

# CHAPTER ONE

## INTRODUCTION

This study is concerned with **Motivation of M.Ed. Level Students towards English Language Learning: A Narrative Inquiry**. This chapter includes background of the study, statement of the problems of the study, objectives of the study, research questions, significance of the study, delimitation of the study, operational definition of the key terms under separate headings.

### 1.1 Background of the Study

Recent studies on motivation have shown that motivation is one of the most important factors which influence language learners' success or failure in learning the language. It is the key for successful learning. The students who are motivated work purposefully and energetically. So the role of motivation is an indisputable factor of successful second language acquisition. Motivation is an important tool that is often under-utilized by heads of institutions in today's workplace. To motivate others is one of the most important management tasks. It is a desire or drive within a person to achieve some goals. There are many factors that determine people's behaviors to motivate them. These are psychological needs, psychological drives, survival, urges, emotions, hurts, impulses, tears, threats, rewards (money, friendship, status), possessions wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self satisfaction, interest, pleasure, dislikes, established habits, goal, ambition and so on.

Keller (1983) Motivation is "The choices people make as not what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect", p. 27). Specifically, for language learning motivation can be understood as learner's orientation with regards to the goal of learning a second language. Motivation is an internal process that makes a person move toward a goal noting a person's behavior.

In this regard, Baron (1996) defines motivations as "The internal process that can't be directly observed but that activates guides and maintains overt behavior." In this definition motivation is a process that we cannot observe but it reflects in our behavior. If students are well motivated they can learn better. It also internally pushes to the people to do something. Similarly, Johannes (2014) says that "*Motivation is the effort, the drive, the desire, and the energy a person uses to activate and maintain goal driven behavior.*" Motivation in learning is a psychological process that leads to achieve a certain goals. There are two types of motivation: intrinsic motivation and extrinsic motivation (Deci&Ryan, 1985) mentioned that intrinsic motivation refers to motivation to engage in an activity for its own purpose. People who are motivated work on tasks intrinsically because they find them enjoyable. Individuals who have extrinsic motivation work on task because they believed that participants will result in desirable outcomes such as reward, teacher praise or avoidance of punishment (Pintrich&Schunk, 1996). In this regard, Gass and Selinkar(2009) define motivation as a psychological factor frequently used to account for differential successes in learning a second language (p.426). Motivation plays a significant role in the process of learning language. Language teacher cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires.

In this way, motivation is an important factor in second language achievement. Learning is no exception. Learners can be motivated in various ways, by a desire, emotion, reason, need or purpose. It is easy to claim that learners can get success with motivation. We know that fear and money are not the only ways to motivate people to work. Human beings have reasons for the things that they do. Human motivation is the process whereby the behavior of an individual is energized, sustained and directed in order to meet individual, needs and achieves organizational objectives. Motivation is the willingness to

do something and is continued by this actions ability to satisfy some need for the individual. The act of arousing is related to the desire and vigor to produce. Directing is the election of behavior and maintenance is the inclination to behave in a certain manner until the desired outcome is met. Motivation is one of the constructs that the psychologists have propounded in their quest for understanding the individual. Motivation is the willingness to exert high level of efforts towards organizational goals conditioned by the efforts and ability to the students' learning is facilitated most effectively when they are motivated. Many teachers and scholars in the field of ELT believe that language learners will be more successful if they are motivated. Students are successful in language learning because of motivation. Without motivation English language learning cannot be effective. In the context of Nepal, English language has been taught and learned from primary level to university. English has been kept as a compulsory subject in curriculum. In my opinion, Motivation is very significant factor for better learning. Only lecture method does not motivate to the students. Teachers have a great responsibility to make bright future of the students. Motivated students can learn better. They have high chance to get success than demotivated students. So, teachers should provide motivation time and again in their teaching classroom. In conclusion, we can say that motivation is a kind of internal drive which inspires or motivates a person to do things in order to achieve something.

## **1.2 Statement of the Problem**

There are many factors that might help to the students to learn English language. Motivation is key factor of them in language learning. We know that success in a task is due to the fact that someone is motivated. To make teaching learning process effective teachers as well as students should be well motivated. Motivation plays a significant role in successful language learning. Students who are not motivated will not learn effectively. Students may be demotivated for a variety of region .They may feel that they have no interest in the subject, find the teachers methods an engaging or new distracted by

external forces. Language teaching is fruitful only when there is active participation of both the teacher and learners in the classroom.

In the context of Nepal, English is occupied as a second or foreign language; there is the provision of English language teaching right from basic level to graduate level. English has been given the recognition of a compulsory subject however, the students are found poor in English even at higher secondary level. Similarly, Mahara (2015), Thapa (2016) conducted research on motivation. They showed the role of extrinsic and extrinsic motivation in English language learning. Definitely, English language learning is not easy because it is not our native language. Due to the lack of appropriate materials, strategies and motivation, many students feel hard to learn. Similarly, Teacher centered methods have been used in the field of language teaching and learning. Only teacher centered method does not motivate to the students in their learning. Students are taught by traditional methods in our context. There are not sufficient materials and trained teachers in the field of English language learning. Lack of motivation usually leads one to failure. If there are not any factors for motivating students, the productivity may decrease gradually. We can also see variation of students result in different schools. There may be different reasons behind it but one of the reasons may be the motivation. Such a lack of motivation from the teachers would naturally lead to negative impact on the motivation of students. As a result, whole teaching learning process will not be as effective as expected. Thus, I am eager to conduct the research to find out the motivation of M.Ed. level students towards English language learning.

### **1.3 Objectives of the Study**

The objectives of the study were as follows;

- ) To find out motivation of M.Ed. level students towards English language learning.
- ) To suggest some pedagogical implications.

## **1.4 Research Questions**

- (a) What are the factors that motivated the students in English language learning?
- (b) How were they motivated towards English language learning?

## **1.5 Significance of the Study**

This study is significant to explore the students' experiences in English language learning. How they motivated in English language learning? Intelligence is not only determinant of academic achievement. High motivation and engagement in learning have consistently been linked to reduce dropout rates and increased levels of student success (Kushman, Sieber, and Harold, 2000). So, if students are highly motivated to learn language, the teachers can focus on sharpening the academic achievement of the learners.

Similarly, this research will be beneficial for those who want to research in the field of motivation. Furthermore this will be highly significant for teachers, students, Curriculum designers, textbook writers, education policy makers, parents and other individual who are directly or indirectly related to this thesis. Therefore this will be useful to all the stakes holders and further researchers in this field.

## **1.6 Delimitations of the Study**

The study was limited to following limitations;

- (a) The population of the study was M.Ed. level students of T.U.
- (b) This study was limited to four students only.
- (c) The data was collected through semi-structure interview.
- (d) Narrative inquiry was used as a research design.
- (e) The qualitative method was used for this research work.

## **1.7 Operational Definition of the Key Terms**

**Motivation:** In this study, the term motivation refers to process of stimulating people to actions to accomplish the goals. It is an internal process that makes a person's move toward a goal.

**Learning experience:** In this study learning experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings.

**Intrinsic motivation:** In this study intrinsic motivation refers to behavior that is driven by internal rewards. In this study intrinsic motivation refers to engage in a behavior arise from within the individual because it naturally satisfying to you. This type of motivation arises from inside the individual, as opposed to extrinsic motivation, which originates outside of the individual.

**Extrinsic motivation:** In this study extrinsic motivation refers to drive that comes from external environment outside of the person. Such as rewards grades, praise, money time of work.

**Incentive theory:** The incentive theories suggest that people are motivated to do things because of external rewards of master level students.

**Expectancy:** Expectancy is the belief that one has the capabilities to produce the outcome of master's level students.

**Valence:** Valence refers to the value with place on the potential outcome of master level of students.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review is the process where researcher goes through the different sources available related to the proposal study. Review of related literature is one of the important steps in the course of conducting a research. The whole study is directly or indirectly supported by the review of related literature. This chapter deals with review of related theoretical literature, review of empirical literature, Implication of review for the study and conceptual frame work of the study.

#### **2.1 Review of Theoretical Literature**

Theoretical knowledge is necessary for researcher to have enough knowledge about the selected topic of the research. The researcher cannot do further research process without knowledge and concept of the research study. The theoretical concept of the study has been presented as follows:

##### **2.1.1. Motivation**

Motivation is an internal process that makes a person move towards a goal. It is also defined as the process that initiates, guides, and maintains goal-oriented behavior. Although 'motivation is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regards to the exact meaning of this concept. Motivation plays significant role in successful second language learning, particularly in classroom. The art of motivating people starts with learning how to influence individuals' behavior. If the learners are motivated directly or indirectly, they can achieve the goal of learning. Baron (1996) defines motivation as "The internal process that can't be directly observed but that activates guides and maintains overt behavior".

According to Macintyre et al (2001), motivation is an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task. This goal-directed behavior shows itself through distinct action of the motivated individual. Dornyei (2001) described this explicitly when he wrote the following: The motivated individual expends effort, is persistent and attentive to the task at hand, and has goals, desires and aspirations. Enjoyable the activity, experiences reinforcement from success or failure, is aroused, and makes use of strategies to aid in achieving goals. Motivation should be viewed as a hybrid concept, an internal attribute that is the result of an external force. In this regard, Dornyei (2001) stated that motivation energizes human being and provides direction. Similarly, Crookes and Schmidt (1991) identify motivation as the learner's orientation with regard to the goal of second language. Similarly, Gardner (1985), for a learner to be motivated, he needs to have something to look forward, a purpose related to goal or objective. This objective could be learning a second language. There must be something that the learners wish to accomplish or gain and the target language can be the vehicle to attain it. The learners reason for learning another language could vary from achieving a sense of success, fulfill the expectations of others or being able to buy a new car through getting a better deal due to command of the target language.

Harmer (2007) also goes to the same direction, and its most basic level, 'Motivation is the kind of internal drive which pushes someone to do things in order to achieve something' (p.98). Simply put, an internal drive that simulates somebody to perform certain action in particular situation is motivation. Similarly, Lukmani (1972) says that motivation is a term which occurs in discussion of second rather than first language learning with the desire to be able to communicate with the members of a target language community. It is an important factor explaining the success or failure of any complex task. If students are motivated they can learn better than other normal students. Motivation provides the energy for accomplishing a task.



## **2.1.2 Theory of Motivation**

Different researchers like Kendra, Maslow have developed a number of different theories to explain the motivation. Looking at different theories of motivation individually, they seem incomplete and lacking to explain the whole idea of motivation. However, looking collectively at key ideas of different theories, the understanding of motivation as a whole gets better. Motivation is the force that initiates, guides and maintains goal-oriented behaviors, it is what causes us to take action, whether to grab a snack to reduce hunger or enroll in college to learn a degree. According to Kendra (2010), some of the different theories of motivation are as follow;

### **a. Instinct Theory of Motivation**

Instinct theory of motivation suggests that the key to our motivation is biological or genetic programming of our body. The general idea is that similar motivations occur on human because of the similar biological programming shared by human. As we act or behave on other motivations emerged as a result of our core motivation. An example of this is found in the animal world in the forms of seasonal migration. Because of instinct motivation some species migrate at certain times each year. William James created a list of human instincts such as fear, love, shame, anger, cleanliness and modesty, but due to the lack of explanation of by instinct theory, instinct theories were pushed aside by the 1920s. The main problem of this theory is that it does not really explain behavior, it just describe it. However, contemporary evolutionary psychologist still study instinct theories of motivation to discover the effects of genetic and heredity on behavior.

### **b. Incentive Theory of Motivation**

The theory of motivation that suggests that the behavior is motivated because of reinforcement or incentives is referred to as incentive theory of motivation. It suggests that our actions are influenced by outside incentive and we are

attracted to the incentives rather than having the desire to reduce stimulus. It also suggests that people are motivated to do things because of external rewards. For example, we might be motivated to go to work each day for the momentary reward not being paid. This theory shares some similarities with the behaviorist concept of operant conditioning, as rewards drive our actions. The only difference is that we know about the rewards and we intentionally perform actions in order to receive rewards. So in that sense, greater the rewards-higher the rate of actions to pursue reinforcement. The greater the perceived rewards, the more strongly people are motivated to pursue those reinforcements.

### **c. Drive Reduction Theory of Motivation**

The theory suggests that we do what we want to do in order to reduce the internal tension caused by our unfulfilled needs. For example, we drink water when we feel the internal tension inside our body caused by thirsty. This theory is useful in explaining behaviors that have a strong biological component, such as hunger or thirsty. The problem of drive theory of motivation is that these behaviors are not always motivated purely by psychological needs. And another problem is in this theory is that it does not explain why we eat even when we are not hungry. Also, humans and animals alike tend to engage in various activities even when they are not facing any natural drive.

### **d. Arousal Theory of Motivation**

This theory suggests that individuals take certain actions in order to increase or decrease their levels of arousal with a goal to maintain an optimal level or arousal. When arousal levels get too low, the arousal theory of motivation suggest that each individual has different arousal level that is perfect for them, the theory also suggest that we tend to seek our own stimulation in order to maintain our optimal level of arousal.

For example, we go to night with friends at a club where we can get our arousal elevated again when we're down. But arousal level don't always drop and there

is a good chance that energy levels are too pumped up, taking a nap or going for a relaxing walk might help you soothe your arousal level again.

### **e. Expectancy Theory of Motivation**

The expectancy theory of motivation suggests that our actions are based on our perception of what the outcome will be for our action. It also suggests that when we are thinking about the future, we formulate different expectations about what we think will happen. We predict that there will most likely be a positive outcome, we believe that we have the ability to make that possible future a reality.

The main goal of expectancy theory is to yield the best possible outcome. The expectancy theory works on perceptions, which means that in the same company, two different individuals have different levels of motivation simply because one might believe that the process works for them and the other might have different opinions. The theory proposes that motivations consist of three key elements: Valence, instrumentality, and expectancy. Valence refers to the value with place on the potential outcome, while those that offer immediate personal rewards have a much higher value. Instrumentality refers to whether people believe that they have a role to play in the predicted outcome. If the events seem random or outside of the individual's control, people will feel less motivated to pursue that course of action. Expectancy is believed that one has the capabilities to produce the outcome.

### **2.1.3 Sources of Motivation**

The sources of motivation are important in language teaching and learning. The importance of this is highlighted by this statement. "Without knowing where the roots of motivation lie, how can teachers water those roots?" (Oxford and Shearin, 1994, p. 15, as cited in Abisamra 2002, p.20). Knowledge of motivation status of the students to the teacher is of vital importance to successful language teaching and learning. Educational psychologists point to

three major sources of motivation in learning (Fisher, 1990, as cited in Abisamra 2002):

1. The learner's natural interest: intrinsic satisfaction
2. The teacher/institution/employment: extrinsic reward
3. Success in the task: combining satisfaction and reward

Abisamra (2002) expresses his view about the sources of motivation in this way: while teachers and school systems have drawn on both of the first two sources of motivation, the third source is perhaps under exploited in language teaching. This is the simple fact of success, and the effect that this has on our view of what we do. As human beings, we generally like what we do well, and are therefore more likely to do it again, and put in more effort in action. In the classroom, this means that students who develop an image of themselves as 'no good at English' will simply avoid situations which tell them what they already know- that they are not any good at English. Feelings of failure, particularly early on in a student's school career can lead to a downward spiral of a self-perception of low ability-low motivation-low effort low achievement, low motivation, low achievement, and so on. Thus, the teacher has the main responsibility to identify the sources of motivation and work on them to make the students effectively participate in fruitful language teaching and learning.

#### **2.1.4 Types of Motivation**

Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. Hutt (2001) states that, paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic, motivation. It can be stated that learners should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

According to Gilakjani, Leong, and Saburi (2012), the success of any action is dependent on the extent to which a person tries to reach their goal, along with their desire to do so. Generally, people refer to the psychological factors that generate the action as motivation. It is a motive force that arouses, incites, or stimulates action. Motivation is an important factor in specifying the readiness of learners to communicate. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: teaching a class full of motivated students is enjoyable for teacher and students' alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

To talk about types of motivation, different scholars have classified differently. According to Brown (2000) and Gardner (1985), there are two basic types of motivation: integrative and instrumental. According to Gardner and Lambert (1959 as cited in Gilakjani, & Saburi (2012)), integrative motivation refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language to enter successfully into the target language society. They continued that instrumental motivation arises out of a need to learn the second language for functional or external reasons. They involve the attainment of aims, functional aims for learning like passing exams and financial rewards. Similarly, Brown (1981) distinguishes three types of motivation such as global motivation, situational and task motivation, which is related to performing the particular learning. All types of motivation are categorized into extrinsic and intrinsic motivation. They are mentioned as below;

## **a. Extrinsic Motivation**

Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame grades, and praise. These types of motivation arise from outside the individual. It is also usually defined as our tendency to engage in activities in order to gain some type of known external rewards. In another words extrinsic motivation refers that individuals motivational stimuli are coming from outside. It comes from outside sources of individual. Extrinsic motivation plays very vital role in language learning. Providing prize for the first student is an example of extrinsic motivation. It helps to do better.

Extrinsic motivation can be taken as a key factor in learning language.

Motivation helps to the students to get high marks in exam. It depends instead on needs that must be satisfied by external factors. It is related to tangible rewards such as salary, security, fringe benefits and Promotions etc. Extrinsic motivation is often necessary for persistence of motivated behavior.

According to Lawler (1996), extrinsic motivation refers to the motivation to work primary in response to something apart from the work itself, such as reward, recognition, and benefits. Typically, extrinsic rewards are related to money, prize, gift hamper, praise certificate, etc. Similarly, Brown (1994) says that, extrinsically motivated behaviors are carried out in anticipation of rewards from outside and beyond the self. Teacher should provide extrinsic motivation to the students. It helps to do better further. A case of low level, it is very effective. When students do homework, then teacher give chock let that is example of extrinsic motivation. Extrinsic motivation may remain in memory and it enhances student's creativity as well.

### **2.1.5 Extrinsic Factors of Motivation**

Regarding extrinsic motivation, Brown, H.D. (1994, p. 158) has presented the Following factors;

### **i. Career Related Factor**

This is one of the factors that affect extrinsic motivation. The career related Factors have a determining effect on learning English language. After learning English people have lots of opportunities for their career advancement. Due to This cause learner wants to learn English language. It means extrinsic motivation also plays vital role to learn language. Everyone wants to secure his /her future. English is global language so to get success in life learning English is necessary.

### **ii. Social Factor**

It is also one of the factors of extrinsic motivation. Language is not only thing to fear, but also the abolition of a culture and the historical ties that people have. Language is more than just a tool to communicate. A common language breaks barriers between people. It allows people that share a language to identify with each other although they are different. So people learn English language to communicate with each other i.e., social factor the learner wants to communicate in business, trade, job, etc. So, extrinsic motivation is very important to motivate learners socially.

### **iii. EconomicFactor**

The economic factor is also believed to be one of the factors to create motivation. After learning English language, learner can get better job which help him/her to be in good economic condition. In other words, learning English language makes people economically strong. So, economic factor is also called the source or factor of motivation.

### **iv. Language Related Factor**

English language is global language. So every people want to learn English language. It is so called Standard language; the people who can speak English think that they have prestige in front of other people who cannot speak English

language. English language is very important in every sector. So, people want to learn English language. Nowadays, it is crucial to learn English for everything: just like communication, education, transportation, health, job, conferences, etc. The people who cannot speak English are like a lame. So, language is also a factor that affects motivation.

### **b. Integrative Motivation**

Integrative motivation means a desire to identify oneself with the second language community. Gardner (1985, p.54), integrative motivation refers to a favorable attitude toward the target language community, possibly a wish to integrate and adopt a new target culture through use of the language. For this kind of motivation students need to be attracted by the culture of the target language community and in the culture of and the target language community and in the strong form to integrate them in to the culture.

Learners who are motivated want to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language. In inter motivated learners may have significance others such as a boyfriend or girlfriend of family members who speak the language and heritage language learners typically have a particularly strong in integrative motivation in language learning.

### **c. Instrumental Motivation**

Instrumental motivation is related to learners' practical needs, such as a getting a job, passing an exam or to get high income. According to Gardner & Lambert (1977), instrumental motivated learners want to, achieve a goal for their own satisfaction. It concerns the practical value and advantages of learning a new language. Learner with instrumental motivation wants to learn a language because of practical reason such as getting a salary bonus or getting into college. Many college language learners have clear instrumental motivation for language learning. They want to fulfill a college language requirement



interactively motivated learners want to learn the language so that they can better understand and get to know the people who speak that language.

According to Gardner (1985), learners with strong instrumental motivation are eager to acquire a new language as an approach to realizing practical or functional goals. The learning is due to an ulterior motive which is not related to its native speakers, in other words for some instrumental reasons, such as meeting the demands of passing different tests, going to college, reading technical materials for specific information. Instrumental motivation for present actions that results from already anticipated future goals (e.g. to do one's best in school to become a teacher) are intrinsic motivation.

#### **d. Intrinsic Motivation**

Intrinsic motivation refers to behavior that is driven by internal rewards. In another words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying to you. Intrinsic motivation has been studied since the early 1970. Intrinsic motivation is the self-desire to seek out new things and new challenge, to analyze one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself.

Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skill, which will increase their capabilities. According to Good (1959, p.354), "Intrinsic motivation is the determination of behavior within an activity and that sustains it as with autonomous act and interest". Intrinsic motivation can be long lasting and self sustaining. It also promotes the students learning. Intrinsic motivation is motivation to learn that comes from an internal force such as interest in language learning or the desire for the further personal development in general. According to Deci(1975, p.86), "Intrinsic motivation arises from having a strong emotional interest in an activity and a sense of freedom and autonomy related to it. It is influenced heavily by an internal desire to teach a dialogical connection between teachers and students, a higher feeling of efficiency.

### **2.1.6 Intrinsic Factors of Motivation**

There are many factors that affect intrinsic motivation. Regarding the factors of intrinsic motivation, Harmer(1991, p. 986) has presented the following factors:

#### **a. Physical Condition**

The physical conditions inside the classroom have a great and determining effect on learning and can alter a student's motivation either positively or negatively. The classroom that are poorly and badly management and decoration of the classroom may demotivate the students. To get the students appropriately motivated, the teacher should try to make the classrooms pleasant and entertaining.

#### **b. Method**

The method implied has enough influence on the student's learning. There are numerous language teaching methods being practiced. The teacher should make an appropriate selection of the methods depending upon the circumstances and other requirements. Only one method is not used in a single class, more than one method can be implied. The proper selection of the method is to be determined on the basis of some factors existing and affecting teaching learning activities.

#### **c. The Teacher**

The teacher is also believed to be one of the factors to create motivation. The teacher's personality, appearance, teaching methods and techniques he uses, the manners how he behaves, etc. can be the factors to decide his position in the student's heart.

#### **d. Success of the Students**

Presence or absence of the success plays a vital role in the motivational drive of a student. Both complete failure and complete success may be demotivating. It

will be the teacher's job to set goals and tasks at which most of his students can be successful or rather tasks he or she could realistically expect the students to be able to achieve. To give students very high challenge activities where there is not appropriate success may have a negative effect on motivation. It will also be the case that low challenge activities are equally demotivating. If the students can achieve all the tasks with no difficulty at all they may lose the motivation that they have when faced with the right level of challenge. Ultimately, the students' success or failure is in their own hands, but the teacher can influence the course of events in the students favor.

### **Role of Intrinsic Motivation in English Language Learning**

The motivation which is concerned with the factors such as physical conditions, methods and the teachers inside the classroom is known as intrinsic motivation, Harmer (1991). Only extrinsic motivation is not adequately supportive for effective language learning. So intrinsic motivation also plays a vital and determining role. People who are intrinsically motivated work on the tasks because they find them enjoyable. Task participation is its own reward and does not depend on implicit rewards or other external constraints.

For Deci (1975, p. 23, as cited in Brown 1994, p. 754) the relation of reward and intrinsic motivation is:

There is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self determination.

Maslow (1970) states that 'Intrinsic Motivation' is clearly superior to extrinsic. According to his hierarchy of needs, we are ultimately motivated to achieve "self actualization" once the basic physical, safety and community needs are met. No matter what extrinsic rewards are present or absent, we will strive for

self - esteem and fulfillment.

The intrinsic - extrinsic continuum in motivation is applicable to foreign language classrooms around the world. Regardless of the cultural beliefs and attitudes of learners and teachers, intrinsic and extrinsic factors can be quite easily identified much more universally so that integrative instrumental continuum that relies exclusively on a social -psychological approach.

Similarly, Crooker and Schmidt (1991, p.502) contend that by looking at motivation "in terms of choice, engagement and persistence, determined by interest, relevance, expectancy and outcomes ...the concept of motivation (will have) a more satisfactory connection to language – learning process and language pedagogy"(as cited in Brown 1994, p.157).

Regarding more powerful form of motivation, Brown (2002) mentions that "a convincing stockpile research on motivation strongly favors intrinsic drives, especially for long retention"(p.76).

Likewise, Bruner (1962), praising the autonomy of self-reward he claimed that one of the most effective ways to help both children and adults to think and learn is to free them from the control of rewards and punishments. One of the principal weaknesses of extrinsically motivated behavior is its addictive nature .Once captivated as it were, by the lure of an immediate prize and or praise, we become dependent on those tangible rewards, even to the point that their withdrawal can extinguish the desire to learn.

#### **2.1.6.1 Reason for English Language Learning**

English language plays an important role in our life. It is spoken by many people around the world. It helps us to communicate with nearly all the people around the world. The purpose of teaching English in Nepal can be seen as an effort to enable the students to exchange their ideas and views with those who use English and at same time to acquire knowledge, ideas, skills and techniques imparted formally. According to Shrestha (2013, p.1), "The English language

teaching and learning received very important place in today's time because it is similar to the case that human life becomes paralyzed if petrol and computers are not available anymore and people of the world become useless and jobless without the proper knowledge of English language". We can say that we cannot imagine the world without English language. It links the people of the world which helped to make the world as a family. We cannot ignore the deeply rooted significance of the English language. Different people learn English language for different reasons. Bashyal (2009) has presented some of the reasons of English language learning are as follows;

**a. Academic Achievement**

English language learning helps to get good academic achievement. In the context of Nepal, English language is taken as a foreign language. It has been used as a medium of instruction. Many course books have written in English language. Students should have good knowledge about English language for better learning. If students have good knowledge about English they can easily understand the content. If the students do not have good skill of English they cannot get good marks in the exam. Students can expansion their knowledge through English language So many students want to learn English language for their academic achievement.

**b. Good job Opportunity**

Enhanced communication skill in English can result not only an improved social life, but also better job opportunity in the future. In job interview, most interviews conduct interviews in English language. Interviewers quickly do judgment and give great importance to first impression. Poor skill in English means smaller chances of job. On the other hand being proficient in the language can help one a good first impression which means higher chance of good jobso students learn English language for getting good job.

### **c. Global Communication**

As we know that English language is spoken all over the world. It is an international language. English language is used as lingua franca. The world has become a global community whose members must communicate to learn from each other and solve conflict. English language used in everywhere. If we want to go foreign countries, we need to know about English language. We can share our views through English language. It has been used in business purpose as well. For global communication, using an international language is the best way. Thus nowadays for most global communication the English language is widespread. The English language is mostly used among young people as a method of communication. Now the world is global and English language is global language. Many people learn English language learning. So many students learn English language for global communication.

### **d. The Enjoyment of Learning**

If learners wish to be motivated they should enjoy learning the second language. 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 second language endingly. Interactively motivated students enjoy learning the second language and the culture of that community. There should be some sort of enjoyment while learning in order to be motivated to continue studying the second language.

### **e. Better Career**

English language helps to make better career. People have been moving from one to other different countries for better job opportunities. English language also helps to get better salary. Those who have good knowledge about English they can develop their different skills and develop their life. These days, the job market is global. Many companies need employees who can communicate with partners' clients all over the world. There is no other language used in business,

political or personal transactional. So have a good knowledge of English helps to make better career.

### **2.1.6.2 Motivation and Language Learning**

Motivation and language learning both are interrelated to each other. Motivated students learn better than other students. Motivation is a basic and essential part of learning. Gardner (1885) believes that, with the intension of being motivated, the learner necessities, requires, and needs to have something to anticipate, foresees, expect and long for a reason, principle, or rational having to do with aim or target. Similarly, According to Cook (2000) states that acquisition of language is not the same among the learners. He also believes that there are three main factors which influence the second language learning. These three factors: age, personality and motivation. Motivation is the most significant factor among the mentioned there factors that affect second language acquisition.

Ellis(1994, p.715) suggests that motivation is "The effort which learner s put into learning a second language as a result of their need or desire to learn it". Success in second language learning is often related to the concept of motivation. Motivation plays a significant role in the process of learning a language a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desire.

Motivation teaching strategies such as these can easily increase language learners' motivation levels. The idea that students motivation is a personality trait and that students are either motivated or unmotivated is incorrect. Without sufficient motivation, even individual with the most remarkable abilities cannot achieve their longer goals.

## **2.2 Review of Empirical Literature**

Many researchers have already done in the field of motivation. Here, this section is an attempt to review the related studies, article, reports and journal. Some of the studies done in this area reviewed as follows.

Singh (2007) carried out a research entitled "Role of motivation in English language proficiency". In this research, the objectives were to identify interactively and instrumentally motivated students to explore their English language proficiency and to analyze the role of motivation in English language proficiency. He mainly used motivation survey questionnaire and test items together required information. He purposively selected TU constituent campuses and private campuses through fishbowl from Salyan valley. The study was based on the bachelor first year student of faculty of education. He found that number of instrumentally motivated students was larger than that of the interactively motivated students and the motivation has some sort of positive and directive role in language proficiency. The major finding was that students learn English for different purposes like to get good job, to pass the exam etc.

Gyawali (2007) conducted a study research entitled "English teachers' motivational technique in grade 5": A case for selected public school in Palpa. The major objective of the study was to find out the existing techniques of teacher to create motivation in the English language classroom in the five classes. This study was based on survey design. The population was taken from the student studying in grade five in public school. In this study most of teachers were found teaching English without using teaching material and warm up activities in the class. Most of the teacher in public schools were found trained and they did not applying their skills even if they were trained.

Chand (2008) conducted a research entitled "Motivation towards Learning English by the Teenagers in Nepal" and the objective of his study was to investigate the teenager's motivation towards learning English. He mainly used



survey research design. He used purposive sampling procedure to select nine public schools in Doti district. He uses questionnaires to the students. The finding of this research is that students learn English for different purposes like: to get a good job, to pass an exam, to be a complete person because English is an international language.

B.K. (2012) carried out a research on "Techniques used by English teachers of primary level to motivate students". The main objective of the study was to explore the existing techniques used by teachers to create motivation in the English language classroom at primary level. He used purposive sampling procedure to select ten private primary schools of the Kathmandu valley. He used questionnaire to the English language teachers and their students and class observation. The major finding of the study was that most of the teacher made their voice commanding to motivate the students and most of the teacher used different motivational techniques such as revising previous lesson, telling lesson, or page number, pair work and group work, picture showing, breaking the classes, asking individual questions, giving homework etc.

Rukanuddin (2014) carried out a research on "Role of Motivation on the Tertiary Level Students of Bangladesh in learning English ". The main objective of the study was to find out what motives the tertiary level students of Bangladesh to learn English". He used survey questionnaire in the modified Likert scale (1932). The population was 76students (53males and 23 females)of average 22 years were randomly selected from different discipline of a private university and institute of a public university in Dhaka. The major finding of this study was instrumental motivation has stronger influences on the undergraduate students of Bangladeshi learning English than the other type of motivation investigated

Laudari (2015) carried out research on "Motivation and learning English: A study on Nepalese public high school learners". The main objectives of this study were to examine the Nepalese public high school learners' motivation to

learn English and to explore the main factors affecting in English language learning. He mainly used survey questionnaire. The sample participants were students of 12 to 20 years of age. The study was based on quantitative research design. The major finding of this study was there are three major component of the second language motivational self-system are related to each other significantly. The study is revealing in that motivation can be an influential tool in teaching English in Nepal. While Nepalese classroom lack of things required for effective teaching and learning teacher can employ motivational strategies to make their teaching effective. This is expected to result in motivated behavior with high learning activities.

Timinsina (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 and to identify the factors that direct extrinsic motivation. She followed mix-method research design. She used purposive non random sampling procedure. The populations of the study were eighty four students from M.Ed. level students of TU. She used questionnaires as toll for data collection. The major find out f 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 students' attitudes towards the role of extrinsic motivation was also found favorable. It is, therefore, they are highly motivated towards English language learning.

Mahara (2015) conducted a research on "Motivation of Secondary Level Students towards English Language". In this research, the main objective of this study was to find out the motivation of higher 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 aid school. She used questionnaires as 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.

Thapa(2016)carried out a research on" The role of Intrinsic and Intrinsic Motivation Factors in Language Learning". In this research, the objective of this study was to find out the factors that motivated students to learn language. He mainly used motivation survey questionnaire to get required information. The study was based on secondary level students of Shalyan district. The study was specific to the study on the role of intrinsic motivation and extrinsic motivation. The data were collected only questionnaire and the population were limited in forty students only. He found that mainly four factors in motivation such as career related factors, social factors, economic factors and language related factors. These all factors affect in language learning.

### **2.3 Implication of the Review for the Study**

I have reviewed some of the documents such as articles, unpublished thesis and books which are related to topic. I have got lot of idea from different sources on the basis of motivation.

Thapa(2008),Rukanudain(2014),Sing(2007),B.K(2012),Gyawali(200), Lumsden(1994),Chanda(2008),Timsina(2015),Mahara (2015) on motivation and its various perception helped to conceptualize and develop the conceptual frame work and to bring clarity and focus to the research question. And they help me to improve the methodology as well as to contextualize the findings. On the other I got many ides and example from the literature regarding my study. Mainly, I got an insight of comparative study from the works of Thapa (2016), Timsina (2015), Sing(2007),B.K (2012),Laudari(2015),Gyanwali (2007),Mahara (2015) similarly, and I got the points to find out the role of

motivation in language learning and the role of extrinsic and intrinsic motivation in English language learning. These review helped me to design my research. I got direct and indirect techniques from the study of above mentioned review.

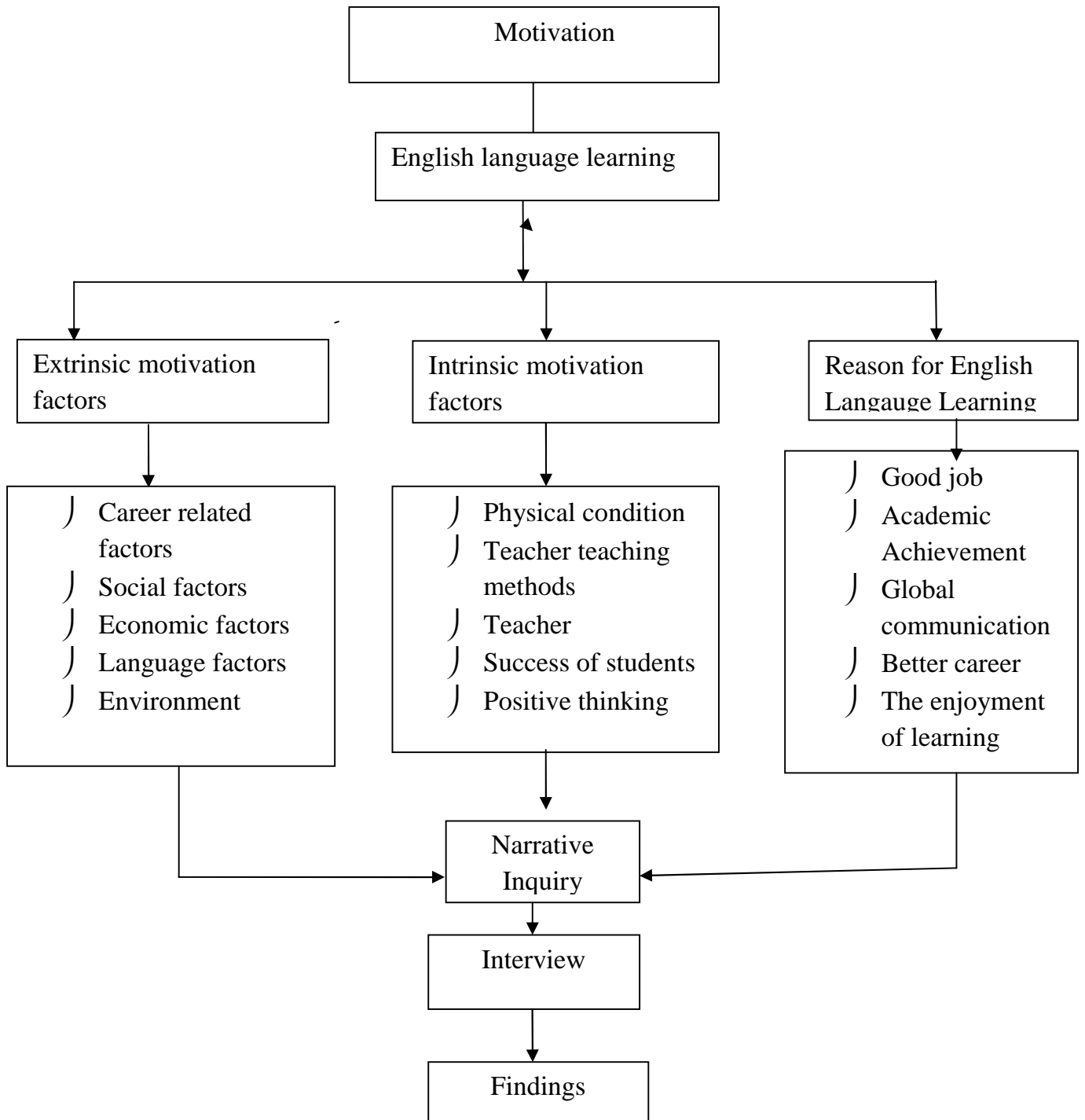
All reviewed literatures are helpful for my study. I got different ideas, views and technique related to my topic. Thus, such studies and their reviews have become a right way to forward my study in different way. My research is different from other research because my study is limit to explore their views toward English language learning.

## **2.4 Conceptual Framework**

A conceptual framework is the graphic representation of understanding of theories by researcher or his/her own conceptualization of relationship between different variables while carrying out this research, with the consultancy of different theories related to the study and literature review following conceptual framework is developed.

The conceptual framework to compete the research work fascinates the researcher to reach the destination.

I have developed a framework to complete this research that is shown below;



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

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

#### **3.1 Design of the Study**

A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specifies in the research problem.

According to Kumar (2009 p.84), "A research design is a plan for, structure and strategy of investigation so conceived as to obtain answer to the research questions or problems." I would like to discuss the narrative inquiry that I followed in my research work.

Narrative inquiry is form of qualitative research. It is relatively new method in the field of research. It is a way of thinking about, and studying, experience. Narrative inquiry is a means by which we systematically gather analyses and present people's stories as told by them. Schwedt (2007) defines narrative inquiry as "the interdisciplinary study of the activities involved in generating and analyzing stories of life experience and life histories, narrative interviews, journal, dairies, memories, autobiographies,biographies". The narrative inquiry is very powerful weapon to collect data. There is a pre-designed and pre-determined content and questions in this type of data collection. Narrative inquiry follows a recursive and reflexive process of moving from the field.Narrative inquiry is the study way of thinking about experience.Narrative inquiry methodology entails a view of phenomenon. To use narrative inquiry methodology is to adopt a particular view of experience as a phenomenon under study.

Thus, narrative inquiry is the powerful research design to understand how individual teacher make meaning of their teaching environment, socio-cultural context. The experience they encountered during their student life and being an ELT fractioned and engaging in teacher communities are vital to construct their identity.

Similarly, Clandinin (2007 as cited in Dickinson, 2012) provides list of factors that distinguish narrative from other qualitative methodology based on her interview with researchers like Polking Elliot Mishler and Amia Lieblich, a leader in the field of narrative inquiry. According to her, narrative inquiry deals with temporal development of lives and the unique history of people.

By observing the ideas provided by those renewed authors, I came to know that narrative inquiry is not the end product rather it is the ongoing process of narrating, people create and recreate their identities. It is through the story; students reflect their experiences and make a sense of their professional and personal lives. Through the interaction, both the participant' teachers and researcher are continuing to develop them. Similarly, the process of inquiring other story also support researcher to gets the better insight for her own identity construction which is in crisis. Thus, shared stories impacted me and my study.

To summarize the ideas, Narrative inquiry is the process of gathering information for the purpose of research through story telling. Formality begins inquiry in theory as narrative inquires need to begin with experiences as in lived and old stories. There are so many research designs in the field of research but I have chosen narrative inquiry because on the basis of my research topic. Narrative inquiry helped me to explore the experiences of English language learning through semi-structure interview of participants. Narrative inquiry helped me to get deep information from the participants through the interview.

## 3.2 Population, Sample and Sampling Procedure

In choosing my candidates, I used purposive sampling which focuses on the small size that is useful for analyzing the data properly, Creswell (2007). So, I need to choose the participants who are studying in M.Ed. level at T, U. It was difficult for me to find out the participants who were willingly taken part in this study. Thus, I became worried about the expected participant for my research. Finally, I visited four students separately and talked to them informally about my research objectives. Though, they were ready to participate in my research.

The collection of data was started from the selection of interested participants from different areas for my research study. When I took permission from them we exchanged our number to each other. The following day, I provided them the consent letter including required information to them. After 1 week, they provided time for collecting required information for my study. Some of them called me at their own room, during our ongoing conversation; we met each other in many times and exchanged information on face book and cell phone as well. Mostly, I collected data through semi structure interview.

The following table provided the overview of the information of each participant

**Table 1**

### 3.2.1 Overview of Participants

<b>S.N</b>	<b>Name</b>	<b>Age</b>	<b>Academic qualification</b>	<b>Marital Status</b>	<b>Family member</b>	<b>Family background</b>	<b>Parents educational background</b>
1	Bikash	25	M.Ed. running	Single	Eight	Medium	Uneducated
2	Sharad	25	M.Ed. running	Single	Twelve	Medium	Educated
3	Rolex	26	M.Ed. running	single	Thirteen	Medium	Uneducated
4	Bibek	26	M.Ed. running	Single	Five	Medium	Uneducated



The data obtained from the table showed that all the participants are unmarried and all came from medium family background. The data showed that the ages of participant students ranged from 25 to 26. They were grown up in rural areas of different district. They were the product of Nepali medium school. They obtained Bachelor degree from different campuses. Now, they are doing their masters from T.U. They came from different family background. Bikash, Rolex and Bibek were from uneducated family Background and only sharad was from educated family background. In the following section, I will briefly discuss about the each participant's briefly under the title participants' profile.

### **3.2.2 Brief Overview of Participants' Profile**

#### **Bikash**

Bikash was born in Baitadi district. He was born in 2050. His house is located 55 km far from district headquarter. There are twelve family members in his family. He was started his academic career by the age of five. He passed SLC and intermediate from the same school. The name of school is Sarada secondary school. He had faced many problems in his child hood. He was taught English subject by social teacher. He had not got sufficient learning materials. He used to do housework as well. He used to carry pocket dictionary all the time. He was motivated towards English language form his teacher. Bikash came to Kailali district for this further study after intermediate. He passed Bachelor level from Kailali multiple campus and now, he is doing mater degree from Tribhuvan University. His hobbies are: playing games, making new friends, travelling new places, reading books and so on.

He made a decision to take English subject for further study because of his family support and he thought that, it is a great chance to become an English professor. Now, he loves reading by heart. He gets respect from others in the society. In our story sharing, he regretted that he was not good enough in English because of the lack of amount of exposure, trained English teacher and resource materials. He mentioned that his early contact with English was in

only class four. After involving in English language learning, he became more aware about English and the environment made him to become an English student. Now, he realized the value of English in his career.

## **Sharad**

Sharad was also born in Bardiya district. He was born in 2051B.S. He is 25 year old. He has eight family members. He belongs to educated and joint family. His hobbies are readings books, making new friends, watching films and so on. He started his academic career from private school. All private schools were closed by Maoist revolution. He could not continue his study at private school. He admitted in public school. Though, he started his study from private school. He was weak in English subject. He did not know about general words of English. He had faced many problems in learning English language. He was motivated by his cousin in child hood. His cousin is a teacher. He was staying with his cousin till SLC. Mr. Sharad is from Tharu community. His mother tongue is Tharu. He felt very difficult to manage himself in initial phase of learning. Basically, he faced problems of pronunciation. He had not got sufficient materials.

He came to Kathmandu for his further study after SLC. He admitted in Mangal higher secondary school. Sharad encountered many problems in Kathmandu. When he went to college, all were unfamiliar for him. He became nervous for the first time. He learned many things from teachers and friends. He was motivated also from genius people in the society. He saw some people in the society, who were respectful in the society. He also thought that, to be respected in the society he should learn English and he saw many opportunities in English language. He has also made plan to go aboard for study. As he remembers, he was not very much interested in English in his school days. At that time, he loved social study. However, reading with friends enabled his to take English subject for higher study.

## **Rolex**

Rolex was born in Bajhura district. Bajhura district is also known as rural district of Nepal. He is 25 year old unmarried man. His birth place name is Tribeni municipality Khirparta. He has thirteen family members in his family. His parents are uneducated. He has three big brothers and two sisters. He started his academic career by the age of six. His hobbies are playing games, visit new places, making new friends, listening and so on. He was from poor family background. He passed SLC exam from Janata Secondary school. He came to Dhangadhi and joined at Kailali multiple campus for his higher study. When he admitted at Kailali multiple campus in grade eleven, he faced many challenges such as he could not understand English language from his English teachers. He was unfamiliar with all in the beginning phase of class. He felt very difficult to manage himself. He was insulted from his teacher due to his poor condition at English.

His big brother is main source of motivation in his life. He was very poor in English. He mentioned that, he could not understand any words of English. He made decision to leave class. While he shared his feelings with his brother, then he was motivated from his big brother. After Bachelor degree, he came to Kathmandu for his master degree. He admitted at Tribhuvan University for master degree. He is doing master degree in English education.

## **Bibek**

Bibek is 25 years unmarried person. He was born in Rukum district. He has six family members. He has a senior sister who is studying in U.S. His hobbies are: Singing songs, playing games, visit new places, making new friends. His family background is very poor. His parents are uneducated. Binod started his academic career at the age of seven year. He came to Baglung district for the purpose of study with his sister. He gave entrance exam but he was failed in entrance exam so he was kept in nursery school. He felt very difficult to adjust in his classroom. He was big students than other students. He passed three

levels within one year and he admitted one class. He faced many challenges at that time. Mr. Bibek did struggle and improved his level of proficiency.

He was mainly motivated from his respected teacher who taught him in basic level. He was encouraged from the way of speaking, pronunciation, and personality of teacher. He was also motivated from his sister. He passed SLC exam in first division. He admitted grade eleven by taking English as a major subject. He always listens to BBC and English news. After Bachelor degree, he came to Kathmandu for his master degree. He is doing master degree from Tribhuvan University. His parents has played very vital role in his life. He feels happy to be a M.Ed. level student.

### **3.3 Sources of Data**

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

#### **3.3.1 Primary Sources of Data**

The primary sources of data for this study were four students from the T.U of M.Ed. level.

#### **3.3.2 Secondary Sources of Data**

The secondary sources of data for this study were related books, article. Journals and unpublished thesis like:Thapa(2016), Singh (2007), Rukanudain (2014),Limsden(1994),Chanda(2008), Gyawali (2000),Laudari (2015),Timsina (2015), Mahara (2018).

### **3.4 Data Collection Tools and Technique**

To accomplish the objectives of the study, I used semi-structured interview schedule. I asked guideline questions and few additional questions for eliciting the respondents' personal feeling, attitude, opinion, perception and experience about the targeted research problem.

### **3.5 Data Collection Procedures**

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

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

### **3.6 Data Analysis and Interpretation Procedures**

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

### **3.7 Ethical Considerations**

The researcher has several ethical considerations while conducting research. We have to think about code of conduct. We should not insult any participants and institutions in the duration of research. So, I followed the ethical standard in this research. I got permission to carry out the research. I made sure that the privacy and identities of the respondents were safe guarded. I kept the entire collected information secret and stored the data securely. Similarly, I avoid plagiarism by giving proper citation of the cited text. I disclosed objectives of my study honestly and clearly. While analyzing the data, I was objective straight ford. I respected the privacy and anonymity of participants and avoided the information that would harm the participants. I persuaded them to keep to secret their privacy.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter contains the analysis of lived experiences of my participant M.Ed. level students who are studying at T.U. The information found in this section was obtained from interview. Analysis and interpretation of the data is a core part of the research. I analyzed the data thematically under different headings and sub-headings.

#### **4.1 Analysis of Data and Interpretation of the Results**

The data obtained from semi structured interview were transcribed and analyzed by using thematic analysis. Themes of the personal interviews were drawn based on the research questions: role of motivation in English language learning and challenges of learning. In this study, pseudonyms were used to conceal the identity of the participants and the institution. Bikash, Sharad, Rolex and Bibek were used for the participants. I asked guideline questions and few additional questions to obtain the data. On the basis of prepared guideline questions, I took interview with participants and I analyzed the data thematically followed by headings.

##### **4.1.1 Initial Phase of English Language Learning**

Initial phase of English language learning plays vital role in the success of the students' life. Here, initial phase refers to beginning period of learning where students start his/her academic journey. Different students have different family background, educational background and economic status. All these factors also affect in students' learning. Those who have good environment for learning their learning may be different than others. The child from educated family is different from uneducated family. Well motivated students learn better than the demotivated students. Gardner (1885) believes that, with the intension of being motivated, the learners' necessities, requires and needs to have something to anticipate, foresees, expect and long for a reason, principle or rational having to

do with aim or target. In order to find out the experiences of learning English in the elementary level, I have talked to my participant and their responses in initial phase of learning are given below. In this regard, Bikash shared,

*Definitely, my initial phase of learning was challenging. I was born in remote area. I went to school by the age of five. I used to walk half an hour to reach at school. I did not get any resources for learning in my childhood. I am from government school. I started my English language learning from A, B, C, and D ..... There was not any English zone in my school. I was taught English subject by Nepali medium. I did not know anything about English till class four. I read English book for the first time in grade four. I did not know how to pronounce the words. I had not good environment in my house for learning because my parents are farmer and I spent maximum time with them. I was very poor in my initial phase of English language learning but my senior brother used to help me for learning. Initially, I was unknown about English language but when I passed primary level, I become able to write and read English words.*

From the obtained data, is clear that, initial phase of learning is very challenging. As the participant said, he went to school by the five. There were not any schools nearby his house. He further mentioned that because of his poor family background, he did not buy sufficient materials. He was from the community school. From the obtained narration, we came to know that; English language is not easy to learn. It is very challenging. Students faced many obstacles in their initial period of learning.

Similarly, Sharad argued,

*Initially, I started my academic career from private school. Then, I was shifted in public school because of Maoist revolution. They were going to close all private schools. So I was compelled to admit in government school. When I went to school for the first time become very nervous. All students and teachers were unknown for me. Later, I introduced with friends. I was very weak at English though I started my study from private school. I could not recognize noun, pronoun, and verb and so on even I was reading basic level. I was beaten many times by my teacher. When I was unable to memorize what teacher gave me to memorize. I did not get learning materials in previous time. In this way my initial phase of English language learning was challenging also.*

'Bibek' argued,

*Regarding my initial phase of learning English language, I started my academic journey from government school. I came to Baglung district with my brother for the purpose of stud., I was admitted at private school. My background was government school so I felt very difficult to adjust there. I was very poor in English when I was reading in grade five. I did not know about small and capital letter. Though I had passed grade three from government school. I did not understand about any question because of my poor in English language. I felt very uneasy though I managed myself. I was matured than other students. I passed three levels within one year. I directly joined class one. It was very difficult period for me*



By analyzing their stories, it was found that their initial phase of English language was challenging. English language is not easy to learn. Everyone's initial phase of learning is more difficult. As they shared their experiences, they faced many problems in their childhood. They did not get sufficient materials, qualified teacher. They were born in rural areas. Similarly, participants did not get chance to read regularly due to the housework. They were from poor background. Abisamra (2002) expressed that socio-cultural background of the students affect in learning. It means that, students' education, socio cultural background directly or indirectly influences in their learning. Initial phase of learning may affect in further learning. If students get good environment to learn, they can learn better. Their learning can be better. If they do not get well environment, students cannot learn effective way. Family background can also affect in learning. Child from educated family is different from uneducated family. So in this regard, I found that, Initial phase of English language learning was very difficult for all four participants. It is also more challenging phase.

#### **4.1.2 Role of Motivation in English Language Learning**

Motivation is something that is directly related to with behavior. Motivation plays very vital role in learning. Motivation and language learning both are interrelated to each other. Motivated students learn better than demotivated students. Motivation is a basic and essential part of learning. Gardner, (1885) believes that with the intension of being motivated, the learner necessities, requires and needs to have something to anticipate, foresees, except and long for a reason. Success in second language learning is often related to the concept of motivation. Wilkins (1972) points out that, "motivation is a term which occurs in discussion of the second rather than the first language learning and it has great role in second language learning." In this reference the author argued that Motivation plays very vital role in learning. If students are motivated, they can learn better and faster. Without motivation learning is not possible. Through the interview, I found that all four participants motivated by different

ways. According to them motivation is crucial factor for better learning. Motivation enhances the success of the learners. It encourages doing something internally. Regarding the role of motivation In English language learning 'Rolex' said,

*Why not? Motivation plays very crucial role in English language learning. I think that without motivation any work cannot get perfect. Motivation plays crucial role in not only language learning but also every sectors of life. I was motivated from my brother. He motivated me too much. He motivated me by telling, ' you can do you have to do'. English has great scope in market, not only market but also in the world. So I want to say without motivation we cannot success in our life. If we want to success every step in our life, motivation is very necessary.*

From the obtained data, it is clear that motivation and language learning both are connected to each other. Motivation helps to get better result in learning. Where there is motivation there is high chance to get success. As Rolex said that without motivation, we cannot get success in our life. In the obtained data I found that all four participants were motivated from different resources. Motivation played great role in their life for English language learning. It shows that, motivation and language learning both are interrelated to each other in learning. Similarly, ' Bibek' mentioned,

*Of course, Motivation plays very vital role in students' learning. Motivation is such factor that plays very vital role in life. It needs each and every sectors of life. A person need shorten kind of motivation to get better result. I want to share an incident that motivated me to learn English language. There was a day of school anniversary, I went there to*

*participate. My English teacher was giving his speech in English language. At that time, all were staring towards him. When he finished his speech then all clapped for him and appreciate his English speech. I thought that, I should learn English. If I have knowledge about English I will also get respect as our teacher got. This event mostly motivated me to learn English.*

From his illustration it is clear that, motivation plays very crucial role in learning. Students can motivate from different incidents, persons and others resources. He had motivated from his English teacher. When he saw English speech from his teacher, he motivated from it. He also motivated from various motivational speech. He used to listen BBC news and motivated from the speaker of radio. In this regard 'Bikash' argued, motivation is such a key factors that encourage us to do something. "*Motivation gives power and energy. Motivated students learn better and faster than demotivated students. I was also motivated from my teacher. He encouraged me to learn English language*". From the view of Bikash' we came to know that motivation is a kind of power that gives energy. Motivation helps to get better achievement in life. Motivated students are more eager than other students.

#### **4.1.3 Challenges of English Language Learning**

English language is an international language. Students can have various difficulties and problems in learning English. They can make different mistakes in pronunciation, grammar, and orthography and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English. A learner typically makes mistake in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English. Listening comprehension and speaking in English are the skills generally more frequently used than reading

and writing in daily living in an English speaking country. Comprehensive and difficult aspects of English or foreign learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life. In the context of Nepal, Children from rich family receive lower quality English medium education and denied of better career opportunities, let alone the fate of those students from poor families who are compelled to receive Nepali medium education. This has created a huge gulf in the community. There are not trained teacher in the remote area of Nepal. Students are taught by wrong way due to the lack of trained teachers. This is the main problem in our scenario Shrestha (2009) mentioned that the policy of the government itself has made the level of English proficiency of the students from the poorer background inferior to those from well of families ,they have to attend the same school leaving certificate examination popularly considered as the iron. In this sense there are some challenges of English language learning that I found from my participant as below.

a. **Unqualified Teachers**

This is the most significant and the most over looked problem. What makes this problem so difficult to solve is that, since many communities are English language learners they cannot determine who is a good English teacher and who isn't whatever the teacher says ,whether correct or incorrect , will be taken as correct by the learner. One of the main causes of this problem is the difficulty teachers have translating from their native language and pronunciation. A case of remote area of Nepal, there are not qualified teachers. They do not have good pronunciation. They do not have grammar knowledge. In this regard,' Rolex' argued,

*Definitely, I have faced many challenges in my English language learning period. I have come here by facing different challenges. Among many I want share one of the problems. If I had got qualified teacher in primary*

*level, I would havenot beaten by my teacher where I shifted. I was taught talk as(talka), walk as(walka),, could as (kulda),should as(shulda) ,knife(kanaif),know(kano) in primary school. When I shifted to the next school and I did such way then I was beaten by my teacher. That was the bitter reality. I was not wrong because I was taught by my teacher through wrong way. One teacher taught me one way and another teacher taught me another way. I was in confusion which was one was right. That was my main challenge in English language learning.*

From the obtained data, I came to know that English language learning is more challenging if there are not qualified teacher. Only qualified teachers can give good knowledge to the students. Even some secondary level teachers do not know good pronunciation in rural areas. It is saying that, "as father as son ". It means that if teachers are not qualified how they can provide good knowledge to their students. They teach what they know. It is main challenge in our context. Furthermore, Bikash argued, "I did not get subjective teacher till grade eight. I was taught by social teacher. Social teacher used to teach English teacher. You can imagine, how social teacher teaches English subject. He had not sufficient knowledge of grammar, pronunciation. I have also faced many problems at that time When I passed grade eight then I went to next school. I found English teacher there. "

As he mentioned, lack of qualified teacher, students are taught by wrong way. There are not trained and sufficient teacher in remote areas. There are not sufficient materials. English has been taught by social, teachers in remote areas. In this condition, how students can get quality education. The government has a policy English is used as a medium of instruction but if there is not qualified teacher how can be effective. So I found this is the challenge of English language leaning through the interview.

## **b. Lack of Necessary Materials**

Learning materials helps in better learning. It has great role in academic achievement. Teaching materials can also support students learning increase students' success. Teaching materials are beneficial for the language teaching and learning. Teaching materials improve comprehension, reinforce students learning, deliver concrete knowledge, and make class real life learning.

Teacher uses different teaching materials in the classroom teaching because materials make the learning easier and faster which associate the cognitive development of the students. Teacher used different types of teaching materials as, audio, video and audio video according to the context of teaching and subject matter. Now a days, teachers use ICT (Information communication and technology) related materials in the classroom teaching such as laptop, computer, OHP, mobile. Due to the lack of teaching material language learning is cannot be effective. In this regard, participant 'Bikash' argued that. "*even en my child hood I had not got necessary materials. I had only a pocket dictionary. In my school there were not any audio, audio video materials for learning English. We know that language has four skills such as listening; speaking, reading and writing but lack of materials all skills were not focused/*".

Furthermore he says there were only text book as teaching material. I had only mini dictionary that I used to keep in my pocket even I was in the jungle for grazing cattle. English language learning can be more effective if we have sufficient materials. Similarly, Rolex argued, I was born in remote area of Nepal. I did not get all subjects how I can get sufficient materials for English language learning. I saw only text book nothing more than that. There is not facility of electricity so how can I attach with ICT. Even I did not get qualified teacher, if I got good teacher, if I got sufficient materials for English language learning at that time, I would get lots of thing .So teaching materials plays very vital role to make effective learning."

As he mentioned teaching learning process can be more challenging without materials. Teaching materials make more interesting and more durable in learning. He has faced many problems in his English language learning period but mainly lack of sufficient materials he could not learn as he wanted. English language is not our native language so it is very difficult to learn for everybody. Teaching materials are very necessary to make effective learning.

### **C. Weak Spelling**

It is also challenge of English language learning. Many same words sound have vastly different spellings. There can be a "pair" of people or a "pear" like the fruit. They are pronounced the same, but have different spellings and different meanings. Going further, individual letter sounds can spell many different ways. Take for example the sound of the letter 'F'. It can be spelled as in the world. But my main challenge was spelling of the words. This sense 'Sharad' argued,

*In my initial phase of English language learning, I used to do mistake in spelling. I was confusion in different spelling such as car as kar, center as senter, dear as deer, beer as bear. I was scolded many times due to my wrong spelling. I did not know exact spelling of the words. Because of same pronunciation, I used to become confusion. I was also poor in grammatical aspect such as: noun, pronoun, and preposition and parts of speech*

As he said spelling is challenge of English language learning. The same pronunciation has different spelling and different meaning. If student does not know about the exact spelling there might be mistake and meaning can taken as different way. He further more said, Because of his wrong spelling he was insulted by friends and teachers. From his illustration, it is clear that, spelling is

one of the main challenges for English language learner. In English language there are many words these have same pronunciation but different spelling. Students feel very difficult to memorize right spelling of the words.

Similarly, Rolex argued,

*My main problem was spelling. When write something, there is lots of spelling problem. I used to write one words in the place of another words. I still remember, I wrote dear in the place of dear. At that time I was scolded by my friend.*

From the collected data it is clear that, there are various reasons behind the mistake of wrong spelling. He did not get dictionary and other related materials. He used to memorize the words with spelling but he again becomes confuse. He mentioned that spelling is one of the challenges in his English language learning. When he started his learning, his main problem was in spelling. There are many words having same pronunciation and different spelling. This is the matter of confusion. Many students face such problem in English language learning.

#### **4.1.4 Reason for English Language Learning**

English language is dominant language in the world. English language is used as a lingua franca. English is very important for non-native English users because it is widely spoken all around the world. Knowing English allows people to enjoy their life and work no matter where they are. For students whose mother tongue is not English, mastering English is even more important, not only for their academic life but also for their academic career. English language is the current lingua franca of international business, technology and aviation. It is spoken by most of the people in the world and the number is still rising. In this regard, Zeeshan Naved (2015) stated that, "language is our primary source of communication. It's the method through which we share our



ideas and thoughts with others and it is useful in different sectors". From the statement, we can say that English language is crucial in every sectors so many people learn English language. Different people learn English for different reason purposes but in interview I have explore the some of the reasons of participant as follows.

#### **a. Academic Achievement**

Every student wants to get good academic achievement in their career. So, English language learning helps to get academic achievement. In the context of Nepal, English language is taken as a foreign language. It has been used as a medium of instruction. Many course books have written in English language. Students should have good knowledge about English language for better learning. If students have good knowledge about English they can easily understand the content. If the students do not have good skill of English they cannot get good marks in the exam. Students can expansion their knowledge through English language So many students want to learn English language for their academic achievement. In the interview I found that students learn English for good academic achievement. Here good academic achievement refers to getting good marks in the exam. In this regard participant 'Bikash' Argued,

*We know that English language is an international language. It is spoken all over the world. If I learn English, I can get more knowledge. I can get more information through English language. This is the age of email – internet. I can read through internet if I have knowledge about English language. English language helps me to get good marks in the exam. Nowadays all questions have been asked in English language from Bachelor level. If I do not understand the question how can I write*

*answer? So I thought that to get good academic achievement, to get good marks in the exam, I should learn English.*

From the obtained data I came to know that, English is very important for getting academic achievement. English language is very powerful language in the world. As he further mentioned, he always write through English medium in the exam. He got god marks as well. For getting high marks, English is necessary. Similarly he said that if we want to go forward to study English language is necessary. English language is used as a lingua franca in different countries. If students want high marks in the exam, they should know about English language. We can see many students those who do not understand English they are feeling difficult in the exam. Due to the lack of English language, students don't understand the questions in the exam.

According to Rolex', "there are many reasons for my English language learning is one of them. I decided to learn English language can help for getting good academic achievement. English is everywhere not only academic sector. We can see, most of the contents are in English. English language is also medium of instruction in our country. If we don't know English how can we read and write so for getting good marks I choose English".

#### **b. Good job opportunity**

English is the most commonly used language in the business world. Most job interviews are done in English. Most business contracts are written in English. Enhanced communication skill in English can result to not only an improved social life, but also better job opportunity in the future. In job interview, most interviews conduct interviews in English. Interviewers quickly do judgment and give great importance to first impression. Poor skill in English in the Language can mean smaller chances of job. On the other hand being proficient in the language can help one a good first impression which means higher

chance of good job so students learn English language for getting good job. In this regard Bikash' said,

*There are so many NGOs and INGIOs. They are searching candidate who have good knowledge in English language. If I have full command over English language, I will get good opportunity for good job. Having good knowledge helps to get better job. We know that our country is very beautiful. Many tourists come in our country for travelling; we can guide them if we are good at English. English is everywhere in world. It used in every sector such as business, education, health etc. We know that, having good knowledge about English helps high chance to get good job. As the language of business, it is important for employees to speak English when interacting with colleagues in other countries and interactional customers.*

From this illustration it is clear that, English language is very necessary for getting good job. Even in Nepal, English language has scope. If we know English we can get good job. As he said there are several sectors where English is used, education, business, health, tourism, banking, and so on. We can get better job if we have good command over English language. He learned English for good job. He said, he sees good future in English. Many students learn English for achieving good job. Similarly, Sharad said,

*English language has existed different part of the world. It is used in tourism sector, teaching sector, health sector and business sectors. I thought that, if I learn English language, I will get good job in my future. I saw, those people who have good knowledge about English language, they are not unemployment, I mean they have good job, they are working in*

*high position. They are respectful in the society. English is necessary for an employment. Therefore, I learned English language for getting good job,"*

From the obtained data, it is clear that, English language can help to get better job. As he stated that, having good command over English language is better chance to get better job opportunity. Because of language problem, some people are deprived from their promotion and better salary. He saw in his village, there are respectful person. They have knowledge of English. They are earning much more money with the help of English language. He motivated from these people and learned English language.

### **c. Global Communication**

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

*English is an international language. It has existed all over the world. If I don't know English language, I cannot communicate with different person in social media. I have an Australian friend. We communicate each other through English language. Our native language is different. Nowadays we*

*are familiar with social media. We can communicate with different friends through social media. I thought that if I have good knowledge about English language I can go every part of the world and communicate with all. It is global language and communicates with globally. I need to learn English language compulsory. We can see that, English language is used at national and international airport in any public place. We need to learn English for global communication. I need to go aboard for study so I leaned English language.*

From his illustration, it is clear that English language is very necessary for global communication. Nowadays we go one country to another country for different purpose as study, business, travelling etc. from the data, participant learned English because he wanted to go forward for his study. Students should learn English language for global communication. It is used in tourist area as well. Similarly, participant 'Bibek, Bikash and Sharad shared same ideas in this regard. They argued, English language is very necessary for global communication. It is spoken and understood all over the world. We can share our feelings; ideas and opinion one to another though English language. If we go to abroad we need to speak English so English language is very significant to communicate globally.

#### **d. Better Career**

Better career depends on how a person does struggle in his life. English language helps to make better career. People have been moving from one to another country for better job opportunities. English language also helps to get better salary. Those who have good knowledge they can develop their different skills and develop their life. These days, the job market is global. Many companies need employees who can communicate with partners' clients all over the world. There is no other language used in business, political or

personal transactional. So have a good knowledge of English helps to make better career. In this part participant 'Sharad' argued,

*Of course, English language also helps to make better career. We can see, those who have knowledge of English, they have better career. They are respectful in our society. I thought that if I learned English language, I can make my career brighter; I can see some person in my society. They are working in different field. They are earning money. I am also impressed from them. So I learned English language.*

On the basis of abovementioned expression, it is clear that, English language can play very vital role to make bright career. I found that respondent want to learn English to make his better career. He also mentioned, he want to teach in higher level. He wants to be a good English teacher. So, English language is very crucial to make better career. Similarly, Rolex says, 'English language makes our life prosperous. If we want to make better career, we should know about English language. It makes our standard life. Many people learn English language to get good job and better career. I thought that, if I know English about language, definitely, my career will be better. I will be respectful in the society. I can go everywhere such as America, Japan, UK, Australia and settle there.

From the obtained data, it was found that English language is very significant in this phase. All four participant learned English language for their different purposes such as better career, good academic achievement, good job achievement, etc. English language helps to make bright career. If students get good knowledge, they can get good job, and they can develop their career.

#### **4.1.5 Role of Parents in English Language Learning**

Every parent has a very great role behind the success of the students. Parents are the future maker of the children. It is saying that, "First teacher is mother and first school is house for the child". Children learn many things before they enter to school. He grows up in the family by learning different things. Teaching and learning are essentially social activities, implying a role relationship between parent and learners. These relationships are established, maintained and evaluated through communication, on which parents take a pivotal role. In society the parents need to manage the activity in family in different ways. This means they need to behave in different ways at different stages.

Family background is also an affecting factor of learning for the children. Students from an educated family can be different in comparison to an uneducated family background in terms of study, manner, morality and different things. An educated family knows about the value of education and they send their children to school in time. They teach good manner, good morality to their children but an uneducated family does not know the value of education so they cannot send their children to school in right time. The matter of fact is that, it affects in students' learning.

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

*Each and every parent has a very significant role in their children's learning. Nowadays people worship the god but I always worship my parents. They devoted their whole life for me. They are the source of my motivation, controller, cooperator, and facilitator. They invested economically,*

*psychologically and socially. If they had not supported tot me, I would not have in this position whatever I am. It was very difficult to buy a small note without money but they tried to provide money for me. They had not sufficient time though they gave me time to care and support. They always encourage me to do better in life. I cannot forget their support in my life.*

According to Rolex,

*Definitely, my parents played vital role in my English language learning. Whatever, I am because of my parents. I never forget their love, support and care to me. I cannot explain in any words of my parents support. I fell lucky to be their son. They taught me many things in my life. They always say to me, not to go bad way in life. You should do something in your life. If they did not help me, I would not have in this position. They encouraged, they gave me support each and every steps in my life.*

Similarly, Sharad argued,

*Yah, my parents played very great role in my study, in my education career. Though they are farmer, they go here and there to manage money for me. They wanted to make me idol person in my society. They provided money. My mother is uneducated but she always says education is very important in life. Parents are god, they do struggle to make their children better career.*

From above mentioned experiences we can say that parent's role is very important in children's success. They are future maker of their children.



Without parent support, children cannot get success. They can play very significant role to make bright career of their children. In the interview, all participants agreed that they were got support, motivation, encouragement and cooperation from their parents.

Parents have great role to make bright future of their children. They are known as god. They have crucial responsibility for the success of the children. Parents are both supporting and affecting factor in the sense that, when parents are uneducated, they do not understand value of education. They only want to earn money from their children. They do not send their children to school for reading. In this sense, parents are affecting factor of learning of the child but they are also supporting factor because they have crucial role in their children's life. They can devote their life whether they are educated or uneducated for their children. Parents do struggle for their children. They want to see greatness in their children. Children learn many things from his parents like, good manner, good morality and good nature. In this way parents have very vital role in their children's life.

To sum up, motivation is very important to achieve success. Motivation is key factor which helps to move ahead in life. If students get motivation, they learn better, faster and smart way. Motivated student are always eager to learn. They can learn what they want. From the obtained data I came to know that, students were motivated from different sources such as teacher, parents, friends and incidents towards English language. When I took interview with them, I found that, motivation played very vital role in their English language learning. If they were not motivated from their teacher, parents and other sources, they would not learn English language and they would not reach in this position. Students were motivated from different motivational factors. Such as; economic factors, career related factors and social factors. Motivation and language learning both are interrelated to each other. Without motivation, learning is not effective. If students get motivation from the teachers, they can learn better. Teacher should motivate to the students. Parents also should play very vital role in their children learning.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter concludes my study which I have drawn from chapter I to chapter IV. It is all about the brief description of my research study. More especially, the final chapter discusses the main findings of the study presented in chapter four. It deals with major findings of the study, conclusion and recommendation to the policy maker, teacher educator, researchers and ELT practioners.

Similarly, I have concluded with my reflections which include the challenges, conflict, dilemmas encounter while preparing the overall thesis.

#### **5.1 Findings of the Study**

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

1. Initial phase of learning plays vital role in the success of the students' life. It is said that morning shows the day. If students get right guidance and well environment in their initial phase, they can do better the following days. Family background also affect in the initial phase of learning. A student from educated family background is different from students from uneducated family background in terms of learning. It was found that all four respondents affected by their, language, cultural, geographical, Family and social background. They faced many challenging in their initial phase of learning.
2. According to participants, it was found that students had not positive attitude towards English language in their initial phase.
3. Motivation plays very crucial role in students' learning. Motivation and language learning are interrelated to each other. Well motivated students learn better than demotivated students. All four participants were motivated from following different sources;

- ) They were motivated by their teachers,
  - ) They were motivated by their parents,
  - ) They were motivated by respectful person in the society
  - ) Students were motivated somemotivational incidents and programs.
4. Family status affects in students' learning. Poor family cannot invest money for their children. They cannot buy necessary materials for their children. The matter of facts that, students cannot learn better. The study showed that, all four participants were from poor family background. They were not got good environment for learning. They went to community school because of their poor status. They used to do house work also.
  5. From their interview, I found that students faced many challenges in the phase of English language learning. They did not get sufficient materials, sufficient time, and qualified teacher.
  6. Teaching materials make effective learning. It helps to learn better. The data showed that, students did not get any other materials except course book. Teachers were used only course book as a teaching material because of lack of materials. Students were not found any audio, audio video and other related materials
  7. Teacher has great responsibility to make good future of the students. He has a great role in students' learning. Only trained and qualified teacher can teach better way. Unqualified and untrained teacher cannot teach by the effective way. From the obtained data, it was found that, students were not got English teacher in their primary level. They were taught English subject by social, science teacher.
  8. Parents are first teacher of the children, they can play very vital role in their children's' learning. Without parents support children cannot be success. In this sense, students got very crucial support from their Parents. Parents played very vital role in their children's learning.

Students got full support, motivation, guidance to learn English from their parents.

9. English language is global language. It is used all over the world. It was found that Students learned English for the various purposes such as: good academic achievement, better career, global communication, good job opportunity and so on.
10. Motivation played very vital role in their learning. Because of motivation, they are able to learn English language.
11. It was found that, students were motivated towards English language from different intrinsic motivational factors. Such as: Physical condition, teaching methods, Teacher, success of the students etc.
12. It was found that, student were motivated English language to be respected person in the society. There were some people who were very respectful because of their knowledge of English. They had good job as well. In this sense students were also attracted towards English.
13. Regarding the role of teacher, they played very crucial role in students' learning. They showed the different possibilities in English language learning. Students were found encouragements, supports and motivation from their teachers
14. Students were motivated from both intrinsic and extrinsic factors of motivation.
15. They were affected from different factors in their learning. Such as career related factors, social factors, and economic factors psychological factors in their learning.

## **5.2 Conclusions**

Motivation has very crucial role in language learning. Motivation and language learning are related to each other. Only motivated students can learn better and faster. So I tried to my best to explore the experiences of M.Ed. level students towards English language. How students are motivated towards English language learning, what types of challenges they faced in English language

learning, why they learned English. This study was based on narrative inquiry research design. The sample population of this study was four students of M.Ed. level from Tribhuvan University. They were selected through purposive non random sampling procedures. In order to fulfill the objectives of the study, a set of guideline questions were prepared as a major tool for collecting the required data. Questionnaire was conducted by using semi- structured interview.

The study is totally different from the other researches in the field of motivation of students towards English language. This study shows that motivation is key factors in learning. Motivation helps to learn better, it is crucial factors in students' learning. Motivation can change in students' life.

The findings of the study showed that if students get motivation, they can learn better. Motivated students are more active, more eager to learn rather than other demotivated students. In this study I found that, students were motivated towards English language from their parents, teachers and other respected person in the society. Students were affected by different motivational factors such as: social factors, economic factors and language related factors. They were more eager to learn after motivated. Furthermore students were faced many challenges during learning period. They did not get adequate teaching materials at school like English magazine, audio, audio video, materials. They did not get English teacher till lower secondary level. Parents have great responsibility to make bright future of their children. They got full support, motivation, and guidance from their parents.

To sum up, Motivation is very strong key factors in learning the language. Motivation helps to get high achievement in life. So students should be rewarded by prize for their best performance. Rewarding system can be best way to motivate to the students. Teacher has also great role to make bright future of students. They are source of knowledge so every teacher should have positive attitude in their teaching profession.

## **5.3 Recommendations**

On the basis of above mentioned findings and conclusion, the following recommendations have been proposed. The recommendations have been categorized into the different three different categories.

### **5.3.1 Policy Level**

On the basis of findings and conclusion, following recommendation can be proposed at policy level.

- ) Policy maker and curriculum designer should analyze the learner's motivation to make the teaching and learning process more effective.
- ) Every good student should be rewarded by prize for their best reading.
- ) Teacher has very great role in student's learning so every day teacher should provide motivation to the students.
- ) Sufficient teaching material should provide from the concern sectors.
- ) Only Qualified teachers should be appointed by TSC
- ) English language teachers should evolve effective teaching and learning strategies.
- ) There should be provision for regular supervision at school.

### **5.3.2 Practice Related**

The following points can be the practice related recommendations:

- ) Teacher need to know the psychology of the students.
- ) The school administrators should provide adequate materials.
- ) It is recommended to implement the reward system for the best students in class.
- ) It is suggested to develop positive attitude towards English language learning.
- ) English language should be focused at school.

- ) Teachers should provide motivation to the students in their teaching.

### **5.3.3 Further Research**

No research is complete in itself. This study also could not cover all the areas of research. There might have some limitation as well. While doing this thesis, I encountered with several topics and ideas. However, I have pointed out some related areas for the further study. So I recommended following further research related recommendations:

- ) This research is qualitative in nature. So further research can be carried out taking qualitative data.
- ) The new research can focused on role of EFL teacher to motivate in English language learning.
- ) Similarly, further research can be conducted to find out role of motivation in English language learning.
- ) The current research has been limited to motivation of M.Ed. level towards English language learning. Therefore, further research can focused on the motivation of secondary level towards English language learning.
- ) Further research can be carried out to find out role of extrinsic and intrinsic motivation in English language learning.

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## APPENDIX- A

### General Interview Guiding Questions

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

#### Questions

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

## Appendix B

Researcher: Hello, how are you?

Respondent: I am fine and what about you?

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

Respondent: I am just writing proposal.

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

Respondent: ok.

**Researcher: Let's start our conversation. Can you tell me about you and about your family background in detail?**

Respondent: My name is Bikash Bist. I was born in 2050. I am 26 year old. I have twelve family members. We depend on agriculture. We do not have any other source of income. My senior brother is an educated person. He has completed Bachelor degree. I belong to joint family. I am doing master degree from Tribhuvan University. My hobbies are: reading new books, making new friends, travelling new places. The name of my district is Baitadi. It is located 50 km far from district headquarter. My parents are farmer. We are medium class family.

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

Respondent: Definitely, my initial phase of learning was challenging. I was born in remote area. I went to school by the age of five. I used to walk half an hour to reach at school. I did not get any resources for learning in my childhood. I am from government school. I started my English language learning from A, B, C, and D ..... There was not any English zone in my school. I was taught English subject by Nepali medium. I did not know anything about English till class four. I read English book for the first time in grade four. I did not know how to pronounce the words. I am younger child in my family. My parents are uneducated. I had not good environment in my house for learning because my parents are farmer and I spent maximum time with them. I was very poor in my initial phase of English language learning but my senior brother used to help me for learning. Initially, I was unknown about English language but when I passed primary level, I become able to write and read English words.

**Researcher: How were you motivated towards English language learning?**

Respondent: Though, there was lack of English teacher in my school. One of my best teachers suggested me to read the meaning book. He used to say, you can learn better, you can understand English if you read meaning book. Then I memorized the meaning of the dictionary. I was only one student who could memorize many meaning from dictionary. I was able to read English book of grade eight though I was reading in class six. My teacher encouraged me to learn English language and to speak English words however you can. He is the main source of my motivation.

**Researcher: what are the sources of motivation which factors motivated you?**

Respondent: At first, I would like to say I am here because of my parents even they do not know the meaning of English. They invested whole life for me to

make me what I am now. The main source of motivation is my parents and my teacher, friends, respectful person in the society, some incidents that motivated me towards English language. There are other sources of motivation. They are some people who are very respectful person in the society. They are powerful because of their knowledge because of their English. I thought that. If I have good knowledge about English language, I will be respectful in the society. My senior friend who was reading in higher class also motivated me.

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

Respondent: Of course, Motivation is such key factors that encouraged us to do something. Motivation gives power and energy. Motivation plays very vital role in learning. Without motivation learning is not possible. Motivated students learn better and faster than demotivated students. I want to share my own experience. I was motivated by my respected guru. If he had not motivated to me, I would not have at this position. He always talks about the value of English. Motivation plays very crucial role in English language learning or any types of learning. Furthermore not only language learning but also any sectors. My parents always motivated to learn English. My senior brother also forced me to take English subject. Because of their motivation, I choose English subject for my further study.

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

Respondent: I was immature while I was learning English language in the beginning phase, later I came to know that English is very valuable language in life. There are so many reasons for English language learning but some of the main reasons for English language are: good academic achievement, better job achievement, better career, global communication, the enjoyment of learning.

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

Respondent: Each and every parent have very significant role in their children' learning. Nowadays people worship the god but I always worship my parents. They have devoted their whole life for me. They are source of motivation, controller, cooperator, and facilitator. They invested economically, psychologically and socially. Without their support, I would not have in this position whatever I am. It was very difficult to buy a small note without money but they tried to provide money for me. They had not sufficient time though they gave me satisfy even they had an important housework. They always encourage me to do better in life. I cannot forget their support in my life.



## Appendix C

**Researcher: Good morning.**

Respondent: Morning

**Researcher: Are you fine?**

Respondent: yes, I am fine and what about you?

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

Respondent: I am SharadChaudhari. I was born in Bardiya district. I was born in 2051. I am 25 year old. I have eight family members in my family. We are two brothers and two sisters. I have completed SLC from my hometown school then I came to KTM for my further study. I am doing master degree from TU. My hobbies are: watching movie, playing game, travelling new place. We have thirteen family members in our family. My parents are farmer. I am senior child in my family. My cousin is teacher. We are medium class family

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

Respondent: Initially, I started my academic career from private school. Then, I was shifted in public school because of Maoist revolution. They were going to close all private schools. So I was compelled to admit in government add school. When I went to school for the first time become very nervous. All students and teachers were unknown for me. Later, I introduced with friends. I was very weak at English though I started my study from private school. I could not recognize noun, pronoun, and verb and so on even I was reading in basic level. I was beaten many times by my teacher. When I was unable to

memorize what teacher gave me to memorize. I did not get learning materials in previous time. In this way my initial phase of English language learning was challenging also.

**Researcher: How were you motivated towards English language learning?**

Respondent: Aaa..... most of the subject were in English language except Nepali subject in private school. I felt easy to write in English language rather than Nepali. In Nepali, we need to draw the line above the words but English; there is no need to do such. I was habituated to write in English language. The main thing is that the shape and size are easy to write than Nepali. It makes me motivate to learn. My cousin also motivated me to learn English language. He always inspires me to do something in the field of English language teaching.

**Researcher: What are the sources of motivation that motivate you towards English language?**

Respondent: Definitely, I was motivated from different sources towards English language. Though I started my academic career from private school but later I joined government school. I was motivated towards English language by my cousin; genius people in the society. My cousin always motivates me to speak some words in English language. I used to stay with them. Regarding in my English language learning, I was motivated from the higher genius class people. They are recognizing talent person in the society. They are respectful in the society. These are sources of motivation.

**Researcher: Does motivation play vital role in English language learning? What is the role of motivation in learning?**

Respondent: Why not? Motivation play very crucial role in English language learning. Motivation is key factor that pushes to do something. If you are going to do something in your life, Motivation helps to get achieve that. Motivation is key factors to achieve anything in life. Regarding my English language leaning, Motivation played very vital role. English is a prominent language. Those who

know English are considered as a higher class, talented, genius. I followed the same pattern because of higher class people. Without motivation, learning cannot be successful. We can judge them. Those who are motivated, they can learn faster, and better. I would not at this position without motivation. Motivation played very vital role in my life.

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

Respondent: In my initial phase of English language learning, I used to do mistake in spelling when I used to write something. I was confusion in different spelling such as car as kar, center as center, dear as deer, beer as bear. I was scolded many times due to my wrong spelling. I did not know exact spelling of the words. Because of same pronunciation, I felt some confusion. I was also poor in grammatical aspect such as: noun, pronoun, preposition and so on. But my main challenge was spelling of the words. Regarding my challenges there are other problems that I faced in English language learning. Even in grade six, I did not know about the verb form like, v1, v2 v3, v4, v5 etc. What is verb what is noun and what is adjective. I use to write and speak ungrammatically. I was insulted by my teachers and friends. I did not know about any preposition, part of speech. These are the challenges of my English language learning.

**Researcher: What are the reasons for English language learning?**

Respondent: Different people have different reason for English language learning. I have also some reason for English language learning. Such as better career, better job achievement, global communication, enjoyment of learning etc. English language helps me to communicate with different people in the world; I can go everywhere, if I know English language. So, I learned English language.

**Researcher: What was your parents' role in your English language learning?**

Respondent: Yah, my parents played very great role in my study, in my education career. Though they are farmer, they go here and there for me. They wanted to make me idol person in my society. They provided money. My parents are educated. They know the value of education. They always motivate me to do better in your filed of education. Parents are god, they do struggle to make their children better career.

## Appendix D

**Researcher: Hello, are you?**

Respondent: fine what about you?

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

Respondent: I am just studying.

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

Respondent: First of all, I was born in Bajhura district. We know that Bajhura district is rural district all over the country and my place name is Tribenimunicipalitykhirpata. I was started my study by the age of five at Nattesori primary school. I am from simple family background. My father is farmer and my mother is also housewife. My senior brother is my sources of my motivation. My second brother is also teacher at village. He also motivated me to learn English language.

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

**Respondent:** Initial phase of English language learning was memorable. I started my academic career from the age of five. I am junior child in my family. Everybody used to love me in my family. I was admitted in nursery class for the first time. When I went to school, I felt very uneasy to manage myself. I can still memorize that I was unable to give my introduction in front of my class. Later, I introduced myself with my friends. We used to say A, B, C, and D ...one by one in the classroom. I had not any other materials except

small pocket dictionary. English words were like a black letter buffalo same, same. There were not qualified teacher. I was taught wrong way. I came to know when I reached in secondary level. I was very weak in vocabulary and pronunciation. In my child hood, English was very difficult subject, I could not do right pronunciation; I was beaten by my teacher many time. When I shifted in government school I felt easy because there are many subject in English language.

**Researcher: How were you motivated towards English language learning?**

Respondent: I read grade four at Nattatory primary school. There was a teacher who was very talented, gentle and great personality. I inspired from him. He speaks very clearly, very gently. He motivated me to learn English language. My senior brother is my main source of my motivation. Once time when I was studying in grade eleven I was insulted by my teacher because of my wrong pronunciation of words. Then I decided to quit study, I told everything to my brother then he encouraged me, he motivated me to do continue. In this way I was motivated by my teachers and brother.

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

**What is the role of motivation in learning?**

Respondent: Why not? Motivation plays very crucial role in English language learning. I thought that, without motivation any work cannot get perfect by the person. Motivation plays crucial role in everybody's' life. As I already told that if my second big brother had not motivated to me to read English subject, I could left English subject and I could chose another subject. But he motivated me too much. He motivated me by telling, ' you can do you have to do. English has great scope in market, not only market but also in the world. So I want to say without motivation we cannot success in our life. If we want to success every step in our life, motivation is very necessary.

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

Respondent: English is an international language. It has existed all over the world. If I don't know English language, I cannot communicate with different person in

social media. I have an Australian friend. We communicate each other through English language. Our native language is different. Nowadays we are familiar with social media. We can communicate with different friends. I thought that if I have good knowledge about English language, I can go every part of the world and communicate with all. It is global language and communicates with globally. I need to learn English language compulsory. We can see that, English language is used at national and international airport in any public place. We need to learn English for global communication. I need to go aboard for study so I leaned English language.

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

Respondent: Definitely, I have faced many challenges in my English language learning period. I have come here by facing different challenges. Among many I want share one of the problems. If I had got qualified teacher in primary level, I would not beaten by my teacher where I shifted. I was taught talk as(talka), walk as (walka),knife(kanif),know(kano) in primary school. When I shifted next school and I did such way then I was beaten by my teacher. That is the bitter reality. I was not wrong because I was taught by my teacher through wrong way. One teacher taught me could (kud) and another teacher taught me (kudl) I was in confusion which was one was right. That was my main challenge in English language learning.

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

Respondent: Definitely, my parents played vital role in my English language learning. Whatever, I am because of my parents. I never forget their love, support and care to me. I cannot explain in any words of my parents. I fell lucky to be their son. They taught me many things in my life. They always say to me not to go bad way in life. You should do something in your life. If they would not help me, I would not in this position. They encouraged, they gave me support each and every steps in my life.

## Appendix E

**Researcher: Are you fine?**

Respondent: yes, I am ok.

**Researcher: what is happening now days?**

Researcher: just reading.

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

Respondent: Yah, while talking about myself. My name is Binod Pun. I am 25 year old. I am doing master degree in English education from T.U. I was born in Rukum district. It is known as backward district of Nepal. There are very limited schools. We have altogether five members; Sister, mother, father and my big mother. My sister is married. My parents are farmer. They are still staying in Rukum district.

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

Respondent: Regarding my initial phase of learning English language I started my academic journey from government school. When I came to Baglung district with my brother I was admitted in private school. My background was government school. I was very poor in English when I was reading in grade five. I did not know about small and capital letter. Though I had passed grade three. I was again admitted in nursery. I was failed in entrance exam. I did not understand about any question because of my poor in English language. I felt very uneasy though I managed myself. I was matured than others students. I



passed three levels within one year. I directly joined class one. It was very difficult period for me

**Researcher: How were you motivated towards English language learning?**

Respondent: One of my best teachers, who encouraged me to learn English. He said to me, study any faculty but don't read management. I did not know why he said such. He encouraged me to speak English words. He said that, if you read English subject, you can do better in life. The scope of English is broad rather than other subjects. You can also go abroad. English is useful all over the world. In this way my main source of motivation are my senior brother and my teacher. Because of their motivation I was motivated towards English language.

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

**What is the role of motivation in learning?**

Respondent: Of course, Motivation is such factor that play very vital role in life. It needs each and every sectors of life. A person need shorten kind of motivation. In English language learning, motivation is very crucial. I want to share which factors motivated me to learn English language. There was a day of school anniversary, I went there to participate. A teacher who was giving speech in English language, at that time, all were staring towards teacher. When he finished his speech then all clapped for him and appreciate his English speech. I thought that, I should learn English. If I have knowledge about English I will also get respect as our teacher got. This event mostly motivated me to learn English. So if I were not motivated by the teacher I would not in this position. Motivation

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

Respondent: why not, I have faced many challenges in my initial phase of English language learning. I was born in remote area of Nepal. I did not get all subjects how I can get sufficient materials for English language learning. I saw

only text book nothing more than that. There is not facility of electricity so how can I attach with ICT. Even I did not get qualified teacher, if I got good teacher, if I got sufficient materials for English language learning at that time, I would get lots of things. So, teaching materials play very vital role to make effective learning.

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

Respondent: I read English language for various purposes. We know that English language is a global language. It is useful in different sectors. It helps me to get better job. It helps me to communicate globally. It helps to travel in the world. If I have good command over English language, I can get good job. I can make my future brighter. Because of these reason I learned English language.

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

Respondent: Yah my parents played very great role in my study. I am very lucky guy because I have found such parents who always help me. They passed many nights with hunger for me. I never forget their debt. What I am here because of my parents. I am very grateful of my parents for their care and support each and every moment in my life. Parents have great role behind the success of their children. As the same way my parents have very big hand behind my success.