if they have good knowledge of the English language they can easily learn extra subjects after their bachelor level study. An English language supported in a study of a technical subject. Because in the technical subject every activity by the English language.

Challenges of English Language Learning in Learning Environment

In the context of Nepal, English language learning is not easy for us because the English language is a second language. Low-quality teaching environments, large classroom sizes, lack of adequate infrastructure, and inadequately trained professionals are some of the issues which have contributed to this circumstance. In the same way, my participants also reviewed some challenges for English language teaching and learning those are as follows;

Influence of mother tongue. Mother tongue refers to a person's native language which is a language learned from birth. Mother tongue is also called a first language and native language, dominant language, home language, and native tongue.

In the case of Nepal, learning the English language is very challenging because the English language is second to us. We have our own mother tongue, every society has its own cultural identity and mother tongue. In this regard Mira shared;

English language learning is very difficult/ challenging for us because the English language is a second language for us, my mother tongue language is the Nepali language. In my family, we all talk in the Nepali language. I always pronounce the English language as the Nepali language.

Similarly, Purnima shared,

In my case, English language learning is very challenging because I am of the Limbu ethnicity. My mother tongue is the Limbu language and my second language is Nepali language and the English language is my third language. People love their own culture they want to save their society. My mother was inspired to talk the Limbu language in my childhood she was never inspired to learn the English language. In the case of the eastern part of Nepal, stakeholders want to read Limbu language books than English books... So, I think the mother tongue is one of the major challenges for English language learning.

In the same way, Sonam shared,

Of course, our country is multiethnic and multicultural I think more than 123 languages are spoken in Nepal, and those societies have their mother tongue, So, the English language is more challenging in Nepal. Students have come from different societies in school. Students have their mother tongue. So that mother tongue influence learning the second language.

From the above participants viewed, English language learning is more challenging in Nepal. Nepal is a multicultural, multiethnic country. Here more than 123 languages are spoken in society. Those people have their mother tongue. Learners are from different ethnicity. Learners habit speaking their language when they learn English language learners automatically pronounce like their own language.

Lack of information communication technology. We are all living in the decade of multi-media and the millennium of the internet and world wide web. Many challenges affect the integration of technology into English language learning. In English language learning use of ICT, and materials play a vital role. But in the case of our country Nepal, English language classrooms do not use proper ICT materials. In this regard my participant Sonam shared;

Ummmmmm... The lack of ICT materials is one of the challenges of English language learning. We can easily understand content from audio-visual materials but more schools, and campuses do not use proper ICT materials in the context of Nepal most teachers used textbooks as teaching materials.

Similarly, Mira shared;

English language learning is very challenging because we could not find ICT-based teaching materials. We can search for everything if we could not understand the content without by internet. But I never got the opportunity to use the internet in my college because my college does not access the internet for students. The Internet has accessed only by the teacher.

Above the participants viewed it is clear that English language learning is very challenging because lack of ICT materials used in English language classrooms. The participants cannot see enough use of information communication technology in the English language classroom. Participants can easily understand the English language through the use of information communication technology. Rabab'ah (2005) faults an unbalanced curriculum, inadequate classroom resources, and low teaching standards

for undesirable learner outcomes. Kizildag (2009) argues that an over-scheduled curriculum and unrealistic teaching goals often stand in the way of learner success.

Sources of Motivation to Learn English Language Learning

A Source of motivation is the main thing in the learning period for learners. Learners need to know who and how motivated to do this work. In the same way, English language learners also need to know who their source of motivation is. Learners are motivated by different sources such as family background, teachers of the school, textbooks, and the learning environment. In this regard my participant Rupa shared:

Definitely, before when we start to do something that time we are inspired by a different person. I was inspired by my English language teacher at the school level. I read English subjects in my initial phase. I felt very difficult that time my teacher teaches us easily. I liked very much pronunciation of my teacher. Than,.... I think I also to be a good English teacher in the future.

Above the obtained data, sources of motivation play important role in English language learning. My participant Rupa was inspired to learn the English language from his teacher at the school level. She motivated her teacher from the initial phase of learning. She loved the pronunciation of her teacher.

Similarly, another participant Mahesh argued,

I was inspired to learn the English language learning from my sister. She passed master's level with a major in English. And now my sister teaches +2 level in my village. After my S.L.C. exam, I was confused about which subject kept was a major subject at my higher level that time my sister suggested I keep English subject as a major. She motivated me, she said without the English language we could not do anything. Nowadays every sector used the English language.

From the obtained data, sources of motivation play an important role for learners. Learners were motivated by the different sources. My participants were also motivated to learn the English language from different sources. Some of the participants were motivated by their teacher and some of the participants were motivated by their family background. Teacher and family background play a vital role for a learner.

Role of Motivation in English Language Learning

Motivation plays a key role in a learning phase. Similarly, in the English language learning motivation play an important role. Without motivation, nobody can learn better. The English language is not easy to learn because the English language is our second language for us. I found that my participants were also motivated to learn differently. In this regard, my participant Mahesh argued;

Motivation play important role in English language learning, English language is not easy to learn because the English language itself is difficult for us. The English language became a second language for us. If my sister had not motivated me to learn the English language I could not admitted higher level with a major in English subject. So I think motivation play important role in the learning phase.

From the obtained data, it is clear that motivation play important role in English language learning. Mahesh shared he was motivated to learn the English language from his sister. He shared his experience he could not learn the English language if his sister had not to inspired to learn the English language.

Similarly, Rupa argued;

Of course, motivation plays a crucial role in English language learning. Who gets better motivation from his/ her family members, teacher, and society/can learn better than non-motivated learners.

From the above view of participants, motivation play important role in English language learning. Other participants also kept the same view on the role of

motivation to learn the English language learning. Every person needs to motivate to learn everything. Learners cannot do better without motivation.

Chapter V

Findings, Conclusion and Recommendations

This chapter has presented the findings derived from the analysis and interpretation of the data and interpretation of the result. The findings of the study help me to draw the conclusion. Further, some point of recommendations has been made from the findings, so it includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

Findings

The study principally intended to explore the motivating factors of students to learn the English language learning in their higher-level education. After the analysis of the collected data, the study has come up with major findings.

Experiences of students in the initial phase of English language learning. I found that the experiences of students in their initial phase of English language learning were very difficult. Participants were from uneducated family backgrounds with weak economic status. Participants started their educational journey in government schools and they started to learn the English language only from grade four.

Challenges of English language learning in the initial phase. Participants were could not pronounce a word. They could pronounce only a single letter.

Motivating factors of students to learn the English language at a higher level. Participants were motivated to learn the English language which became a worldwide language. The English language is used as lingua franca, as a survival language in our country. Similarly, to get a better job the English language is very important. Those who have good knowledge of the English language could get better jobs in the market. Participants were motivated to learn the English language for use in science and technology. In the twenty-first century, the entire world has become narrow because of science and technology. English knowledge is important for us to gather with science and technology without English knowledge we could not properly use technological materials. likewise, Further study participants were motivated to

learn the English language. I found that participants want to read the technical subject and go abroad for their further study. The English language is an important subject for studying the technical subject.

Challenges of English language learning in the learning environment.

Influence of mother tongue I found that participants were challenged with the English language in the classroom. Learners come from different cultures and societies. Learners have their mother tongue. Similarly, I found that participants faced a lack of ICT materials in the classroom. Teaching materials make effective learning. Participants did not get used ICT materials in the classroom except textbooks.

Sources of motivation to learn the English language. Most of the participants were motivated by their family members and teachers. Family background plays an important role for learners. Learners were motivated by both intrinsic motivation and extrinsic motivation.

Role of motivation in English language learning. Motivation plays a vital role in learning. Motivation always encourages people to do better. The learners who can get well motivation during their learning period they can do better than nonmotivated learners.

Conclusion

After analyzing the obtained data, in conclusion, learners are motivated to learn the English language learning from a different way. Learners are motivated to learn the English language for use of science and technology because in the twenty-first century all people want to gather by new science and technology, learners are motivated to do a better job if learners have good knowledge of the English language they can get a better job in society. Similarly, I found that learners are motivated to the improvement of English language proficiency. The learner wants to improve all aspects of the English language (listening, speaking, reading, and writing). The English language became the global language, lingua franca, and survival language of people in the world. Nepal is a multi-cultural, multiethnic society English language is a lingua franca for these societies so students are motivated to learn the English language. For to make their better personality in society. Learners are motivated by different sources from their family members, and teachers the learners were motivated

to learn the English language. Furthermore, the learners faced a lot of challenges during English language learning. They never learned from audio-visual materials in the classroom, influencing their mother tongue is the main challenge for English language learners.

In conclusion, motivation is one of the key elements that help a person to be successful. A motivated person tries to do better and always tries to improve his performance day by day. motivation is a crucial factor for learners it allows learners to change behavior, develop competencies be creative, set goals, and growing interests. Motivation helps to get high achievement in life. Motivation helps to learn better. Motivation play important role in learning duration. Without motivation, nobody can better do than motivated learners. participants were inspired by different sources from family backgrounds, and teachers. science and technology, to make a better personality in society. Family background and learning environment play vital for learning new things.

Recommendations

Based on the findings and conclusion some recommendations have been made to be applicable.

Policy related. This study includes these points to apply to the policymakers. A policy maker needs to recommend to every English language class to have appropriate instructional materials for four skills of English. I would like to suggest policymakers conduct teacher training for making them know how to present themselves in front of the learners and how to deal with the students who came from different backgrounds and interests in the classroom. I would like to suggest policymakers and curriculum designers are concerned with more practical content where the students can practice more.

Practice related. The teacher should be friendly, and co-operative with the students and should not irritate the mistake of the learner. Teachers should need to know the motivating factors of students to learn the English language. There is better to provide the use of information communication technology-based materials in the teaching and learning process. Teachers should be up-to-date with the dynamic content and should focus on practical teaching rather than theoretical. Teachers and

learners should be the only use the English language while teaching and learning in the classroom.

Further research related. Single research could not explore all the issues found in this area. This study explores the motivating factors of students to learn the English language at the B.ed level. Those researchers who are interested to explore on this area have recommendations for carrying out further study. This study is qualitative, so further research can be carried out quantitatively in nature. This research only covers the motivating factors of students to learn the English language at the B.ed level students. Further research can focus on another level. New research for the further can be challenging for students to learn the English language. Similarly, another possible area can be carried out to find out the role of extrinsic and intrinsic motivation in English language learning.

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Appendix A

Thematic questions for interview:

1. Students background (could you please share your family educational background in detail?)
2. Future aim to learn in childhood (what was your aim in childhood to learn in higher level?)
3. Initial phase (How was your childhood phase of English language learning?)
4. Influencing factor (what are the influencing factor of motivation? Why you motivate to learn English language in higher level?)
5. Sources of motivation (what are the sources of motivation? which source motivated you to learn English subject in higher level?)
6. Challenges (what are the challenges of English language learning? Did you face any challenge in English language learning?)
7. Role of motivation (what are the roles of motivation in English language learning?)
8. Do you think English language is better than other subjects? Why?
9. Do your friends have positive or negative feeling towards English language?

Appendix B

Interview transcript

Me: Good morning, how are you?

Respondent: Good morning, I am fine and you?

Me: I am also fine, I would like to welcome you in this interview session for my thesis; I hope you will share your experiences openly so that I will be easy to make my research study. My research topic is motivating factors of students to learn English language in higher level.

Respondent: Thank you, I will try my best to share my experiences.

Me: can you share your experiences initial phase of English language learning?

Respondent: obviously my initial phase of English language learning was very difficult. I was read in government school. I could not understand English language while teacher teaches us English subject. For me English subject was very difficult in initial phase of learning.

Me: what kind of challenges was did you faced in your initial phase of English language learning?

Respondent: In my initial phase of English language learning, I faced many challenges among them I still remembered pronunciation was main challenge because I could not pronounce the simple word correctly. I pronounced only single word. I could not pronounce spelling of my name I pronounce like as M,I,R,A.

Me: why you motivated to learn English language in higher level?

Respondent: I motivated to learn English language in higher level because English language became as a worldwide language in the world. Our country also accepted English language as second language. If we go to foreign country we have most necessary knowledge of English language. If we have better English language we can easily communicate with them. English language used in every sector. For use of science and technology it is not possible without knowledge of English language.

Me: what are the sources of motivation? How motivated you to learn English subject in higher level?

Respondent: learners have different sources of motivation. Some of the learners are motivated from his/her family background, teachers, book writers, textbook etc. in case of mine my teacher of school level is my source of motivation. I was read English subject in my initial phase. I felt very difficult that time my teacher teaches us

easily. I liked very much his pronunciation. Then I thought I also be a good teacher like my teacher in my future.

Me: while you read English language. What kind of challenges you face in English language classroom?

Respondent: learners are facing different kind of challenges in English language learning. For in my case, influence of mother tongue is one of the major challenges while I read English language in classroom. I am from limbu ethnicity my mother tongue is limbu language and my second language is nepali and English language as third language.

Me: what is the role of motivation in English language learning?

Respondent: obviously, motivation play important role in English language learning. English language is not easy to learn we could not learn without motivation.

Me: Thank you for sharing your experiences of motivating factors to learn English language learning in higher level.

Respondent: Welcome and thank you too having me as your research part.

Appendix C

Me: Hello, how are you?

Respondent: I am fine and you?

Me: I am also fine. I came here with you to take interview for my thesis; I hope you will share your experiences openly. my research topic is motivating factors of students to learn English language in higher level.

Respondent: Thank you for having me, I will try my best to share my experiences.

Me: Can you share your experiences initial phase of English language learning?

Respondent: Umm... my initial phase of English language learning was very difficult. My parents are uneducated. I started my schooling from government school. in government school English book teach from only grade four. I never learned English language before grade four. certainly when I saw English book I felt very difficult.

Me: What kind of challenges was did you faced in your initial phase of English language learning?

Respondent: Ofcourse, there were certain defects or gaps of knowledge or ability to used the English language like using idoms and appropriateness of some vocabulary. I faced challenge of pronunciation as well as listening skill.

Me: Why you motivated to learn English language in higher level?

Respondent: I motivated to learn English language in my higher level because in the twenty first century the entire world has become narrow, accessible and familiar for all people on this earth as English is used as a common language. I think English language is very important thing. here, we can use English as a lingua franca. as English has got the common qualities it has been accepted as the global language among the speakers of thousands of different language.

Me: What are the sources of motivation? How motivated you to learn English subject in higher level.

Respondent: I inspired to learn English language learning from my sister. She passed master level with major English and now my sister teaches +2 level in my own village. After my S. L. C. exam I confused which subject kept as major subject in my higher level that time my sister suggested me you keep English subject as a major. she motivated to me.

Me: While you read English language, what kind of challenges you face in English language classroom?

Respondent: In my case, while I read English language lack of ICT materials is one of the challenges of English language learning. we can easily understand content of Nepal most of the schools campuses do not use proper ICT materials.

Me: What is the role of motivation in English language learning?

Respondent: Ofcourse, motivation plays crucial role in English language learning. who get better motivation from his/her family members, teacher, society. She /he can learn better than non motivated learners.

Me: Thank you for sharing me your experiences while you learn English language in higher level.

Respondent: welcome and thank you havig me as your research part.

Appendix D

Me: Good morning, How are you?

Respondent: Good morning, I fine and you?

Me: I am also fine, I would like to welcome you in this interview session for my thesis; I hope you will share your experiences openly so that I will be easy to make my research study. my research topic is motivating factors of students to learn English language in higher level.

Respondent: thank you having me, I will try my best to share my experiences.

Me: can you share your experiences initial phase of English language learning?

Respondent: My initial phase of English language learning was very challenging. I am from poor family background. I had not good support in my house for learning English language because my parents are uneducated. I started my English language learning journey from grade four. so that I wasd very weak in my initial phase of English language learning.

Me: What kind of challenges was did you faced in your initial phase of English language learning?

Respondent: when, I started my English language learning in my initial phase that time I faced challenge of pronunciation. I couldn't pronounce of general word. I think, all students are face this problem of government school of Nepal.

Me: Why you motivated to learn English language in higher level?

Respondent: For to get a better job English language is very important. after English language has became as global language. in Nepal we can see foreign business if we have better knowledge of English we can easily get job in every sector most of the NGO and INGOs wanted candidate with good knowledge of English language, I want to work in NGO and INGOs so I motivated to learn English language for to do better job.

Me; while you read English language what kind of challenges you face in English language classroom?

Respondent: English language learning is very challenging because I am from limbu ethnicity people love their own culture they want to save their culture my mother inspired me to talk limbu language in my childhood. she never inspired to learn English language. in the case of eastern part of Nepal stakeholders wants to read limbu language book than English book in school.

Me: Thank you for openly sharing me your experiences while you learn English language learning.

Respondent: welcome and thank you for having me as your research part.

Appendix E

Me: Good morning, how are you?

Respondent: Good morning, I am fine and you?

Me: I am also fine, I would like to welcome you in this interview session for my thesis, I hope you will share your experiences openly. my research topic is motivating factors of students to learn English language in higher level.

Respondent: Thank you, I will try my best to share my experiences.

Me: Can you share your experiences initial phase of English language learning?

Respondent: My initial phase of English language learning was very difficult. I started my formal education from government school. In government school English language taught by Nepali medium. I did not know how to pronounce the word correctly so, in my initial phase of English language learning I felt very difficult.

Me: What kind of challenges did you face in your initial phase of English language learning?

Respondent: In my initial phase of English language learning I faced different kind of challenges such as spelling, meaning, and pronunciation of words. Among these challenges mainly I faced challenges of pronunciation. I know easily English letters and I read easily these letters A, B, C but how can I utterance words. So that I think pronunciation was the main challenge for my initial phase of English language learning.

Me: Why were you motivated to learn English language in higher level?

Respondent: Umm... In my childhood I wanted to be a staff nurse after my S.L.C. but my English language knowledge was very poor. So I could not succeed in entrance exam. Then, I decided to keep English language after completing my bachelor level I wanted to join technical subjects so that I am motivated to learn English subjects.

Me: While you read English language what kind of challenges do you face in English language classroom?

Respondent: lack of information communication technology is challenges of English language learning for learners. English language learning is very challenging because we couldnot find information communication based teaching materials. we can search everything if we could not understand content without by internet.

Me: what is the role of motivation in English language learning?

Respondent: Motivation has key role for successful language learning. Motivation always encourage learners for learning activity, learners always success in learning because of motivation so, I think motivation play key role in learning process for learners.

Me: Thank you openly sharing me your experiences in initial phase of English language learning.

Respondent: welcome and thank you too for having me as your research part.

Appendix F

Me: Good morning how are you?

Respondent: Good morning, I am fine and you?

Me: I am also fine, I would like to welcome you in this interview session for my thesis. I hope you will share your experiences openly. My research topic is motivating factors of students to learn English language learning in higher level.

Respondent: Thank you, I will try my best to share my experiences.

Me: Can you share your experiences of initial phase of English language learning?

Respondent: My initial phase of English language learning was very difficult because I was born in rural area of Nepal there was no found private school. So, I started my journey of English language learning from government school. I think all students start their journey of English language learning from government school because in rural area still not access of private English school we know that most of the school of rural area English book taught by other teacher.

Me: What kind of challenges did you face in your initial phase of English language learning?

Respondent: In my initial phase of English language learning I faced different kind of challenges. I already mentioned I was born in rural area of Nepal. I started my journey of English language learning from public school. In my school English subject taught by Nepali teacher. So, I could not pronounce of word pronunciation was main challenge of my English language learning.

Me: Why you motivated to learn English language learning in higher level?

Respondent: I was read in primary level and lower secondary teacher teaches us only activation by teacher. My teacher was never involved development of students in language proficiency. So, we were never speak with friends and teacher in English language. I could not improve my English language proficiency. In higher level learning and teaching process together with student and teacher, learner need to more reading skill in higher level. We can improve our English language learning

proficiency. For improvement of English language proficiency I motivated to learn English language in my higher level.

Me: While you read English language what kind of challenges you face in English language classroom?

Respondent: English language learning is very challenging because we couldnot find ICT based teching materials. we can search everything if we could not understand content without by internet. but I was never got opportunity to use internet in my collage because in my collage not access internet for student.

Me: What is the role of motivation in English language learning?

Respondent: Motivation play important role in English language learning as well as other learning activities. Motivation always positive encourage learners for their learning period. learners can not do any activities without motivation. Motivated learner can do better than non- motivated learner.

Me: Thank you for sharing me your experiences of motivating factors to learn English language learning.

Respondent: Welcome and thank you too having me as your research part.