

Motivational Factors to Limbu Students in Learning English Language

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

**Submitted by
Piyush Limbu**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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Declaration

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

Date : 30/06/2023

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Recommendation for Acceptance

This is to certify that **Ms. Piyush Limbu** has prepared this thesis entitled **Motivational Factors to Limbu Students in Learning English Language** under my guidance and supervision.

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Dedication

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

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Firstly, and most importantly, I would like to express my gratitude to my thesis guide **Dr. Gopal Prasad Pandey**, Reader and Head of Department of English Education, Faculty of Education, Kirtipur for his expert advice, supervision and guidance from the initial stage of my study and with regular inspirations, genuine encouragements, substantial directions and invaluable suggestions. It would not have been carried out without his kind and perennial help, constructive suggestions, support, and feedback which play a crucial role to reach at destination of my study.

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Piyush Limbu

Abstract

The thesis entitled **Motivational Factors to Limbu Students in Learning English Language** aimed at finding out the factors that motivate Limbu students in learning English language. This study followed qualitative method. The researcher used narrative inquiry as a research design. The population of the study included six Limbu learners of English language from 4th semester of Central Department of Education. Among them three were females and three were males. The population of the study was selected by using non random procedures. The data were collected by using in-depth interview. The collected data from the respondents were analyzed thematically in order to draw the conclusions and findings. The learners were found having different motivations. The learners were intrinsically and extrinsically motivated to learn English language. Especially males were motivated to learn for joining military force and other job opportunities out of country and females were motivated for their prestige and better job opportunities within a country. The major motivational factors to the learners included: personal growth, entertainment, abroad study, better job opportunities in foreign country like the USA, Canada, Australia, Norway and within country. They were also motivated by social factors, economic factors, career related factors, family factors, peer factors, desire to make feeling better, enjoyment factors.

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

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List of Abbreviations and Symbols

M. Ed.	:	Master in Education
T.U.	:	Tribhuvan University
Regd.	:	Registration
Mr.	:	Mister
Mrs.	:	Misses
Fig.	:	Figure
L2	:	Second Language
NESP	:	National Education System Plan
ELT	:	English language teaching
NNEPC	:	Nepal National Educational Planning Commission
CBS	:	Central Bureau Statistics
EFL	:	English as a Foreign Language
U.K.	:	United Kingdom
IELTS	:	International English Language Testing System

Chapter 1

Introduction

This chapter includes the background of the study, statement of the problems, rationale of the study, objectives of the study, research question, the delimitation of the study and definition of the key terms.

Background of the Study

English language is thought to be the language of communication, business, economics, tourism, education and diplomacy through which international communication, business and foreign relation can be established with foreign countries. English is, therefore, important for the acceleration of technical development of the country, since, most of the world's books are in English and it is an international language. In this regard, Malla (1977), as cited in Bhatta (2005) says that English is undoubtedly of vital importance for accelerating the modernization is an agent of such a process the place of English in Nepalese education as a foreign language is secure and unassailable.

From an economic point of view, English has become inevitable for tourism and international trade. Therefore, Nepal has to employ English transact business and task on matters of commercial concern. The teaching of English has a global importance and people's attachment with it in very high for having the knowledge of the outside world through modern communication technology. In this regard, (Hall & Nevin, 1999), as cited in Bhatta (2005) says that globalization has a widely used term within media, business, financial and intellectual circles, reflecting a fairly widespread perception that modern communication technology has shrunk the global. In this way, English has now become such a versatile part of life that the lack of the knowledge of English means the lack of the understanding of the world and world's activities. It has remained an inseparable part of Nepalese education system.

Among the factors influencing students' learning, motivation is thought to be a very important reason for different achievement. Qin and Wen (2002) say that motivation is a very important factor which determines the success or failure in second language learning, for motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the persistence in learning.

Qin and Wen (2002) also say that learning motivation influences the learners' autonomous learning ability, and determines the learners' confidence in overcoming learning difficulty. These theories on motivation demonstrate that motivation, as one of the crucial factors determining the success in language learning, attracts much attention of the researchers.

According to Brown (2007) motivation is commonly thought of as inner desire, impulse and emotion that move one to a particular action. According to him, it refers to the choices people make as to what experiences or goal they will approach or avoid and the degree of effort they will exert in that respect. There are number of factors that affect academic achievement in school; one of the most influential is motivation because it is a force that energizes and directs behaviour toward a goal. Motivation refers to cognitive emotional and behavioural indicators of students' investment in and attachment to education (Tucker et al., 2002).

According to Gredler (2001), motivation is the attribute that "moves" us to do or not to do something. Richards (2006) argues that Motivation is a driving force by which humans achieve their goals. It guides the people to attain their goal. Moreover, motivation is an inevitable aspect for learning. Due to motivation, students will be interested in learning and do any task to achieve their goal. It increases the speed of work and a person is doing everything to achieve their goal. It increases the performance of learning. It provides energy to the learner to fulfill their task. In academic field, the level of motivation effects on students success. In this regards Iliya and Ifeoma (2015) say, "Motivation is an internal process that makes a person move towards a goal." Therefore, it is generally assumed that motivation influences people's attitudes and performances at work.

Similarly, Harmer., Jeremy., Khan., and Sophia. (1991) say, "At its most basic level, motivation is some kind of internal drive which pushes to do thing in order to achieve some things. "He means to say that. Motivation is a very first and basic thing that helps to arouse the interest of the learner and pushes them to complete their task properly and perfectly. It also increases the speed of work and person is doing everything to achieve their goal. For an example, when working on a large project we had a short deadline but they offered such as large bonus, to finish early we found the motivation to get it done.

Statement of the Problem

Nepal is a country with cultural and ethnic diversity. Various caste and ethnic groups live in the mountains, hills and plains. Each ethnic group has a different culture, religion and language. In the geographical area, we can find many different languages and cultures: there are about 128 spoken languages. Only 17 of these languages are spoken by more than 100,000 people (Watters. & Steve., 2001). Three languages have already died (Tamang.P, 2000).

Motivation is one of the most important factors which influence the success or failure of the learner in learning language. It is the key for successful learning. Limbu students are not much motivated to learn English. They are not motivated by their elders because they are not educated. Many researchers have done in motivation field but not in Limbu student's issue. This is one thing that Limbu students are not in this field. We can say that there are different problems faced by different minority group's i.e., Limbu to be particular which are being responsible in learning English and their academic achievement. Therefore, I have studied the research to find out the motivation factors of Limbu students in learning English.

Objective of the Study

The objectives of the study were:

- To explore the motivational factors of limbu students in learning English language.
- To find out the intrinsic and extrinsic factors that motivate them in learning English.
- To find pedagogical implications of the study.

Research Questions

The study addressed the following questions:

- i. What are the factors that motivated Limbu students in English language learning?
- ii. What are the major extrinsic and intrinsic factors that motivate the students in English language learning?

Rationale of the Study

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, & Heariold-Kinney, 2000). So, if students are highly motivated to learn language, the teachers can focus on sharpening the academic achievement of the learners. Thus, the present study will be significant to those who are interested in language teaching and learning particularly to English language teachers. The study will be useful for researchers and teachers in improving students' achievement by conducting effective teaching and learning strategies to develop students' motivation. It is also useful for parents, curriculum planners, trainers, textbook writers.

This study was carried out to find out the motivation of master level Limbu students in English language learning. The findings of this study will be expected to be beneficial to all the stakeholders those who are involved in English language teaching and learning i.e. students and teachers. Specially, it explored the experience of the master level Limbu students about how they are motivated for English language learning. That is why the finding of this study definitely will help to all the students to be motivated in English language learning. I have taken this study as my topic as research study, to enhance the students in learning English by getting the fruits of motivation. Likewise, this study will be beneficial for the educational leaders, policy and planning makers, writers, trainers, language planner, curriculum and syllabus designers and others concerned authorities. Furthermore, it will be helpful to all of the researchers who want to carry out research in the field of motivation of the students. More specifically, this study will be advantageous for all those who are directly and indirectly engaging with English language learning.

Delimitations of the Study

Delimitation refers to the special features that confine the scope and define the area of research. It limits the researcher not to go beyond the area of the existing research. None of research can cover the entire study population. No research can use all the tools and the aspects of research related to the area of the study due to time, economic and resource consent. The researcher has to limit his/her study to a certain boundary. In the same way, this research will have some points of limitation.

- The study was limited to the master's level students of Tribhuvan University.
- The study was conducted among master's level Limbu students who selected English as major subject.
- This research was limited to narrative inquiry research design.
- It was confined to purposive non-random sampling procedure.
- Open ended interview was the tool of data collection

Operational Definitions of the Key Terms

English learners. Limbu students who are studying English as major subject in fourth semester.

Limbu language. A Sino-Tibetan language of Limbu people, an ethnic group, indigenous native from Nepal.

Motivation. Motivation refers to the internal or external factors that drive and inspire individuals to take action, pursue goals, and persist in their efforts.

Chapter 2

Review of Related Literature and Conceptual Framework

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

Review of the Related Theoretical Literature

Reviewing the related literature plays a vital role for researcher. In my research, review of related literature helped me to bring the clarity, focus on research problem, reform methodology, and contextualize the findings. It also helped me to improve methodology of the study. After reviewing the literature there are some implications of them in this research study. It has become the theoretical background to this study and it has facilitated me to select appropriate research appropriate sample size for this study. Similarly, for the selection and design of the research tools and sampling procedure, literature review helped me. Literature review made me able to show the significance of my research to exiting body of knowledge in language teaching.

Learning of English Language

A foreign language is a language indigenous to another country. Ringbom (1987) has drawn the distinction between the second and foreign language "There is important context that differences between them which have considerable effect on the learners. In a second language acquisition context, the language is spoken in the immediate environment of the learner, who has good opportunity use the language for participation in natural communication situation. Second language acquisition may or may not be supplemented by classroom teaching. In a foreign language situation, on the other hand, the language is not spoken in the immediate environment of the learner, although mass media may provide opportunities for practicing the receptive skills. There is little or no opportunity for the learner to use the language in natural communication situations". Shrestha (1983) argues that English is not a second

language in Nepal because it is not one of the official languages of the country. Rather it is a foreign language because it is taught as a school subject (K. Bista, 2011; Shrestha, 1983).

Historical records of the presence of English in Nepal reveal that it was in use in what we call Nepal today in as early as the seventeenth century. The Malla kings, for example, who were said to have trading arrangements with Tibet and North East India, used some form of English as a lingua franca to carry out their business transactions (Hodgson B. H., 1744; Morris J., 1963). As history has it, Pratap Malla, one of the Malla kings, had his literacy in English boastfully inscribed on stone slates as an evidence of his familiarity with the language (Awasthi, 1995; Pradhan, 1982; Sharma, 2001). A landmark of English education, however, was the commencement of recruitment of Gurkha soldiers as a part of the famous Sugauli Treaty in 1815, the training of which took place in English. This was the beginning of English education in Nepal, though at a miniscule level Giri (2014).

Though the use of English in Nepal was first recorded in the seventeenth century (Giri, 2014), English formally entered into Nepal during Ranarchy with the establishment of Durbar School in 1853/54 and it “was a shift to modern system of education from traditional one” (Paudel, 2016). In 1918, Tri-Chandra College was established and it started teaching English courses under the supervision of Patana University, India (K. Bista, 2011). Tribhuvan University, the first university of Nepal, was established in 1959, giving high priority to English in its curriculum. However, after a decade, national wide master plan known as The National Education System Plan (NESP 1971-76) was implemented introducing English language teaching (ELT) formally from school level to the university level of education. This plan is said to have brought a drastic change in the education system of Nepal.

English was formally imported into Nepal during the *Rana* oligarchy and was seen as a linguistic advantage favouring the ruling elites (Manandhar, 2002; Vir, 1988). The idea that using the language was advantageous was further strengthened with the introduction of English to education in the 1950s when Nepal embarked on planning formal education for the first time. The Government of Nepal appointed Dr Hugh B. Wood (a US Fulbright scholar in India), advisor to Nepal National Educational Planning Commission (NNEPC) in 1954. The report of the Commission

has had overarching influence on the Nepalese education. In fact it became the foundation of subsequent language education policies in Nepal in which the Wood's legacy continues, in one form or another, in the construction, deconstruction and reconstruction of Nepal's language policy (Awasthi., 2004, 2008).

Motivation. Motivation is the most frequently used term for explaining the success or failure of any complex task. The general process or force that energizes and directs behaviour is also known as motivation. It refers to the desire or inner drive to initiate foreign language. The term motivation is derived from the Latin word 'mover' which means "to move". Thus, etymologically, motivation means to move someone to do something. It is some kind of internal drive which pushes someone to do something.

Motivation initiates to success in our choices and at the same time lack of motivation can initiate to major barrier that pre-rents success (Jaemu, Kim, & Lee, 2008). Due to the lack of motivation, the felling of frustration and annoyance can hinder productivity and well-being. There are several reasons that influence the motivation level in learning such as the ability to believe in the effort, the unawareness of the worth and characteristic of the academic task (Legault, Green-Demers, & Pelletier, 2006).

Sources of motivation. The sources of motivation are of prime importance 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? (Mahara, 2015).

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.

- i. The learner's natural interest: intrinsic motivation
- ii. The teacher/institution/employment: extrinsic reward
- iii. Success in the task: Combining satisfaction and reward

Intrinsic motivation. Intrinsic motivation refers to rewards provided by an activity itself. Ryan and Deci (2000) state that intrinsic motivation basically has to do with something, which is inherently interesting or enjoyable. It arises from internal factors such as a student's natural feeling of curiosity; exigent, confidence and satisfaction when performing a task. People who are involved in a task because of intrinsic motivation appear to be engaged and even consumed, since they are motivated by the activity itself and not some goal that is achieved at the end or because of the activity. Brown. (1987) divided intrinsic motivation into two main types that are integrative motivation and instrumental motivations.

Specifically, because operant theory (Skinner, 1965) maintained that all behaviors are motivated by rewards (i.e., by separable consequence such as food or money), intrinsically motivated activities were said to be ones for which the reward was in the activity itself. Thus, researchers investigated what task characteristics make an activity interesting. In contrast, because learning theory (Hull, 1943) asserted that all behaviors are motivated by physiological drives (and their derivatives), intrinsically motivated activities were said to be ones that provided satisfaction of innate psychological needs.

Integrative motivation. This is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example, immigration or marriage.

Instrumental motivation. Learner wishes to achieve goals utilizing second language. Robert Gardner and Wallace Lambert states that refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth (Gardner, Lalonde, Moorcroft, & Evers, 1987). This is describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and statutes.

When the learners have intrinsic motivation, it will give a good influence to their learning. Because intrinsic motivation are comes from the learners itself. Thus, they learn English by their internal desire not from other factor from outside the learner

Extrinsic motivation. Extrinsic motivation is concerned with the factors that stimulate the desire to engage in behavior. Teachers use extrinsic motivation to stimulate learning or encourage student to perform in a particular way. It is one of the most powerful motivations. It is operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she/he is engaged. Hence, Morris and Maisto (2002) define, "Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity". This motivation arises from the use of external rewards such as prize, grade, and positive feedback towards an activity.

Role of motivation. Motivation is a key factor for explaining the success or failure of any difficult activity. Motivation has a significant role in the process of language learning. Motivation refer to the combination of attempt plus desire to obtain the objectives of learning the language plus desirable attitudes towards learning the language. 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 occur for learner to gain effective learning. Huitt (2001) in this concern stated 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. He means to say that, teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners to increase their motivation.

In teaching learning process with the help of motivation teacher can maintain, control and arouse interest of the learners. "Motivation is the central factor in the effective management of the process of teaching and learning" (Kelly, 1946). In education motivation is implemented in terms of what and how student learn about the subject matter. Students' learning process becomes more successful by using different motivation techniques. In the teaching-learning process, to encourage and boost up the students ambitions so that they can put more effect in their learning process. Motivation in education is the degree of self-esteem to processes and the sense of value to determine in the degree of self-esteem to process and the sense of value to determine how well the students can improve and develop their can exploit his potential.

Thus, motivation is what drives us to perform an action. Motivation plays a significant role to arouse the students' interest towards the learning process

Teacher motivation. Teacher's motivation plays an important role in promoting a healthy teaching. Sinclair (2008), defines teacher motivation with the way teacher teaches the students. So, he said that what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. Likewise, teachers' motivation refers to reasons that emanating from individuals' intrinsic value to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors. Teachers' skill in motivating students to learn is paramount. Teachers are forced to rely on tricks approaches in their attempts to manage their classroom and motivate their learners. Dörnyei (2001), proposed a framework of motivational teaching practice in the L2 classroom for teachers while teaching. The framework includes following components:

Creating the basic motivational condition. Motivational strategies cannot work in vacuum. There are certain perceptions to be met before any attempt to generate motivation to be effective. Appropriate teacher behavior and good teacher-student rapport, a pleasant and supportive classroom atmosphere and a cohesive learner group characterized by appropriate group norm are the basic motivational conditions create the teacher while teaching.

Generating students motivation. Ideally, all students exhibit an inborn curiosity to explore the world, so students are likely to find the learning experiences intrinsically pleasant. Increasing the learners "Goal-oriented", making the teaching materials relevant to the learners and creating realistic learner beliefs are the factors for generating students' motivation.

Maintaining and protecting. Motivation There are two motivational maintenance strategies in motivating the learners in the classroom. They are: increasing the learners' confidence and creating learner autonomy.

Encouraging positive self-evaluation. By employing appropriate strategies, learners can evaluate themselves in a positive light and encouraging them to take credit for their advances. Here, there are three areas of such strategies:

- Promoting attribution to effort rather than to ability.
- Providing motivational feedback.
- Increasing learners' satisfaction and the question of rewards and grades.

Thus, teachers' motivation plays a vital role in teaching learning process. A motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and, in doing so; motivate their students in their learning too. Teachers' motivation helps to energize, direct and sustains positive behaviour over a long period of time. It involves working towards goals and tailoring activities to achieving this purpose. It also helps to drive creativity and curiosity, sparking the desire needed for students to want to learn more.

Theories of motivation. Motivation is defined as learners' internal desire or drive to learn something. There are different theories.

Need theories. Need theories resolve the fulfilment of an internal state that makes certain outcomes appear. These theories form the basic foundation of motivation theories. There are two main needs theories:

Maslow's pyramid hierarchy of needs. This theory was developed by Maslow (1943). Maslow theory states that, people have a pyramid hierarchy of needs that they will satisfy from bottom to top. He suggested that people are motivated to accomplish their needs in hierarchical order of psychological needs, safety needs. Belongingness needs, esteem needs, and self-actualization needs, thus according to this approach, one has to be satisfied with his psychological needs (sex, salary, food) before he is motivated to safety need (Samson & Daft, 2005).

Achievement motivation theory. McClelland's acquired needs theory state that an individual's specific needs are acquired over time according to one's life experiences. He described three types motivational needs: firstly, Achievement motivation is wish for attaining high goals, exceed others and carry out challenging jobs and thus people having such needs are motivated to be more responsible, look for

different goal and like to have a close eye at bench mark. Secondly, authority/ power motivation refers to desire to have power over others and thus people with such needs are motivated to be on high position, and look forward for recognition. Finally affiliation motivation is the motive to have close relationship and keep away from disagreement and those people with such needs look for task having more social interaction and companionships (Stone, 2008).

Equity theory. Equity theory was developed by Adams (1963), and focused on exploring how motivation works. Equity theory states that people seek to maintain a balance between their input and output they receive, also in relation to the output of others. Fair treatment creates motivation. It adds a crucial additional perspective to motivation theory of comparison with 'referent' others (people we consider to be in a similar situation) (Samson & Daft, 2005).

Job design model. This approach was developed by Frederick Herzberg in 1968 and is more related to work environments. He suggested two factor theories. They are: hygiene factors and motivating factors. Hygiene factors (salary, supervision, working condition, and interpersonal relationship) are unsuitable at the workplace; this can make individuals unhappy, dissatisfied with their job. Motivating factors (achievement, work itself, advancement, responsibility, and recognition) can increase job satisfaction and motivation is based on an individual's need for personal growth. If these elements are effective, then they can motivate an individual to achieve above-average performance and effort. Hygiene factors are needed to ensure that an employee is not dissatisfied. Motivation factors are needed to ensure employee's satisfaction and to motivate an employee to higher performance (Hartel, Fujimoto, & Fitzpatrick, 2007).

Expectancy theory. This model was developed by Victor Vroom. It suggests that people are motivated for their desired and expectation that are achievable. More importantly to be motivated one should value the reward of the achievement. In other words, people are not motivated unless they are sure that the compensations are at the same level as the performance. Therefore, according to this approach, until an employee accepts the goal as achievable and reward is worth enough to the effort s/he is going to exert, he is not motivated (Hartel et al., 2007).

The effect of motivation on second language acquisition. Motivation is one of the important aspects of second language acquisition. Motivation is a kind of desire for learning. It is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language. Taken into consideration from that aspect, to be able to make the learner active and desirable in learning process gains importance.

Reece and Walker (2006) express that motivation is a key factor in the second language learning process. They stress that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not well motivated. Sometimes students may come highly motivated and the task of the teacher is to maintain motivation of the students. The task of the teacher is to maximize the motivation. Gomleksiz (2001) expresses that students' learning is facilitated most effectively when students are motivated, and that motivation can be enhanced through the creation of a positive affective climate. Crookes and Schmidt (1991), defines the motivation in terms of choice, engagement and persistence, as determined by interest, relevance, expectancy and outcome.

Motivation depends on the social interaction between the teacher and the learner. To be able to create an effective learning environment having highly motivated students necessitates strong interpersonal and social interaction. According to Cooper and McIntyre (1996), if it is accepted that learning is claimed to be dependent on certain types of interpersonal and social interaction, it follows that circumstances that make these forms of interaction desirable or at least congenial become a necessary prerequisite of effective learning. It can also be said that the appropriate forms of interaction help the learner solve his or her problems in the learning process.

Kristmanson (2000) offers that an effective learning environment can be achieved by:

- Encouraging and supporting students at all times but especially when they are struggling or lacking confidence in certain areas.

- Being energetic and enthusiastic about what you are teaching and, on those days, when you do not have that energy, provide activities that require the learners to put forth the majority of the energy.
- Creating an atmosphere in which students are not afraid to make mistakes and are encouraged to take risks.
- Avoiding tension-causing strategies such as surprise quizzes, overly competitive activities, putting students in front of their peers with no warning or chance for preparation, and correcting errors in a negative, accusatory fashion.
- Allowing students opportunities to talk about themselves, their interests, and their culture.
- Providing opportunities for interaction in the target language in and outside the language learning environment through preplanned and spontaneous activities,
- Encouraging goal setting and a sense of dedication and continuous commitment to the language learning task through meaningful, relevant and authentic language learning activities.
- Encouraging learners to seek out opportunities in their lives that will help in the learning of the target language.
- Creating, through the presentation of attainable goals and reasonable challenges, a learning environment with a definite potential for success.
- Recognizing the "little successes", improvements and progress of all students both individually and with the entire group.

Attitude can also play a significant role in the language-learning classroom. They have a close relationship with motivation. Krashen (1985), proposes that attitudes can act as barriers or bridges to learning a new language and are the essential environmental ingredient for language learning. Krashen (1985), states that learning can only happen if certain affective conditions, such as positive attitudes, self-confidence, low anxiety, exist and that when these conditions are present input can pass through the affective filter and be used by the learner. There have been several researches on learners' motivation in second language learning. In a laboratory study performed by Gardner, Lalonde, and Moorcroft (1985) a French/English paired associates learning paradigm was used, and it was demonstrated that learning was

faster for subjects classified as having relatively high levels of integrative motivation than for those with low levels.

Factors affecting motivation in English language learning. Qin and Wen (2002) say that motivation is a very important factor which determines the success or failure in second language learning. Motivation refers to the internal or external factors that drive and inspire individuals to take action, pursue goals, and persist in their efforts. There are many affecting factors of motivation these are given below:

Social factor. It is one of the important factors that affect extrinsic motivation of all sectors. Educational researchers and practitioners have long recognized that knowledge acquisition and use, both inside and outside the classroom, are strongly influenced by the social context in which learning occurs. Early LRDC research in this domain focused on such diverse topics as teacher-student interactions, social comparison and help-seeking in classrooms, social dynamics of desegregated schools, effects of technology on classroom interactions, and educational consequences of instructional grouping and peer tutoring. This work is eclectic in regard to the questions asked the contexts studied, the methodologies employed, and the relative emphasis on theoretical and applied issues.

Economic factor. Economic factors are also most influential factors of motivation. To most people it is a common sense proposition that hiring workers is a trickier problem than buying ballpoint pens. It is often difficult to find the right worker to hire, and workers who have already been hired can quit, steal, be hung over, refuse to cooperate with other workers, or simply not work very hard. In some workplaces some of these problems are relatively easy to solve, either by direct supervision or by directly linking pay to production. In general, however, things like ability, effort, and honesty are difficult to verify and consequently present special problems for personnel managers and economic theorists. The ways firms solve the problems of selecting, motivating, and retaining employees are potentially interesting to a wide cross-section of economists because they can affect how labor markets function and, therefore, how the entire economy operates.

Career related factor. Career Related Factor is the process that forms a students' work identity. It is a significant part of human development and spans over

the individual's entire lifetime, beginning when the individual first becomes aware of how people make a living. For example, when a child notices that some people are doctors, others are firefighters, and some are carpenters, it signals the start of this process. It continues as that person begins to explore occupations and ultimately decides what career to pursue him- or herself. Career development doesn't end there. After you choose a profession, you must then get the required education and training, apply for and find employment, and ultimately advance in your career. For many people, it will also associate with changing careers and jobs at least once during their work lives, but probably more often than that. While many individuals go through this process independently, almost everyone can benefit greatly from getting expert career guidance.

Family factor. The family factor is the nearest environment in the learner to get an education because the environment has been formed since the beginning of the birth to the world. Shah (2014: 135) states: "Parents' traits, family management practices, family tensions, and family demography (home location) can all have a good or bad impact on learning activities and student outcomes." The way parents educate, home atmosphere, understanding parents are examples of indicators that affect learning. Slameto (2010: 63) reveals "In order for children to learn well should be created atmosphere of a quiet and peaceful home in addition to children feel at home, children can also learn well". Then it can be concluded that whether or not the behavior of learners, whether or not learning in the family environment depends on how the child is raised and educated in a family environment Slameto. 2010. *Learning and Factors Affecting*. Jakarta: Rineka Cipta. (Indonesian Origin).

Peer engagement factor: Learners' motivation is influenced by their peers in the immediate learning environment (Chang, 2010; Kozaki & Ross, 2011; Tanaka, 2014, 2017). In general, motivated peer engagement in L2 learning has a positive impact on a learner's level of motivation. For example, Kozaki and Ross (2011) found that class averages of perceived peers' motivation were positively associated with individual learners' motivations. Chang (2010) demonstrated that motivated classmates tended to positively affect surrounding learners' motivation. Tanaka (2014) found that perceived peer engagement in kanji learning had positive effects on mastery goals, and on all five subtypes of SDT kanji learning motivation. Although

motivated peers do not have a significant impact on the motivations of other learners in some contexts (Tanaka, 2017), many studies have demonstrated positive influences. L2 learning motivation is contagious (Tanaka, 2017), and given the contagious nature of motivation, perceived peer engagement in ER is assumed to have the power to increase ER motivation.

Desire to Make Feeling Better. Everyone has a desire to do something in life. People are searching for satisfaction from their works and actions. It's human nature to seek approval from others. In ancient times, we needed acceptance to survive. Humans are social animals and we need to bond with others and form a community to survive. If we are not liked by others, we will be left out. Admit it, you feel good when other people think you're nice. Maybe you were complimented by a stranger saying that you had a nice outfit. You felt good about yourself and you were happy for the rest of the day. You felt better when you are accepted by others.

Enjoyment Factors. Enjoyment factors are those factors which give people satisfaction by doing your job. Changes are well documented across a variety of settings and populations. In addition to the stimulus properties of exercise itself, social environmental factors are thought to influence affective responses. One factor that may be associated with psychological responses to exercise is enjoyment. Individuals who enjoy exercise may exhibit more positive affective responses compared to those who enjoy exercise less (Zhan, 2012). The purpose of this study was to examine whether exercise enjoyment was related to affective changes associated with an acute bout of exercise in a naturalistic setting. Study 1 used a categorical approach to assess affect and sampled college-aged female group fitness participants. Study 2 was based on a dimensional affect conceptualization and sampled corporate fitness participants. Across both studies, results revealed a significant decrease in negative affect and increase in positive affect following exercise (Zhan, 2012). Enjoyment was positively related to increases in positive affect but unrelated to changes in negative affect.

The language policy in Nepal. The constitution of the Kingdom of Nepal 1990 states clearly that Nepali is the language of the nation and the only official language, whereas the other languages or mother tongues are taken as 'national languages. This "one nation, one language" policy has been in practice even since the restoration of democracy of 1990 and has been a source of tension. Evidence of this

can be seen in the Supreme Court verdict of 1999, June 1, which prohibited the use of local and regional languages in local government offices. However, when the Kathmandu municipality adopted the Newari language in August 1997, Dhanusha District Development Committee and Rajbiraj municipality adopted the Maithili language in November 1997 as their official language alongside Nepali, according to the Local Autonomy Act 20554 (Erni & Parellada, 2000). Even after protests by indigenous people about this policy on language, nothing substantial has changed to date.

There is also a provision in the constitution of Nepal 1990, Article 18, "Each community shall have the right to operate schools up to the primary level in its own mother tongue for imparting education to its children". However, there are some government schools, which are running classes in mother tongues as an optional subject at primary level. As of now, classes are running in 10 different mother tongues: Limbu, Newari or Nepal Bhasa, Bhojpuri, Maithali, Tharu, Bantawa Rai, Tamang, Magar, Gurung, and Awadhi. Limbu language classes are running in some of the schools in the Taplejung, Panchthar, Ilam, Jhapa, Terhathum, Dhankuta, Morang and Sunsari districts up to Class iv (Subba., Sirjana., Subba., & Dilendra., 2003).

Introduction of Limbu and Limbu language. Limbu language is one of the languages of Tibeto - Burman language family, spoken as the Mother tongue by the Limbu - kiranti people of Eastern Nepal. Limbu occupy 3,59,379 (1.58%) number of the total population in Nepal (CBS, 2002). Their residence includes the area in the east of the Arun river extending to Nepal's Eastern border with India's west Bengal. Tehrathum, Sankhuwa Sabha, Dhankuta, Taplejung, Pachthar and Ilam are the major districts inhabited by the Limbus.

The Limbu community has a strong oral tradition, with most of the Limbu scriptures being transmitted orally from generation to generation. But in the late 9th century, a king named Sirijonga Hang invented a script to educate his countrymen. It seemed to have disappeared for 800 years, but later on Tae-onsi Sirijonga Sing Thebe (reincarnation of the king Sirijonga), revived it again among the Limbu community in the first half of 18th century (Subba, 1995). The script popularized by him is known as "Kirat Sirijonga" script. Later in the year 1741 A.D., he was

assassinated by Lamas (Buddhist priests) in Sikkim (Kainla. & Virahi., 1992). Hence, Sirijonga Singh Thebe is also respected as the martyr of Limbus, sacrificing his life for the Limbu language.

Iman Singh Chamjong was the first Limbu scholar to publish various books on Limbu history, culture and language. He even wrote books in Limbu language using Kirat Sirijonga script. He had worked hard to revitalise, preserve and promote the Limbu language and Kirat Sirijong script. These days, only a handful of Limbus follow this writing tradition in Limbu language and script, because there is no place for them to enhance their capacity to read and write in their mother tongue in higher education. Still, some Limbus are working hard to revitalize their language and script in many ways: through publishing books, newspapers, magazines, awareness raising campaigns, literacy classes and the introduction of Limbu language in formal education (Subba. et al., 2003).

According to the CBS. (2011), had identified 59 different indigenous nationalities comprising 37.2 % of the total population, 125 different nationalities and recorded 387,300 Limbus in Nepal. That is 1.46 % of the total population, and 343,603 people with Limbu as their mother tongue. Moreover, more than 150,000 Limbu people live in different countries like India, Bhutan, Myanmar and other places of the world.

The Limbu tribe is divided into a number of clans (Thars), with a separate dialect or a variant of the language with each. There are as many as 42 such clans separated into different cohesive groups (D. B. Bista, 1980). Limbu language has its own script called 'Srijanga script'. There are also Grammar and Dictionary published of the language. It is also taught in some primary schools as an optional subject. Limbu language is also used in Radio News Broadcast from Radio-Nepal, Eastern Transmitting Centre. Limbu language, although small in the strength of use, is by no means a uniform language. There are different dialects in parallel use across different geographical locations. The major dialects and their relative geography of use are as follows.

Panchthare dialect. This dialect is spoken in Yaurok of Taplejung, Chaubish Thum of Dhankuta and in Ilam and Panchthar districts. This dialect has achieved the

rank of standard dialect due to its superiority in writings, Publications, teaching and Intelligibility among Limbus.

Phedape dialect. This dialect is spoken primarily in Terhathum district. This dialect has the highest number of speakers in a single locality.

Chhathare dialect. The dialect spoken in Tankhuwa, Hatidhunga, Bhirgaun and Banchare villages of Dhankuta district and in some south- Eastern areas of Terhathum district is called Chhathare dialect. This dialect is conspicuously different from the rest.

Tamarkhole dialect. The dialect spoken around the valley of Tamarkhola and its tributaries in Taplejung district is called Tamarkhole dialect.

Sikkime dialect. It is the dialect spoken by Limbu speakers residing across the Eastern boarder of Nepal, Sikkim. It is the most flourished dialect both in written and spoken traditions.

Review of Related of Empirical Literature

Each and every research is based on the previous studies in the same field to fulfill the target objectives. Various researches have been carried out on motivation and motivation factors of student in language learning both at national and international level. They have some kind of connection with my research too. As a researcher, one has to accumulate plenty of insights from the previous studies which provide him/her basic framework to prepare further new research. This research will also be based on the previous research carried out in this field. Some of the research works that have been carried out previously in this area of student motivation factor in learning are reviewed in this section. Kitjaroonchai and Kitjaroonchai (2012) conducted a study in Thailand. The study aimed to find the students' motivation in learning English. They worked with 137 participants from students majoring in English at Asia-Pacific International University. They found that the students had both high integrative and instrumental motivation to learn English. Yet, the instrumental motivation was slightly higher motivation rather than integrative motivation.

Tuan (2012) carried out a research on imperical research into EFL learners' motivation. The main aim of this study was to investigate learning motivation at University for Natural Resources and Environment to find out whether motivation has any impact on students' English learning in order that English teaching together with learning at the school can improve. 290 students and seven English teachers were invited to take part in the questionnaire survey. The findings demonstrated that students have positive towards English learning and motivational activities. They were both extrinsically and intrinsically motivated in the English subject. However, they had many difficulties in succeeding in the English subject and their English learning was influenced by various elements, among which two main factors influencing their English learning most were their personal ways of studying and the heavy learning curriculum with difficult textbooks.

Similarly, Rehman, Bilal, Sheikh, Bibi, and Nawaz (2014) conducted a research in the Pakistani context entitled "The role of motivation in learning English language for Pakistani Learners". The main aim of this research was to explore the role of motivation in learning English language for Pakistani learners. The study was quantitative in nature. A questionnaire was designed on Likert scale in order to collect data from a group of 50 Pakistani intermediate students from a private college. In terms of gender the group was divided involving 25 males and 25 females. Finally, on the basis of finding a number of generalizations were made regarding the importance of motivation in learning English for Pakistani learners. It can be concluded that the percentage of instrumentally motivated students is higher (i.e. 70%) than interactively motivated students (i.e. 24%) so in Pakistan context, students are highly instrumentally motivated in learning English language.

Thapa (2016) conducted a research entitled " The Role Extrinsic and Intrinsic Motivational factors in Learning English". The main purpose of this study was to find out the factors that motivated students to learn English. The research was in quantitative in nature. The population of the study was selected through non-random sampling procedures. Forty students were selected from two government schools of Salyan district. The major findings of this study were the majority of learners are motivated by the intrinsic factors. Such intrinsic factors are the prestige getting from society as an English learner, their already aimed to be a good English learner, its

scope, opportunities and importance. On the other hand, extrinsic factors like teaching method, overcrowded classes, noisy classes, career related factors, social factors, economic factors, language related factor, learner related attitude towards education system are the factor due to which learner are demotivated.

Likewise, Chemjong (2019) carried out a research entitled “Influencing factors of Motivating students in learning English”. The main objective of the study was to find out the factors that motivate of secondary level students towards learning English. The researcher used survey research design to carry out the research work. Ten secondary schools were selected by using the purpose non- random sampling procedure from Kathmandu district and forty students were selected from each school. Questionnaires were distributed to the selected students with clear instructions for data collection. The data were analyzed thematically. It is found that different motivation factor like career related factor (such as good career prospects, good grades, better job, secure the future, career advancement), Social factor, economic factor, language factor, enjoyment of learning, desire to make themselves feel better, opportunity to use one's ability and sense of challenge and achievement were included to find out the students perception towards motivation. On the basis of analysis and interpretation of the data, it can be concluded that most of the learners have absolutely positive attitude and perception towards English language. Students are extrinsically and intrinsically motivated towards learning English.

Karanjeet (2019) conducted a research entitled "Motivating Factors behind Female Teachers' Choice of ELT as a Profession". The main of this study was to explore female English teachers' motivation for selecting English language teaching as a profession. She used quantitative research design and adopted survey as a method to carry out this research work, the primary data were collected from forty female English teachers, teaching at different levels in the school of Nuwakot. The participants were selected using simple random sampling procedure. Open-ended and close-ended questionnaires were used as tools for data collection. The data obtained from respondents have been analyzed and interpreted using statistical tools and descriptively as well. It is found that teaching is the first choice of career for majority of the female English language teachers. Importance of English language at international level, rich in vocabularies and maxims, love towards English language,

childhood dream to be an English teacher, hobby, interest in teaching and high scope of profession were major motivational factors of female English teachers. The study also found that being an English teacher was a matter of pride to female, it gives respect in society and being in this profession, they can easily sustain in their life. The study also explores that, job enrichment, flexible working hours, merit pay and incentives were the major influencing factors to female teacher motivation.

Moreover, Rawat (2019) carried out a research on Role of motivation and Challenges in Language Learning for Pre-service English Teachers: A Narrative Inquiry. The main objective of the study was to explore the role of motivation throughout academic journey of pre-service English teachers in relation to English language learning up to master level. Both primary and secondary sources of data were utilized in the study. This research followed narrative inquiry as research design. The data were collected from three pre-service English teachers from University Campus; T.U., Kirtipur, Kathmandu. The participants (Pre-service English teachers) were selected purposively with judgmental sampling procedure. The data collected from in-depth interview and written narratives were analyzed and interpreted thematically and descriptively. The major theme revealed that pre-service teachers were motivated to learn English for various reasons such as to earn money, to sustain prestigious life in the society, to be professional teachers and to enjoy English literature. Likewise, they faced various challenges like; lack of exposure, unqualified teachers, economic crisis, no English-friendly environment, hesitation, frustrations while studying English subject. Moreover, the study has clearly mentioned the motivating factors for English language learning, on the basis of the lived experiences of the participant.

Implications of the Review for the Study

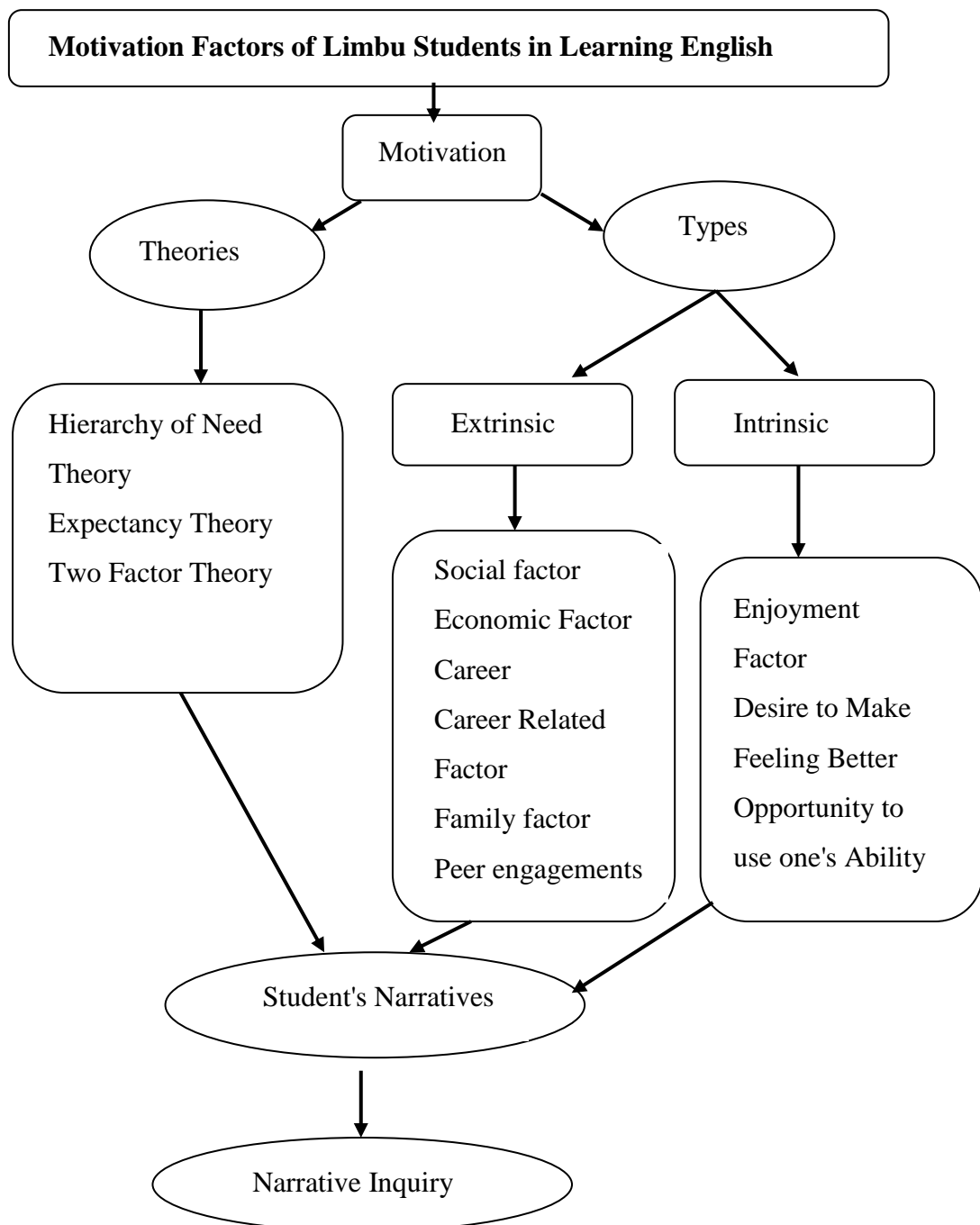
Many researchers related to warm up and motivation has been conducted. Most of the previous researches are closely related to the present study which helped the researcher to explore what has already been done and what is still remaining to be done. The present study focuses on the motivation of limbu students in Learning Language. Thus the present study is different from previous one. Anjomshoa and Sadighi (2015) has studied on 'The Importance of Motivation in Second Language Acquisition'. This international study helps me to develop theoretical review and empirical review. Similarly, Chemjong (2019) conducted a study on "Influencing

factors of Motivating students in learning English". This study helps to select the topics and it makes me easy to write research methodology.

After reviewing the literature, the researchers got lots of ideas about how to conduct the study what design of study to adopt for achieving the stated objectives etc. The review of the literature also provided the researcher clear idea about motivation, role of motivation, different technique of motivation and different warming up activities. The researcher got lots of ideas, ways and concept about the study after reviewing different previous research and thesis. Moreover, the researcher got is good ideas to decide research design, specifying the objective of the study, determine selection of the research tools, data collecting procedures, analysis and interoperate sate and etc. to say in a single sentence they helped the researcher in all aspects of the study.

Conceptual Framework

Conceptual framework (Fig 1.1) is the representation of the task. It is the visual representation of the presumed relationship of the concept or variables that will involve in the study. It is the framework for the complete research process and through which readers can conceptualize the general ideas of the study. I have consulted different documents concerned with the study and literature review. I have designed the following conceptual framework to complete my research.



Chapter 3

Methods and Procedures of the study

This chapter deals with methodology which was used in the study. This chapter includes design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Design of the Study

There are many research designs for carrying out the research. The research design is based on the topic, selected objectives to be met and problems to be addressed. Kumar (2005) states that a research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately, and economically. My research was based on narrative inquiry.

Narrative simply refers to the process of accumulating information through narratives. Story or a collection of stories is the heart of narrative inquiry. In narrative research designs, researchers describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individual experiences (Connelly & Clandinin, 1990). As a distinct form of qualitative research, a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Creswell, 2012).

Qualitative approach is an approach of research in which we obtain data through open ended and conversational communication. This method is not only about what people think but also why they think so. Therefore, the qualitative research methods allow for in- depth and further probing and questioning of respondents based on their responses, whereas the interviewer or researcher also tries to understand their motivation and feelings. The results of qualitative research are more descriptive. Qualitative research method makes it easier to understand that as it is more communicative and descriptive. Conducting in-depth interview is one of the most common qualitative research methods. It is a personal interview that is carried out with one respondent at a time. Narrative inquiry can also be best conducted using in-depth interview.

Narrative inquiry is the process of gathering information for the purpose of research through storytelling and explores one's experiences. Narrative inquiry is a research methodology that is growing in acceptance with and practice in such disciplines as nursing, medicine, law, organizational studies, therapy in health fields, social; work, counseling, psychotherapy, and teaching for sharing humans stories of experiences (Webster & Mertova, 2007). Moreover, Kumar (2005) states it as: “Narratives have almost no predetermined contents except that researcher seeks to hear the personal experiences of a person with an incident or happening in his/her story about an incident or situation and we, as the researcher, listen passively.”

Like other methodologies used by social sciences researchers, narrative inquiry inquiries into or asks questions about and looks for deeper understanding of particular aspects of life experiences, in the present case, the life of students. Experiences are meaningful and human behavior is generated through this meaningfulness. There is interesting connection between and it's expression in language Polkinghorne (1995), which is a central focus in Narrative inquiry.

Population, Sample and Sampling Strategy

The populations of my study were masters level Students of TU. Among them 6 Limbu students were selected as sample population using purposive non-random sampling procedures because it was in depth and it was easy to co-operate with the participants.

Research Tools

The main tool of data collection will be open-ended in- depth narrative interview with Limbu Students. It helped to gather in depth data for the study. So, the interview guidelines were used to interview the students.

Sources of Data

Both primary and secondary sources of data were used for the collection of required data. The primary sources were used to get the information of motivation factors and experiences of students in learning English language whereas Secondary sources were used in forming the theoretical part of the research.

Primary sources of data. The primary data were collected from six Limbu students of Master level, TU.

Secondary sources of data. In order to complete the study, various books, journals, thesis, and articles and visit some related websites were used as a secondary source of data to collect more information.

Data Collection Procedures

At first, I prepared effective student narrative guidelines on the basis of objectives of the study. Then, six Limbu Students were selected as the participants purposively and took oral consent explaining the purpose of my study. I established a close rapport with the selected respondent's students for their genuine narrations. Then, I asked them for their stories in different time duration/ multiple times according to their convenience. At the same time, I recorded their narratives using my mobile phone and also note some worthwhile information in my diary.

Similarly, Data were collected and analyzed by using qualitative and methods. Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places.

Data Analysis and Interpretation Procedures

This section deals with the interpretation and analysis of the data, which were mainly concerned with the systematic procedures of analysis and thematic interpretation. The data analysis involves transcribing and translating and typing them up. To fulfill the objectives of my study data were analyzed. I adopted thematic approach to determine what stories were told and what stories were revealed about each individual student and what are the motivational factors of Limbu student's motivation in English Language Learning. On the other words, the narratives were first viewed holistically and then analyzed thematically.

Ethical Considerations

Ethical considerations are so significant in the field of research. Safeguarding the participants' interests and ensuring the authenticity of research are two major

concerns of a qualitative researcher. The ethical issues to be considered have the equal importance in both quantitative and qualitative research. Research as a joint and collaborative work, it requires a researcher to be serious in dealing with people involved in the study and using the ideas of other scholars to support their study. There are inherent tension and complexities in research. And to overcome these tensions and complexities, the researcher should follow the certain rules, principles or guidelines. It gives credit to the scholars, avoids plagiarism and less harm to the informants. I employed the following safeguards;

Initially, I made sure that their participation in the study is altogether voluntary. Then, I assured the participants that the information they gave me was strictly confidential and their anonymity were maintained forevermore. I orally circulate the purpose of the study, giving them a complete picture of how the data were used and what I anticipated to derive from it, and make sure they comprehend entirely about what I say. Afterwards, I visualized that my research carried out so as complete a requirement for drawing up my master's thesis. I did not use the data for any other purposes except my study without permission of the respondents. I gave proper credit to the authors of books, journals, articles, research works to avoid the risk of plagiarism. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research. Finally, I gave thanks to all participants.

Chapter 4

Results and Discussion

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

Analysis of Data and Interpretation of Results

Data are raw materials which needs careful consideration. The analysis of data is necessary so that we can report our results. The analysis of the data basically involves the process of organizing collected data and breaking them into manageable units, putting them in one place on the basis of their nature and describing those data and finally telling what we have found. Therefore, in this section, the researcher had analyzed the raw data by organizing them in one place on the basis of the nature of the data. The main objectives of the study were to find the motivation factors of the Limbu learners of English language. Therefore, the data were collected from them and on the basis of their responses, the themes were drowned as follows. Further, the themes were analyzed by using thematic approach in order to see the learners' motivation while learning English language. Before analyzing the themes, the themes were separated on the basis of their similarity and differences and finally, the responses were viewed holistically and analyzed thematically. Learning a foreign or second language is very difficult unless the learners are motivated. The term motivation generally describes why a person does something. It is actually driving force that forces a human to do any action. Motivation factor plays important role in second language learning process. Motivation is the process that guides a person and orients his/her behavior toward achieving goal. The motivation serves as guiding role for all human beings. The role of motivation in second and foreign language learning is very important. It plays the key role in acquisition of the foreign language. It basically helps a learner to keep positive attitude toward the target language and

ultimately helps in acquisition of that language. Actually, the motivation gives the strong desire to learn any language. It seems worthy to know about the importance of motivation by the participants. In order to know about the motivation in second language acquisition the researcher asked the question. the question Will you share your experience on how motivation helped you to learn English language? Not only that they were also inquired of why motivation is necessary in learning second and foreign language.

It is true that motivation keeps inspiring one's behavior to move forward. The motivation has vital role in second language acquisition. As they both respondents mentioned that they wanted to be fluent speaker in English language so that they could be praised and also wanted to be an army officer and teacher. This line makes us clear that somehow motivation is playing pivotal role in learning of second language. Thus, it can be concluded that motivation plays key role in second language learning of second language and the participants also seem aware of it.

Introduction of the Responds. Participants were selected from masters' fourth semester. All of them were from eastern part of Nepal and I have used Psyeudo nym. Introduction of participants are given below:

P1: First participant was Mamata Limbu. She started her schooling from government school at that time to learn English was compulsion but later she met a lady English teacher and she was motivated by seeing her. She continued her English learning journey and learnt English language in institute. She wanted to make her career in this field.

P2: Second participant was Bibi Limbu. He belonged from middle class family. His father was ex British army. His parents motivated him to learn English so he was conscious about English from his childhood. He felt social status of his father being army in society. He was conscious about English so in school also he was good in English; his teachers also motivated him to learning English so these are motivational factors for him.

P3: Third participant was Dibash Limbu. He learnt English to communicate with seniors who were retired from British and Indian army. They used to speak

English and used mostly English words in conversation. It was the first motivational factor for him. His sister also went U.K. after going abroad she improved her English which motivated him to learn English for better opportunity and status.

P4: Fourth respondent was female her name was Puspa Limbu. She was from Taplejung. She learnt English in her childhood but she didn't know the advantages later when she grew up she knows importance of English. Though she was weak in English but also she had positive attitude towards English. She wanted to go abroad so she learnt and motivated by seeing her seniors in community.

P5: Fifth respondent was male .His name was Indra Bahadur Limbu. He learnt English to entertain himself. He liked to watch Hollywood movie, listen English songs, ply guitar, such things motivated him to learn English

P6: Last respondent was female, her name was Sanjita Limbu. She learnt English from her childhood because she studied in private school. In childhood she did not know the advantages of English just she studied to get good marks. Later she came to know advantages of English and felt English is powerful for job opportunities and social status. These factors motivated her to learn English.

Factors Affecting Motivation in Learning English. Qin and Wen (2002) say that motivation is a very important factor which determines the success or failure in second language learning. Motivation refers to the internal or external factors that drive and inspire individuals to take action, pursue goals, and persist in their efforts. There are many affecting factors of motivation these are given below:

Social factor. It is one of the important factor which helped the learners to be motivated. The data shows that if society has positive attitude towards English , learners themselves are motivated to learn English for their social status. First respondent said she saw the status and respect of English teacher in society so that motivated her.

Economic factor. Economic factor also the most influential factors of motivation. The data shows that economic factor is the most powerful to motivate the learners. Participants said that most of them had positive attitude towards English

because it has wide and high scope for job opportunity which helps us to improve economic aspects.

Career related factor. Career Related Factor is the process that forms a students' work identity. It is a significant part of human development and spans over the individual's entire lifetime, beginning when the individual first becomes aware of how people make their career, after you choose a profession, you must get it. According to our data learners were motivated to make better career in country and out of the country.

Family factor. The family factor is the nearest environment in the learner to get an education because the environment has been formed since the beginning of the birth to the world. According to our data some learners were motivated to learn English because their seniors or parents had knowledge of English and that helped them to make their career better.so they were motivated looking at family members.

Peer engagement factor: Learners' motivation is influenced by their peers in the immediate learning environment. The data shows that by peer also some learners were motivated. If they have close friends then they learn like their friends.For example: fifth participant said he used to listen and watch English songs and movie his friends also started to listen English songs and had positive attitude towards English.

Desire to Make Feeling Better. Everyone have a desire to do something in life. People are searching satisfaction from their works and action. It's human nature to seek approval from others. The data shows that if you have desire to do something then you motivate yourself or you are motivated by yourself .some respondents said that they had desire to learn English and English songs to be satisfied in their field .so, it helped the learners to be motivated.

Enjoyment Factors. Enjoyment factors are those factors which gives people satisfaction by doing your job. It changes are well documented across a variety of settings and populations. According to our data some English learners were motivated to enjoy by their lives. Some were trying to play guitar and sing English songs ,some loved literature. Thus enjoyment factors also motivated the learners to learn.

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

Extrinsic motivation. Extrinsic motivation means that individuals motivational stimuli are coming from outside. A desire to perform a task is controlled by an outside source. Extrinsic motivation comes from outside sources of individual. It depends instead on needs that must be satisfied by external reinforces. It is related to tangible rewards such as salary, security, fringe benefits, promotions and condition of work. Unlike intrinsic motivation, it is guided by external reward. Putting it into another words, extrinsic motivation is more instrumental. It is related to gaining popularity to getting better job and often guided by economic and non-economic incentives. It is often driven by external forces such as reward, punishment. Some of the participants were found to be influenced by the other extrinsic motivation. On the basis of the similar themes, they are explained in the following different sub-headings as follow.

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

when I tried to speak in English, my teachers rewarded me several times. The most memorable reward was I got the highest mark in exam and half tuition fee of language center was deducted. In my college also, I was doing better than previous. and I could feel as if I was superior to others in the class. This reward, the feeling of superiority intensified my interest in learning English language.

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

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

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

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

When I was in school there was a lady English teacher. I was the most inspired by her, at the same time in our village there was construction of foreign company was going on and I saw some foreigners speaking English that was my second motivational time. After completing secondary level education, I admitted for bachelor degree in Dharan City College Sunsari. It is there where I started learning English language to improve English and secured my career.

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

There are a lot of opportunities that we can take advantages from leaning English language. You know.... what actually motivated me the most is that when I learn English language, I can go to foreign country for my bright future. I am now preparing for IELTS so that I can go the foreign country to find better job. We can develop ourselves as good global citizen by learning English language. Further, I can see and develop my skills and knowledge in English language. And I also wanted to find better job.

Mainly, Gorkha Regiment is very famous in the world. Gurkha is praised for their courage and power in war. Thousands of Nepali youths have been recruited in India and British arm force. As we know that most of the soldiers recruited from Nepal are from Kirat community especially from Limbu, Magar, Gurung and Rai community. Some of the participants seem to be motivated to learn English language to be army in these countries. Bibi Limbu stated as:

Thank you very much for the question. actually, I was borne in middle class family. My Father is an ex British army, mother is a farmer. My mother completed +2 and she left her study after her marriage. She wanted me to teach English and make capable for army officer. My father also told me advantages of English and army because himself was army. Due to this reason, my journey of learning English language grew up. So, my major motivation of learning English language was to become army officer by the motivation of my parents.

In the similar vein, Dibash Limbu also stated the same thing as:

I started learning English language since my primary schooling. My major source of inspiration to learn English language was my sister and retired arm force of British and India. I had seen in my villagers being Indian and British Laure, they used to talk in English whenever they returned their home. Then, when I was young, I used to think that we should know English to be British and Indian Laure. Another inspiration of mine was my sister. She was in U.K. for her study. After going abroad, I liked the way she speaks English. I like the mostly her English pronunciation tone and fluency.

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

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

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

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

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

Intrinsic motivation. Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying to you. Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn and actualize our potentials.

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

Personal growth. The personal growth here refers to the self-development. It includes the activities such as developing capabilities exploring self-potentialities and building up capacity to perform any work. Putting it into another words, the personal growth is the process of both understanding and pushing ourselves to reach our

highest potential. It is something that we keep asking who we are and what we want to become. In this regard, Puspa Limbu stated:

Oh yes, English language is internationally recognized language. English people has revolutionized everywhere. There are a lot of opportunities that we can take advantages from leaning English language. We can develop ourselves as good global citizen by learning English language. Further, I can see and develop my skills and knowledge in English language.

In the similar manner, Indra Bahadur Limbu also stated the same thing as:

I loved to play guitar, singing and listening English songs. Not only that I also love to watch Hollywood movies. Therefore, I get immense pleasure while learning the language.

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

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

Umm.... There may be many reasons behind learning language but the foremost reason of them is that I actually enjoy a lot while learning it. English is rich language in term of culture, literature and world politics. I loved to play guitar, singing and listening English songs. Not only that I also love to watch Hollywood movies. Therefore, I get immense pleasure while learning the language.

The above line explains that learning a language is entertainment. The main purpose of learning a language is for pleasure because one can get immense pleasure

from English language. One can enjoy pop music, literature arts and movies in the language. Entertainment is the major source of motivation. Thus, the above statement makes us clear that the participants were intrinsically motivated to learn English language. As they said that some of them were successful in learning English language because they thought that English language has a lot of entertainment to offer.

Findings of the Study

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

The data were collected from the Limbu students of English language. The responses were collected and themes were grouped on the basis of the similarity; and those themes were analyzed qualitatively. The main objectives of the study were to see motivation factors of the learners. Thus, the main findings of the study were as follow.

- i. The Limbu student had higher level motivation in learning English.
- ii. The Limbu learners of English also motivated by social factor ,economical factor, career related factor, family factor, peer engagement factor, desire to make feeling better and enjoyment factor.
- iii. They learned English by participating in conversations, joining language exchange programs, watching English movies or TV shows, or reading English books. Increased engagement leads to faster language acquisition.

Chapter 5

Conclusion and Implications

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

Conclusion

The main and objective of the study was to explore the factors that motivated to learn English language and to find pedagogical implications of the study in learn English language. Therefore, in order to meet the objectives of the study, the researcher collected data by using narrative inquiry with six Limbu students of fourth semester.

The study aimed at exploring the motivations of the learners while learning English language. After the analysis of the responses obtained from the participants, the findings of the objective first were that the learners were motivated by intrinsic and extrinsic factors. They were intrinsically motivated for personal growth and English as source of entertainment. In the similar manner, strong desire to go abroad for study and seeking job, fame and status and grabbing other opportunities were some of the major extrinsic motivational factors while learning English language. It means, they were motivated intrinsically and extrinsically to learn English language. They were successful to learn English language. Thus, I concluded that motivation plays significant role to succeed in language learning. As we know that language learning is a challenging job due to various reasons as mentioned above, we should have appropriate motivations to eradicate from its root. Thus, to conclude, the learners were differently motivated so that they could be succeeded in the target language.

Implications

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

Policy Related implications. After drawing conclusion from the findings of the study, some policy related suggestions have been made in order to draw the attention of the policy makers on the problems. Some policy related suggestions are as follow:

- i. The Government should spend on the teacher trainings and teacher Motivation Programs.
- ii. The foremost need for learning a language is that we should be motivated so that the learners can be actively learn the language. For this, the school administration should play the important role for this.
- iii. Most of the students are highly intrinsically motivated to learn the English language for enjoyment and extra knowledge. So, the course of compulsory English of ten should be designed in such a way that it can be provided sufficient extra knowledge to the students.
- iv. The policy makers should be conscious regarding technology friendly teaching. It is very useful in foreign teaching and learning context. Technology provides them with fun and exposure of English. For this, the policy makers can recommend such plans for the government.
- v. The school administration should create English environment in the school compound so that the learners can get the exposure of English.
- vi. Similarly, policy makers and curriculum designer should analyze the learner's motivation to make the teaching-learning process more effective.

Practice related Implications. It is my belief that the findings of the research work are applicable to the practice level to all the Limbu learners of English language. Not only that, it will also be helpful to the other ELT practioners who are involved in English language teaching. In order to be successful in language learning, the learners should be motivated. The motivation can help one to reach the goal in spite of having great challenges. On the basis of the findings, the following recommendations have been made in the practice level.

- i. The findings shows that learners were motivated to learn English from family, peer and the teacher so the teacher should used various motivational technology in the class room.

- ii. Exposure plays vital role in language learning. Therefore, the school and the subject teacher should give ample opportunity to speak and listen in the school.
- iii. The data shows that teaching method of the teachers also motivated to the students so student's friendly method is the best way to teach language. The classroom should be interactive. Students' talking time should be increased than the teachers talk time.
- iv. The teacher should reduce the use of student's mother tongue within the realm of school.

Further research related Implications. Every research owns limitation. So is the case to my research work too. Some of the demerits of the study are:

- Studies can be conducted to explore motivational strategies used by different level teachers.
- This study was conducted through survey research design. So, it would be rather remarkable for the prospective researchers to carry out the Narrative inquiry regarding teacher motivation and with whom unique story of motivation behind engaging in ELT.
- The population of this study were only six students from master degree of fourth semester thus to make more effective study on student perception, further study can be conducted on different levels and in broad area

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Appendices

Appendix- I

STUDENT NARRATIVE GUIDELINES

General interview guidelines

The interview questionnaires will be prepared to collect the data or information for the research work entitled “**Motivational factors of learning English in Limbu community**” under the supervision of Dr. Gopal Prasad Pandey, professor, Department of English education TU Kirtipur Kathmandu. hope the information will cooperate by providing invaluable information to accomplish my research.

Guidelines:

- Personal introduction.
- Experience of learning English.
- Importance of learning English.
- Motivational factors of learning English.

Questionnaires:

The following questions/students’ guidelines had been asked based on the above objectives and research questions of the study:

- 1) Will you give your brief introduction?
- 2) Why did you learn English language?
- 3) When did you start learning English language and what motivated you to learn English language? Who and where?
- 4) Will you please share your experience of how motivation helped you to learn English language?
- 5) What aspects (grammar, meaning and sound), of English language did you learn the most?
- 6) What is the most motivational factor which motivated you to do masters?
- 7) If you were at policy making level, what roles would you play to motivate the limbu students?

- 8) Would you like to add anything related to our discussion?
- 9) What suggestions do you make to the limbu students who are planning to learn limbu language?

Interview Transcription I

Interviewer : Will you give your brief introduction?

Interviewee : My name is Mamata limbu. I am from chainpur 1
Sankhuwasabha .

Interviewer : Why did you learn English language?

Interviewee : Well, to be true, I didn't know why I actually started learning English in my childhood. it was in our curriculum so it was our compulsion to learn English in childhood. But, as I grew up, I became aware that learning English can have a number of advantages. In fact, I belong from a country side where less people are educated and medium of school also Nepali. Later on, when I grew up and got chance to know the value of English. In lower secondary level we had two English subjects and I became habituated to English language. in our village there was not any degree holder but I heard some ladies with good English speaking and their prestige. I became crazier to learn English to get better job and to do degree in English., I made up my mind that learning English could provide me with immense opportunities. For an instance, I could involve myself in the teaching profession as an English language instructor and teacher. Thus, I can say that I learnt English with the hope of my bright career and future. Additionally, I also learnt English so that I could present myself as a qualified candidate in my community.

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

Interviewee : I started my schooling from a government-based Nepali-medium school in my village. Starting phase of learning English was from primary level of school because it was in our curriculum. When I was in school there was a lady English teacher. I was the most inspired by her, at the same time in our village there was construction of foreign company

was going on and I saw some foreigners speaking English that was my second motivational time. After completing secondary level education, I admitted for bachelor degree in Dharan City College Sunsari. It is there where I started learning English language to improve English and secured my career.

As I was a product of a Nepali-medium school, I was not much aware on English language usage in the early days at my new college. But, as days passed by, my teachers taught me a great deal of linguistic phonology and literature. I could use for my communication. Initially, when I tried to speak in English, my teachers rewarded me several times. The most memorable reward was I got the highest mark in exam and half tuition fee of language center was deducted. In my college also, I was doing better than previous. and I could feel as if I was superior to others in the class. This reward, the feeling of superiority intensified my interest in learning English language.

Thus, I should say that lady speaker and teacher inspired me in my school in village were the ones who motivated me in learning English.

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

Interviewee : Motivation has always been the major factor in my English language learning. As I mentioned you earlier, I got motivated in learning English language in my early learning days in the hope of getting rewarded and seeing prestige of others. So, motivation has always helped me to learn English language. Thus, I can confidently say that motivation helps learners in learning English.

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

Interviewee : Now, I know that English language has three aspects; i.e. Grammar, Meaning and Sound. So, this implies that I learnt about grammar and meaning the most. Most specifically,

grammar was the most focused aspect when I learnt English during my learning days in language center.

Interviewer : What is the most motivational factor which motivated you to do masters in English?

Interviewee : When I was in school level I was the most motivated by extensive motivation .at first motived by seeing leady teacher and speaker who were foreigners and had job and prestige. After seeing these all I started to prepare mentally to do degree in English so I was motivated by both extensive and intensive motivation.

Interviewer : What suggestions do you make to the limbu students who are planning to learn limbu language?

Interviewee : I want to suggest some suggestions for further learners who are planning to learn English. I would like to provide the following suggestions to the new learners.

- i. Never be hesitant in speaking English.
- ii. Don't ever consider yourself inferior to others.
- iii. Fear not of making mistakes.
- iv. Practice a lot to enhance your writing skills.
- v. Study properly the contrastive structures of your First language and English language.
- vi. Don't get perplexed in the spelling and pronunciation irregularities.
- vii. Avoiding persistent use of first/native language

Interview Transcription II

Interviewer : Will you give your brief introduction?

Interviewee : My name is Bibi Limbu. I am from Chainpur 1 Sankhuwasabha.

Interviewer : Why did you learn English language?

Interviewee : Thank you very much for the question. Actually, I was borne in middle class family. My Father is an ex British army, mother is a farmer. My mother completed +2 and she left her study after her marriage. She wanted me to teach English and make capable for army officer. My father also told me advantages of English and army because he was army. Due to this reason, my journey of learning English language grew up. So, my major motivation of learning English language was to become army officer by the motivation of my parents. Beginning phase of learning English was not interesting because I was not habituated and interested but it was in our curriculum. when I grew up I knew the value of English and I was motivated by my teachers and parents.

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

Interviewee : As I already told you that my parents and teacher told me to learn English language and its importance. My early schooling started in Shree Singha Devi Higher Secondary School. I had completed my School level from government school in my own village. Since I was quite conscious about my aim, I came to Kathmandu for further education to complete my education. My English teacher and my parents motivated and encouraged me to learn English in my early learning phase in my home and school.

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

Interviewee : Well, motivation has always been my source and energy to come to this phase. My parents were the best motivator for learning English. Since my aim was to be army officer I used

to think about the post and labor accordingly. As we know that motivation gives us energy to do any work easily and quickly disregarding the challenges. I thought about the respect, image of army officer and kept learning. A day I remembered when I used to speak the language, my teacher used to say that I am a good boy and I have better speaking. Not only that my friend also often praised about my English. This situation leads me to work and learn more on English language.

Interviewer : What aspects (grammar, meaning and sound), of English language did you learn the most?

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

Interviewer : What is the most motivational factor which motivated you to do masters in English?

Interviewee : I was motivated to fulfill the desire of my parents. Pursuing a Master's degree in English can be seen as a personal challenge and a means of personal achievement. It allows individuals to push their intellectual boundaries, enhance their critical thinking skills, and demonstrate their dedication and commitment to the subject. For those interested in teaching English at the college or university level, a Master's degree in English is often a prerequisite. It equips individuals with the necessary knowledge and qualifications to teach literature, composition, linguistics, and other related subjects.

Interviewer : What suggestions do you make to the limbu students who are planning to learn English language?

Interviewee : The learners especially limbu are prone to different challenges such as they may have problems in learning pronunciation and grammar and speaking inhibition. Therefore, what I would like to suggest is that they should practice a lot, Set Clear Goals, Find English Language Resources, Practice Regularly, Focus on Vocabulary, Develop Listening Skills, communicate in English, write in

English, Read loudly. On the other hand, they should take help of their English teacher immediately if they need.

Interviewer : If you were at policy making level, what roles would you play to motivate the limbu students?

Interviewee : If I was a Policymakers, I can develop and implement inclusive education policies that recognize and support the linguistic and cultural diversity of Limbu students. These policies can promote the integration of Limbu language and culture within the educational system, fostering a sense of belonging and identity for Limbu students. I should prioritize ensuring equal access to quality education for Limbu students. This includes addressing disparities in resources, infrastructure, and teacher quality between urban and rural areas. Initiatives such as scholarships, mentorship programs, and educational grants can help support Limbu students in pursuing higher education.

Interviewer : Would you like to add anything related to our discussion?

Interviewee : Certainly! Here I want to add few additional points related to our discussion on learning the English language. Use of Technology as a Learning Tools to enhance English language learning. There are numerous language learning apps, online platforms, and interactive resources available that can supplement traditional teaching methods. These tools provide self-paced learning, interactive exercises, and opportunities for language practice. Also, opportunities for English language learners to connect with each other and create a supportive learning community. This can be done through language exchange programs, discussion forums, or language learning clubs. Peer interaction promotes practice, cultural exchange, and mutual support.

Interview Transcription: III

- Interviewer** : Will you give your brief introduction?
- Interviewee** : My name is Dibash Limbu from Sunsari, Dharan-11.
- Interviewer** : Why did you learn English language?
- Interviewee** : My knowledge and ability to communicate in English are a result of the extensive training I have undergone on a large corpus of English text data.
- Interviewer** : When did you start learning English language and what motivated you to learn English language? Who and where?
- Interviewee** : I started learning English language since my primary schooling. My major source of inspiration to learn English language was my sister and retired arm force of British and India. *I had seen in my villagers being Indian and British laure , They used to talk in English whenever they returned there home. Then, when I was young, I used to think that we should know English to be Britsish and Indian Laure.* another was my sister was in U.K. After going abroad, I liked the way she speaks English. I like the mostly her English pronunciation tone and fluency. I actually wanted to increase my knowledge by learning English language. so, literature and English songs are the major source of motivation. I was motivated by my teacher and my senior who were good at English motivated me to learn English language in my school and college days.
- Interviewer** : Will you please share your experience on how motivation helped you to learn English language?
- Interviewee** : I used to talk to my sister in free time. I was inspired by her speaking. She told me advantages of English language for my future and career. Then I started to listen English music and literature of English language. That motivated me the most. And my strong desire was to study abroad like my sister. The one who has strong desire to do anything can achieve better. Therefore, these strong desires helped me to learn English

language. That also encouraged me to face any challenges while learning English language.

Interviewer : What aspects (grammar, meaning and sound), of English language did you learn the most?

Interviewee : Actually, I learned meaning the most because I was interested in literature, English drama.

Interviewer : What is the most motivational factor which motivated you to do masters English?

Interviewee : A Master's degree in English can open up diverse career paths. It can lead to opportunities in education, writing, editing, publishing, journalism, communication, and more. Individuals motivated by career advancement and professional growth may choose to pursue a Master's degree in English.

Interviewer : What suggestions do you make to the limbu students who are planning to learn limbu language?

Interviewee : If you're a Limbu student planning to learn the English language, here are some suggestions that may help you in your learning journey:

- Start with the basics: Begin by familiarizing yourself with the English alphabet, pronunciation, and basic vocabulary. This will lay the foundation for your English learning journey.
- Develop strong foundational skills: Focus on building strong reading, writing, listening, and speaking skills in English. Practice reading English texts, writing short essays or paragraphs, listening to English podcasts or videos, and engaging in conversations with others in English.
- Immerse yourself in English: Surround yourself with English language materials as much as possible. Watch English movies or TV shows, listen to English music, read English books or news articles, and engage in

English conversations with friends or language partners.

Immersion in the language can help improve your fluency and understanding.

Interviewer : If you were at policy making level, what roles would you play to motivate the limbu students?

Interviewee : If I were at a policy-making level with the goal of motivating Limbu students to learn the English language, I would consider the following roles and strategies:

- Integration of English in the curriculum: Ensure that English language learning is integrated into the curriculum from an early age. Provide comprehensive English language programs that focus on developing the four language skills: reading, writing, speaking, and listening.
- Qualified English teachers: Ensure that schools have qualified English teachers who are proficient in both English and Limbu languages. Invest in training programs for teachers to enhance their English language teaching skills and provide ongoing professional development opportunities.
- Scholarships and incentives: Offer scholarships and incentives for Limbu students who show dedication and progress in their English language learning. Recognize and reward their achievements to motivate them to continue their language development.
- Monitoring and evaluation: Regularly assess the effectiveness of English language programs and interventions for Limbu students. Monitor student progress, gather feedback from teachers and students, and make necessary adjustments to improve the learning experience.

Interviewer : Would you like to add anything related to our discussion?

Interviewee : Certainly! Here are a few additional points related to Limbu students learning the English language:

- **Cultural sensitivity:** While encouraging Limbu students to learn English, it's crucial to maintain cultural sensitivity and respect for their Limbu heritage. English language learning should be seen as a complementary skill rather than a replacement for their native language and culture. Emphasize the importance of bilingualism and multilingualism, as these can contribute to cultural diversity and overall cognitive development.
- **Contextual relevance:** Design English language learning materials and activities that are relevant and relatable to the experiences and interests of Limbu students. Incorporate examples, themes, and topics that resonate with their cultural background, traditions, and local context. This approach can enhance engagement and motivation.
- **Role models and success stories:** Highlight successful Limbu individuals who have excelled in English language proficiency or have utilized their language skills for educational and career advancement. Sharing success stories can inspire Limbu students and demonstrate the possibilities that English language fluency can offer.

Interview Transcription: IV

Interviewer : Will you give your brief introduction?

Interviewee : My name is Puspa Limbu. I am mikwakhola 2 libang Taplrjung.

Interviewer : Why did you learn English language?

Interviewee : Actually, I belong to middle class family. I had no ideas on why I was learning English language. Now, I remember why I learnt English language. The first reason of learning English language was it is internationally recognized language. English people has revolutionized everywhere. There are a lot of opportunities that we can take advantages from leaning English language. You know.... what actually motivated me the most is that when I learn English language, I can go to foreign country for my bright future. I am now preparing for IELTS so that I can go the foreign country to find better job. We can develop ourselves as good global citizen by learning English language. Further, I can see and develop my skills and knowledge in English language. And I also wanted to find better job.

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

Interviewee : Oh yes, English language is internationally recognized language. English people has revolutionized everywhere. There are a lot of opportunities that we can take advantages from leaning English language. We can develop ourselves as good global citizen by learning English language. Further, I can see and develop my skills and knowledge in English language. When I completed my SLC, then I started to learn English language. I found great people whom I praised the most were talking in English language. I used to think that one who can speak English can be praised everywhere. I would be popular in my village and nation too. So, it motivated me to learn English language. In the beginning, my teacher talked in English I also thought that I'm going to be

like him in future. It means, he motivated me to learn English in the beginning. Later I found great personalities who were talking in English and they also motivated me. I was mostly motivated in school and college.

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

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

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

Interviewee : I learnt grammar and pronunciation the most. I felt it is the most difficult in the learning process of foreign language, I had to practice a lot to overcome those challenges. I put the habit to learn and practice a lot in learning English language. I kept talking and listening in English language.

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

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

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

Interview Transcription: V

- Interviewer** : Will you give your brief introduction?
- Interviewee** : My name is Indra bahadur Limbu. I am from Fidim Pachtthar.iam a student of masters fourth semester.
- Interviewer** : Why did you learn English language?
- Interviewee** : Umm.... There may be many reasons behind learning language but the foremost reason of them is that I actually enjoy a lot while learning it. English is rich language in term of culture, literature and world politics. I loved to play guitar, singing and listening English songs. Not only that I also love to watch Hollywood movies. Therefore, I get immense pleasure while learning the language. Similarly, there are very famous literature books written in English language. Actually. I am fond of reading literature books esp. English literature. Similarly, when I used to speak the language, my teacher used to say that I am a good boy and I have better speaking. Not only that my friend also often praised about my English. This situation leads me to work and learn more on English language. These are the foremost reason why I learnt English language.
- Interviewer** : When did you start learning English language and what motivated you to learn English language? Who and where?
- Interviewee** : Somehow, I was learning English since my primary schooling when I was in class ten, I started to learn consciously with the help of my English teacher. My English teacher helped me to learn English language in my school and college days where I was studying.
- Interviewer** : Will you please share your experience on how motivation helped you to learn English language?
- Interviewee** : The motivation according to me is a kind of drive or force that keep inspiring one to reach the goal. The force that helps us to keep going toward our destination. Telling it in another words, it is reinforcement that helps us to do any work successfully. Regarding the role of motivation in second

language and foreign language acquisition, we cannot deny its importance. In my experience of learning of English language, the motivation has played pivotal role. It has helped me to move forward and overcome challenges. So, my motivation of learning helped me to avoid anxieties of leaning English language. Similarly, the teacher while teaching English in the classroom, he never involved us in speaking activities. The teacher also never used the cassette to teach listening in the class.

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

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

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

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

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

Interviewee : Teacher of English language should play important role to overcome the challenges of English language. He should create maximum opportunity of English language. He should speak a lot in the class so that the learner get exposure of English language. His teaching method also should be right only then the learners' learning of English language can be appropriate and less challenging.

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

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

The learners also should use modern technologies to overcome the problems. As a Magar learner of English language, we have to face a lot of problems in pronunciation. Therefore, these problems can be eradicated by getting a lot of exposure. We can get the exposure by listening other people in internet as well.

Interview Transcription: VI

- Interviewer** : Would you give your brief information??
- Interviewee** : I'm Sanjita Limbu. currently I am working on my thesis.
- Interviewer** : Why did you learn English language?
- Interviewee** : Well, we all know that English is considered as global language and in today's world we'll get opportunity if we are good in English. So, to get better opportunity of job and to develop myself, professionally I have learnt English language.
- Interviewer** : When did you start learning English language and what motivated you to learn English language? Who and Where?
- Interviewee** : I have done my schooling from private school, which means I started to learn from my childhood age. There wasn't any motivation when I was kid: there was only compulsion for us to speak English in school premises but when I started to get mature and observed my surroundings at that time I felt that, English is really powerful language so I have to get mastery over it.
- Interviewer** : Would you please share your experience of how motivation helped you to learn English language?
- Interviewee** : I must say, motivation is great factor that affects in individual. As I mentioned before that I started to learn English language from my childhood age, I wasn't that much good because it was compulsion but now I learnt language to develop myself and professionally and I think I am pretty good at English. So, motivation really works for all.
- Interviewer** : What aspects grammar, meaning of sound of English language did you learn the most?
- Interviewee** : Frankly speaking, this grammar is quite hard to learn before and we can learn English easily with its sound. So, for me I have learnt sound of English language at first.
- Interviewer** : What is the most motivational factor which motivated you to do master in English?

- Interviewee** : The motivational factor which motivated me to do master in English is just to hold my degree and to keep my reputation high in society.
- Interviewer** : What suggestions do you make to the Limbu students who are planning to learn English language?
- Interviewee** : It's fine to learn own language but I think its waste because we can't use Limbu language for better job opportunity. We all have to use English language to get better opportunity of job, to be keep in touch with people of other countries. So, I want to tell them, give more focus to English language rather than Limbu language.
- Interviewer** : If you were at policy making level, what roles would you play to motivate the Limbu students?
- Interviewee** : If I were at policy making level then I would like to create more opportunity regarding English language. For example: providing more job facilities, easy way to go aboard etc.
- Interviewer** : Would you like to add anything related to our discussion?
- Interviewee** : No, I don't have anything to add. Thank you!