

**Motivating Factors of Dalit 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  
RudraBahadurB.K.**

**Motivating Factors of Dalit Students in Learning English Language**

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**Department of English Education  
Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu  
2023**

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This is to certify that **Mr. RudraBahadurB.K**has completed his M.Ed. thesis entitled **Motivating Factors of Dalit Students in Learning English language**under my guidance and supervision.

I recommend and forward his thesis to the Department of English Education for the acceptance.

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## **Dedication**

*Dedicated to*

*My beloved Parents who always inspire me in my life.*

### **Declaration**

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

Date: June 24, 2023

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**RudraBahadurB.K.**

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## Abstract

The research entitled **Motivating Factors of Dalit Students in English Language Learning** was carried out to identify the motivating factors of Dalit students in learning English language and to explore Dalit students' experiences and stories in learning English language. Adopting qualitative approach, the research used narrative inquiry as the research design to carry out this study. The population of the study included all students of M.Ed. level, who were studying major English at University Campus, Kirtipur. Among them four Dalit students were selected as the sample for the study by using non-random purposive sampling procedure. The main tool of data collection was semi-structured interviews. The data were analyzed by using thematic approach. The findings of research showed that motivation played very significant role in student's learning. They were motivated by different motivating factors such as: career related factors, social factors, economic factors, language related factors. Similarly, students were motivated in learning English language from different sources such as teachers, parents, respected persons in the society and motivational incidents. The study also showed that the Dalit students were motivated to learn English language for better career, use of science and technological materials, prestige than other in society, prestigious in the society and for improvement of English language proficiency.

The thesis consists of five chapters; the first chapter consists of introduction, background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and delimitation of the study. The review of theoretical and empirical literature, implication of the study and conceptual framework are included in second chapter. The methods and procedures of the study incorporate research design, study population, sampling procedure, data collection tools, study area, data collection procedure, analysis and interpretation are in third one. Result, summary and discussion, are presented in chapter four and findings, conclusion and recommendation are included in chapter five.

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**List of Table****Table 1: Overview of Participants**

## Abbreviations

L2	Second Language
EFL	English as a Foreign Language
ELT	English Language Teaching
M.Ed.	Master's in Education
OHP	Overhead Projector
ICT	Information Communication Technology
NGOs	Non-Governmental Organization
INGOs	International Non-Governmental Organization
T.U	Tribhuvan University

## **Chapter -I**

### **Introduction**

The present study is entitled **Motivating Factors of Dalit Students in learning English Language**. This introduction part consists of background of the study, statement of the problems, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms.

#### **Background of the Study**

Language is required to human in their every walk of life to communicate each other and it is used for various purposes such as academic, official, personal, social and so on. Among the language spoken in the world, English is recognized as lingua-franca and used as the global language. It plays a vital role in international trade, technology, educators, entertainment and other aspect of social life. So, the demand of learning English as a second or foreign language is growing day by day. Harmer (2003) suggests that there are a number of factors that ensured the widespread use of English. These factors include: A colonial history, economics, information exchange, travel and popular culture. Learners are heterogeneous in the context of Nepal. There is variability among learners in terms of caste, gender, language, culture, religion.

Motivation is a simple word to say but it is hard to define. Motivation is considered as important aspect to do certain activities in order to be success. Almost all works done requires motivation as activator and encouragement in doing the best effort, one of them is studying foreign language. When a student is motivated in learning English, he/she will make the best effort to achieve it. He/she will try to master in English in any way. On the contrary, if a student is not motivated in learning English, he/she will not pay any attention of it or even does not care about it at all. Therefore, motivation is considered as essential element together with capacity to achieve success in learning the target language.

Motivation is the key factor which explains the success or failure of any activity. In learning English, learners' motivation plays crucial role because learner can be successful with the right motivation. English language teaching and learning will not success until and unless the learner motivated because motivation manifests as a desire, interest as a driving force that pushes to take an action and pursue goal.

According to Harmer (2007, p.98) "motivation is some kind of internal drive which pushes someone to do something". Supporting this definition, Lumsden(1994, p.2) states that "student motivation naturally has to do with students' desire to participate in learning process".

Similarly, Dornyei(1998) says, without sufficient motivation, even individual with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricular and good teaching enough on their own to ensure student achievement"(p.170).Furthermore, the presence of motivation can inspire the learners to achieve their goals so the motivation seem as the key to success.

Motivation plays an important role in foreign language learning. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge. As said by Dornyei (1998.p.117) "Motivation has been widely accepted by both teacher and researchers as one of the key factors that influence the rate and success of second foreign language learning." Motivation is further defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 1991, p.51).

Motivation is a kind of internal encouragement which pushes someone to do things in order to achieve something (Harmer, 2007). In the process of learning, motivation can be said as an inner drive to achieve learning activity. Motivation is one of the most important factors to encourage learners to learn more rapidly and effectively.

Williams and Burden (1997) as cited in Harmer (2001) view motivation as a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and physical effort so that the person can achieve some previously set goal. In a similar view, Brown (2000) defines motivation as the extent to which someone makes choices about goals to pursue and the effort he/she will devote to that pursuit.

Learners are heterogeneous in the context of Nepal. There is variability among learners" in terms of caste, gender, language, culture, religion. The variability among

the learners is one of the challenges in the classroom. Dewey (as cited in Adhikari, 2013, p.84), states, “school is miniature society.” He further states “The school is to be a reflection of the larger society outside its wall, in which life can be learnt by living. But it is to be a purified, simplified and better balanced-society.” Though education has great role in bringing change in life of someone. Some minority group of students are being deprived of this opportunity in the context of Nepal. Moreover, English language becomes a part of life like learning any other skills of human viz. Leadership, critical thinking, walking, swimming, etc. Students have different challenges while learning English. Among them minority group like Dalits students have more challenges than other groups of students in English language learning. The term "Dalit" is considered to carry a historical, socio-economic and political sociological meaning. As long as caste-based untouchability and other forms of caste based-discrimination exist the term “Dalit” would remain to be meaningful. The term Dalit is defined by different scholars in different ways. Zelliott (1992), quotes the definition about Dalit from Ambedkar as, " Dalit refers to those who have been broken, grounded down by those above them in a deliberate way, there is in, the word itself, an internal denial-pollution, Karma and justified caste hierarchy" (p.77). In the same way, Ahuti(2010, p.2) define this term in the following way.

Nepali and Hindi dictionary define the word Dalit; dominating, marginalized, and untouchable group. But Indian and Nepali Dalit Movement identify it broadly. In Hindu society and Varna system, who is untouchable (resisting water for drinking) group, is called Dalit. The name of Dalit not given by the ruler or Politician of Nepal, it is come from the Indian and Nepali Dalit movement.

Dalit means dominated, marginalized and untouchable group in Nepalese society. So called Untouchable group means such caste i.e. Kami, Damai, Sarki, Gaine, Halkhor, Mushahar, Pode, Chyame, Dome, Chamar. The word Dalit come from the Indian Dalit movement. Because of the domination or different behave by other caste people in the society, they get many challenges to get education and learn English language. The upliftment of the socio-economic status of Dalits help to uplift Dalits students' to mainstream of education and English language learning. Individuals learn their social roles through the process of communication. This process differs from social group to social group because it is different in each social



groups existing role perpetuated in society. The challenges of learning English of Dalit students are in poverty, inaccessibility of Scholarship, illiterate family, discriminatory practices in educational institutions and other places, etc. Consequently, they have been deprived of the right to education. Dalit education condition in Nepal is so poor (average poverty line is 25% but, Dalit poverty line is 41%) then the other caste. According to the website of WDO, net enrolment ratio in primary education national average is 93.7 % but Dalit net enrolment ratio in primary education is 20%. Literacy rate above 5 or above of National average is 65.9% but Literacy rate above 5 or above of Dalit is 33%. Education above School Leaving Certificate (SLC) in national average is 17.6% But, Dalit education above SLC is 3.8 %. Education above Bachelor in national average is 3.4% but, Dalit education above Bachelor is 0.4% (<http://www.dwo.org.np/dalit.php> (Retrieved on 2015/11/21)). Every year's data shows that the Dalits castes people have lowest status than so called non-Dalits one. Nepal government and many other organizations like NGOs, INGOs are working to uplift their status regarding socio economic and untouchability with different projects and program. However, it remains as if constant

Motivation, in general, is defined as the driving force in any situation that leads to action. In the field of language learning, a distinction is sometimes made between an orientation (a class of reasons for learning a language) and motivation (a combination of the learner's attitude, desires and willingness to expend effort in order to learn the second or foreign language). There are many kinds of motivation, and the most widely cited distinction of motivation is between intrinsic motivation (about the enjoyment of language learning itself) and extrinsic motivation (driven by external factors such as academic requirements or other sources of rewards and punishments). As an ideal for self-determined behavior, it is claimed that intrinsic motivation is more powerful than extrinsic motivation for the success of learning.

### **Statement of the Problem**

There are many factors that might help to the students to learn English language. Motivation is the one of the key factors that directly effects on quality education. To make teaching learning process effective teachers as well as learners should be well motivated. Motivation is the social psychological factor. It refers to the desire or inner derive to initiate L2 learning. It is commonly believed that individuals who are highly motivated will learn an L2 faster and a greater degree. They may feel

that they have no interest in the subject, find the teachers methods an engaging or new distracted by external forces. Language teaching is fruitful only when there is active participation of both the teacher and learners in the classroom. In the context of Nepal, English is occupied as a foreign language; there is the provision of English language teaching right from basic level to graduate level. English has been given the recognition of a compulsory subject however, the students are found poor in English even at higher level. Motivation is the force that energizes and directs behavior towards a goal. Just as a force moves an object motivation moves a person. Lack of motivation may cause learners to be less successful in learning foreign language. Lack of motivation usually leads one to failure. If there are not any factors for motivating students, the productivity may decrease gradually. We can also see variation of students results in different schools. There may be different reasons behind it but one of the reasons may be the motivation. Such a lack of motivation from the teachers would naturally lead to negative impact on the motivations of students. As a result, whole teaching learning process may not be as effective as expected. Thus, it is necessary to study of about student's motivating factors.

Therefore, Motivating Factors of Dalit students in Learning English language focused on identify the motivating factors of Dalit students in English language learning. They are being deprived from educational opportunities. Poverty, lack of employment and very low level of life styles which directly and indirectly affects their education. Similarly, they are facing many problems in ELT classroom such as lack of textbook, lack of schools' bags, lack of school uniform, lack of financial to pay fees, lack of inspiring behaviors of teachers, poor classroom management and different motivation factors. As being a Dalit Student from elementary level to higher level, I got different bad experiences and challenges. Dalit students face different kinds of discrimination in classroom and outside classroom. Because of different behavior of teacher and friends they feel shy, difficult and uneasy to participate in ELT classroom activities. They are lagging in different problems i.e. less participants in classroom activities and classroom interaction, problem in socialization, lack of interaction with teachers, felt reluctant to speak, not satisfied with their achievement in terms of scores they obtained in the exam, low pass rate, irregularity, high dropout rate etc. 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. Dalits

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 Dalits student's issue. This is one thing that Dalits students are not in this field. We can say that there are different problems faced by different minority group's i.e., Dalits to be particular which are being responsible in learning English and their academic achievement. Thus, I am eager to conduct the research to identify the motivating factors and experiences of M.Ed. level Dalit students Learning English language.

### **Objective of the Study**

The objectives of the study were as follows:

1. To identify the motivating factors of Dalit Students in English language learning.
2. To explore Dalit student's perceptions in English language learning.
3. To suggest some pedagogical implications.

### **Research Questions:**

1. What are the factors that motivate Dalits students in English language learning?
2. What are the major extrinsic and intrinsic factors that motivate the students in English language learning?

### **Significance of the Study**

This study carries out to identify the motivating factors of Dalit students in Learning English language. The findings of this study are 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 explores the experience of the Masters level Dalit students about how they are motivated for English language learning. That is why the finding of this study definitely 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 is beneficial for the educational leaders, policy and planning makers, writers, trainers, language planner, curriculum and syllabus designers and others concerned authorities. Furthermore, it is also helpful to all of the researchers who want to carry out research in the field of motivation of the students. More specifically,

this study is advantageous for all those who are directly and indirectly engaging with English language learning.

### **Delimitations of the Study**

Delimitations refer 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 was limited under the following respects:

- ) The study was only conducted to the Master's level students of Tribhuvan University.
- ) The study was limited to among Masters level Dalit students regarding motivating factors in learning English.
- ) The study was limited to four Masters level Dalit students only.
- ) This research was limited to narrative inquiry.
- ) It was confined to purposive non-random sampling procedure.
- ) Semi-Structured interview was the tool of data collection.

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

The key terms used throughout this study have been defined in order to make the study more comprehensible. The terms listed below had the following specific definitions.

**Motivation:** In this study the word has been used to refer internal drive that encourages somebody to perform certain actions in particular situation. The factor determines a person's desire to do something. In second language and foreign language learning, learning may be affected differently by different types of motivation.

**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 learners.

**Extrinsic motivation:** Extrinsic motivation refers to behavior that is driven by external rewards. It is motivation to act that comes from the external environment outside of the person when we are motivated extrinsically; we act with the anticipation of rewards grades, praise, money, time off from work.

**Dalits:** The communities, who by virtue of atrocities of caste-based discrimination and untouchability, are most backward in socioeconomic, educational, political and religious fields and are most backward to live in human dignity and social justice. They are treated as untouchables and are occupational caste. In the study area, Damais (Tailors) and Kamis (Blacksmiths) are taken as Dalits.

**Dalit students:** Students from marginalized and backward community who are treated as untouchable by so-called upper caste people in our society.

**Narrative Inquiry:** Narrative inquiry refers to the process of gathering information for the purpose of research through storytelling. In my study, student's narratives are the stories of students who share their experiences of motivation in learning English language.

## **Chapter - II**

### **Review of the Related Literature and Conceptual Framework**

This chapter consists of detail reviewed study and their implications in study. In regard to this study, several researches have been carried out. This chapter provides information of previous research works and other related literature including theoretical and empirical literatures on Motivation factors of Dalits Students in English language learning. Moreover, we can have number of books, articles on rapport building which are theoretical part of this study. It also helps to find research gap of certain research studies. In this section of study, related review of theoretical literature, review of related empirical literature, implication of the review for study and conceptual framework will be included.

#### **English as global a language**

English as a world language is not merely an international language. The notion of international language can be understood as a language which is used in any international communication which involves people from two or more countries. This is different from the fact of English as a global language. English is not only used when people communicate with English speakers. English is used by people of different first languages. It is not only applied when people speak to English people, but also used when people from different nations meet. English is the most widely spoken language in very different contexts in the world. Therefore, English is not only an international language, but also a global language.

English has become a global language with over 380 million people speaking it as their first language and over 200 million people taking it as their second language. Another billion of people are in the process to learn it. English has been majorly associated with the western nations such as US, Canada, or the UK. However, with the world's globalization majorly in the economic sector, English has been seen to play a great role in facilitating communication between people of different linguistic backgrounds. Again, globalization in the education sector where people move to other countries to study has also influenced the development of English. English has become the world's language of communication as it is used in various sectors; for example, commerce, technology, politics, and diplomacy. English is everywhere; we can see it everywhere we move. However, the effects of this

globalization have affected the society in various ways; loss of cultural identity is one of the major effects that are associated with the globalization of English. This paper is going to examine the globalization of English and how it affects the language acquisition and cultural identity of the people taking it as a second language like the third world countries in Africa and Asia.

A language gains a status as a global language when it has a special role that is recognized in every country in the world (Crystal, 1997). To gain recognition from certain country does not mean that the language should speak as the first language by people in the country.

The global language can be spoken as either first, second or foreign language. The prominent characteristic of a global language is that it is the most widely used language in communication in most places in the world. People feel the need to master it for their life. As a global language, of course, English has certain countries wherein people speak it as a first language. USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa and several Caribbean countries are among the thirty territories that use English as the first language (Crystal, 1997; Graddol, 1997; Komin, 1998). However, English does not gain its special status as a global language merely by being spoken by people in those countries. English becomes a world language because people in other countries give a special credence to English, even though they do not speak it as a first language. Special status given to English by other countries can be in the form of using English as a second language (ESL) and English as a foreign language (EFL). As a second language, English is spoken by people in the countries as the official language (Crystal, 1997) or the language of the administration (Graddol, 1997). English is used as a means of communication in various contexts such as government, the law courts, the media, and the educational system. There are more than seventy countries that place English as a second language (Crystal, 1997). Because of this special role of English in these countries, mastering English should be done as early as possible. As an official language, English may be the one and only official language or it may share the status with other languages, such as that in India, Singapore, and Malaysia. In the later version, English is usually spoken in a distinct way which is influenced by the accompanying language(s) in the territories. This results in the emergence of new varieties of English. The new varieties of English are called New Englishes (Graddol, 1997).

English as a foreign language does not have the official status, but it is the language which is most likely to be taught to children and learned by adults for various reasons. Now, English is the most widely taught as a foreign language in more than 100 countries, including China, Russia, Germany, Spain, Egypt, Brazil, and Indonesia (Crystal, 1997). There are various reasons of favoring English as the language to be learned, ranging from the need for business and trade, academic pursuit, cultural and technological contact, to political convenience.

The use of English as a first language, a second language and a foreign language is as described by Kachru (1985) in three concentric circles. The three circles, namely the inner, the outer and the expanding circles, represent the native speakers of English, ESL and EFL speakers respectively.

Thus, the three concentric circles of the speakers of English suggested by Kachru (1985) will quite possibly not apply anymore. Instead, three circles standing side by side as suggested by Graddol (1997) will be probably more suitable to describe the future of English and its speakers. In the future, English as an international language will stand side by side with local language(s). It entails the use of English which is suited to the local taste and the use of local languages for international communication in the region. For example, in addition to English, Chinese might be used in the Southeast Asian countries as the language used for international meetings or communication. This tendency arises from the awareness of people in the outer and expanding circles in that they should maintain their own language(s) while making use of English. Thus, to secure its role in the global context, English should compete, or possibly lives in harmony, with local languages maintained by their speakers.

### **Motivation**

Motivation is the most important factor among age and personality. Motivation is defined as the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect. Motivation, as a critical factor in the process of learning and teaching, is defined as some internal drive which pushes someone to do things in order to achieve something (Harmer, 2001). Williams and Burden (1997 as cited in Harmer (2001) view motivation as a state of cognitive arousal which provokes a decision to act as a result



of which there is sustained intellectual and physical effort so that the person can achieve some previously set goal. In a similar view, Brown (2000) defines motivation as the extent to which someone makes choices about goals to pursue and the effort, he/she will devote to that pursuit. Some distinction has been made concerning motivation as an internal drive or cognitive arousal which provokes someone to do things in order to achieve something. Ur (2009) presents three distinctions concerning different kinds of motivation: a distinction between integrative and instrumental motivation (the desire to identify with and integrate into the target-language culture and the wish to learn the language for purposes of study or career promotion), between intrinsic and extrinsic motivation (the urge to engage in the learning activity for its own sake and motivation that is derived from external incentives), and a distinction between global, situational and task motivation (the first is overall orientation of the learner towards the learning of the foreign language; the second has to do with the context of learning (classroom, total environment); and the third with the way the learner approaches the specific task in hand.

Motivation is a kind of internal encouragement which pushes someone to do things in order to achieve something (Harmer, 2007). It means that motivation is the forces that affect people's behaviors or the reasons of those behaviors. Motivation is a social psychological factor that leads to the path of success and achievement of goal. To motivate other is one of the most important management tasks. There are many factors that determine people's behaviors to motivate them. These are psychological needs, psychological drives, survival, urges, emotions, hurts, impulses, tears, threats, rewards (money, friendship, status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, interest, pleasure, dislikes, established habits, goal and ambition.

Harmer (1991, p. 98) defines motivation as, "At its basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something". So, well-motivated learners learn better in comparison with less motivated learners.

Gardner (2010 as cited by Chemjong, 2019 p.12) defines motivation as the driving force in any situation. According to him, this construct is made up of three elements. First, the motivated individual expends effort to learn the language by such things as completing assignments and doing homework. Second, the motivated

individual wants to achieve the goal and expresses a desire to learn the language, strives to achieve success, and enjoys the task of learning a language. The main idea here is that a motivated individual displays effort, desire and affect while non-motivated individuals may lack one or more of these elements.

According to Kelly (1946), "Motivation is the central factor in the effective management of the process of learning. Some type of motivation must be present in all learning".

Thus, motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teacher, counselors, school administrators, and parents. Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation. Motivation plays an important role in foreign language learning. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge.

**Types of Motivation.** Motivation is a process that initiates, guides and maintains goal-oriented behavior. It can be defined as the main desire a person may have to perform a particular action. It is the driving force that guides and maintains the people's behavior which assists to engage in the learning process. It is a psychological factor so, well-motivated learners learn better in comparison with less motivated learners.

According to Brown (2000) and Gardner (1985), there are two basic types of motivation: integrative and instrumental. According to Gardner and Lambert (1959), integrative motivation refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language to enter successfully into the target language society. They continued that instrumental motivation arises out of a need to learn the L2 for functional or external reasons. They involve the attainment of aims, functional aims for learning like passing exams and financial rewards.

Dornyei (1998) expressed that a motivational construct involves both instrumental and integrative motivation. Most situations in learning language include a mixture of each type of motivation. It is impossible to attribute language learning success to certain integrative or instrumental causes. It is stated that the significance

of integrative and instrumental motivation depends on situations or contexts whether learning language functions as a foreign language or as a second language.

Dornyei (1998) defined the terms intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment. Brown (2000) indicates the relationship between these two kinds of motivation. As extrinsic motivation may turn out to be integrative motivation if someone else wants the L2 learner to know the L2 for integrative purposes; extrinsic motivation may turn out to be instrumental motivation if an external power wishes the L2 learner to learn the L2 language.

Moreover, intrinsic motivation can turn out to be integrative motivation if the L2 learner wants to integrate with the L2 culture; intrinsic motivation can also turn out to be instrumental motivation if the L2 learner wishes to gain aims using L2. Likewise, learners with the same integrative motivation can indicate great differences of intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation is pertinent to integrative and instrumental motivation related to L2 language teaching (Brown, 2000). There are four types of motivation. Instrumental, Integrative, Intrinsic, and Extrinsic motivation. The instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on. The integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

Normally, all types of motivation are categorized into extrinsic and intrinsic motivation. Students have both intrinsic and extrinsic needs. A student who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. Internal motivators are inside the individual. These are things that make him want to do a good job for his own reasons which as pride of accomplishment a desire to live up to the expectations of a respected supervisor etc.

According to Edward Deci (1975), intrinsic motivation is the one for which there is no apparent reward except the activity itself. People engage in the tasks for

their own sake and not because they lead to an extrinsic reward. Intrinsic motivation is aimed at bringing about certain internally rewarding consequences like feelings of competence and self-determinations. Extrinsically motivated behaviors are done in anticipation of a reward from outside and beyond the self. Behaviors initiated to avoid punishment are also extrinsically motivated, even though many intrinsic advantages can result from those who view punishment avoidance as a challenge that can make their sense of proficiency and self-determinations.

Broadly the above discussed types of motivation are categorized into extrinsic and intrinsic. They are mentioned as follows:

***Extrinsic Motivation.*** Extrinsic motivation means that individual's 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.

Harmer (2007) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences.

According to Brown (1994, p. 156) extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback. Financial aspect is important issue when talking about job satisfaction and teacher motivation. It is similar with the instrumental motivation of Gardner and Lambert (1972).

Ryan and Deci (2000) said that extrinsic motivation refers to doing something because it leads to a separable outcome. Students can perform extrinsically motivated

actions with resentment, resistance, and disinterest or alternatively with an attitude of willingness that reflects an inner.

Extrinsic motivation is further categorized into integrative motivation and instrumental motivation.

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning.

*Integrative motivation.* Integrative extrinsic motivation refers to the student's internal drive to integrate them into the target language culture. For this kind of motivation, students need to be attracted by the culture of the target language community and in the culture of the target language community and in the strong form to integrate them into the culture. A weaker form of such motivation would be the desire only to know as much as possible about the culture of the target language community. The integrative motivation means learning the language with the intention of participating in the culture of its people.

Altasan (2016) asserts that integrative motivation refers to the desire to learn a language to assimilate successfully into the target language community. Integrative motivation is related with particular culture and people. Integratevely motivated learners are interested to learn a specific language because they want to know about the people and culture of that language. "In the socio-educational model of second language acquisition it is proposed that integrative motivation is multi-dimensional, involving affective, cognitive, and behavioral components comprise four broad categories of variables, motivation, integrativeness, attitudes toward the learning situation, and language anxiety".(Gardner,2012. P. 216).Integratively motivated learner performs better and they have the strong desire for it. They learn for enjoyment and to satisfy their hunger of curiosity.

*Instrumental Motivation.* Instrumental motivation refers to a practical or pragmatic reason for language study. Instrumental motivations for language learning include passing a language requirement, getting a monetary reward such as an increase in pay grade for language competence, or having a better chance of getting into medical schools. It is one that drives human beings to reaching goals and objectives. Li & Pan (2009, 123-128) defines instrumental motivation as:

Motivation is the desire to achieve proficiency in a language for utilitarian or practical reasons. It may also relate to proficiency. Its presence will encourage performer to interact with L2 speakers in order to achieve certain ends. Integrative motivation, in contrast, is defined as the desire to be like valued member of the community that speaks the second language. It is predicted to relate to proficiency in terms of the two functions. The presence of integrative motivation should encourage the acquirer to interact with speakers of the second language out of sheer interest, and there by obtain intake.

Instrumental motivation is regarded motivation as arising out of a need to learn the L2 for functional or external reasons (Gilakjani et al., 2012). Moreover, Robert Gardner and Wallace Lambert states that instrumental motivation refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth (Gardner:1987:8). 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 status.

*Social Factors.* 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 Factors.* 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.

*Carrier Related Factors.* Carrier 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.

This type of intervention can begin as early as elementary school, and it should continue throughout adulthood. Many student find themselves in need of professional advice as they encounter problems or must make decisions about their careers, for instance when they are thinking of looking for a new job or changing occupations.

*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.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors, although clearly bestowing adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending ones capacities.

According to Ryan and Deci (2000 as cited by Magar 2019, p.p.11-12)" intrinsic motivation refers to doing something because it is inherently interesting or enjoyable". When intrinsically motivated, a learner moves to act for the fun rather than because of external pressures, or rewards. It originated inside a person. There is no reward except the activity itself. Similarly, in the words of Anjomshoa&Sadagi (2015, p.126):

Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself. It means that his essence of motivated action that is, sense of autonomy and the desire is self- initiating and self-regulating while in extrinsic motivation there is an anticipation of reward

According to Harmer (2007) "Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better". People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

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



learner. According to the above statements, intrinsic motivation is an internal form of motivation. Intrinsic motivation occurs when we act without any obvious external rewards. Essentially, intrinsic motivation is performing an activity for its own sake rather than the desire for some external rewards.

Motivation is affected by different internal and external factors. There are many factors that affect intrinsic motivation are presented below:

*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. 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 gives people satisfaction by doing your job. It 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 effect.sd

*Opportunity to Use One's Ability.* Ability is the quality or state being able with physical, mental or legal power to do something. The study applied the motivation, opportunity, and ability (MOA) theory and the concept of involvement in exploring travelers' behaviors in hotel social media pages. The results showed that travelers'

motivation and opportunity have positive relationships with their involvement in hotel social media pages, and travelers' social media involvement positively impacts their revisit intention pages. However, travelers' ability was not significantly related to their social media involvement. Interestingly, the relationships among motivation, opportunity, social media involvement, and revisit intention were not different between suggesting that hotel managers can employ the same marketing strategy in different social media channels. The most common problem is motivation. Members simply don't feel like sharing information. Motivations are intrinsic (people doing it because they enjoy the process of sharing knowledge) or extrinsic (people doing it for an external reward; praise, recognition, money).

Thus, Intrinsic and Extrinsic motivation influences or leads learner for learning a second language. These two variables motivate differently but they have a connection. Student's intrinsic motivation can be hindered lack for boring or strict classroom atmosphere, social expectations or rewards can make them motivated again. Both the variables play important role for motivating the students, though they have different action to play.

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

Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. We can share our thoughts, views, opinion, sorrow, happiness through language. Motivation and language learning both are interrelated to each other. Motivated student learn better than other students. Motivation need in order to reach our goal. In fact, one of the most important and driving factor for accomplishing the goals. Motivation is an internal factor that stimulates desired elegy in people to be continually interest and committed to a job or student effort to attain a goal. It affects any kind of learning and language learning too. Better motivated learners learn effectively and less motivated learners learn late and learning may not be effective. It is a kind of inner desire which drives learners to get success and reach the goal.

Gardner and Lambert (1972) define motivation in terms of the L2 learner's overall goal or orientation, and attitude as the persistence shown by the learners in striving for a goal. This definition of motivation shows us the wide area of motivation.

This is a catch all for explaining the success or failure of virtually any complex task. It is easy in foreign language learning to claim that a learner will be successful with the proper motivation. Such a claim is of course not erroneous, for motivation is a key to invest one's effort to achieve the goal, which will create, foster and maintain success. The term motivation is one of the psychological terms often used in ELT methodology.

Hudson (2000) asserts that motivation often performs two important characters in second language learning processes; it firstly arouses people's interest and secondly helps people keep their enthusiasm. Actually, other elements assumed of second language learning are all affected by motivation in different levels. The theories of motivation simply explain the basic question of why humans behave in a way, and why people do things. From different psychological perspectives, whatever people do, there are reasons, and these reasons represent the motivation theories. So, there are lots of motivation theories which cause confusion, rather than psychology. Moreover, motivation to learn a second language is complex and may differ for some reasons but is mostly the same due to the diversified nature and characteristics of the language itself. Motivation in second language learning has a sophisticated construction.

### **Theories of Motivation**

Motivation is the desire to act in service of a goal. It's the crucial element in setting and attaining our objectives. Motivation is one of the driving forces behind human behavior. It fuels competition and sparks social connection. Motivation encompasses the desire to continue striving towards meaning, purpose, and a life worth living. Dornyei (2001) states motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. In fact, human behavior is really complex and influenced by a variety of factors. Regarding this, different psychologists approached the issue in various ways, giving different explanations to the question why human behave and think the way they do in general and especially in the work environment.

There are different motivation theories among them Abraham Maslow's Hierarchy of Needs theory is discussed below:

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

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

***Safety needs.*** The needs for shelter and security become the motivators of human behavior. These needs are related with the protection of the people from physical and emotional harm, ill health and economic crisis.

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

***Ego and esteem needs.*** They become the motivating needs. Esteem needs include the desire for self-respect, self-esteem, and the esteem of others. When

focused externally, these needs also include the desire for reputation, prestige, status, fame, glory, dominance, recognition, attention, importance, and appreciation.

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

The most important aspect of this theory is that satisfaction of needs sequential. Physiological and safety needs are considered to be the lower level needs. According to Maslow (1970) needs levels 1 and 2 are typically called lower order needs and level 3, 4 and 5 are called higher order needs. The differentiation between the two levels is made on the premise that higher order needs are predominantly satisfied internally to the person whereas lower level needs are predominantly satisfied externally.

In other words, all the bottom needs have to be accomplished before she/he is motivated to self-actualization needs such as completing and looking for higher positions. When we apply this theory of hierarchy of needs to the foreign language learner' context, we could argue that those learners whose lower order needs are not being satisfied are less likely to be motivated, to improve or to be willing to move towards the higher levels of needs.

### **Review of Related 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.

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 factors like career-related factors (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.

Similarly, 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.

Khadka (2019) carried out a research on "Teacher Demotivating Factors in Nepalese ELT Context: A Narrative Inquiry". The objectives of his study were to

examine the job motivation among Nepalese English Teachers and to explore the factors causing for job quitting among Nepalese English Teachers. He used qualitative research design and adopted narrative inquiry as a method to carry out this research work. The population of the research included all the secondary level English teachers of Kathmandu valley. Four English language teachers were selected as a sample for the study by using non-random purposive sampling. He used open-ended in depth interview to elicit the required data. The data were analyzed by using thematic approach. The major findings of this study were the participants were motivated towards teaching before entering into teaching profession but gradually their interest started decreasing day by day and low salary, heavy workload, political interference, lack of passion of teaching were found as the factors motivating for job quitting among Nepalese English teachers.

Likewise, Magar (2019) conducted a research entitled "Motivating and Demotivating Factors in Learning English". The main objectives of this research were to explore the factors motivating the secondary level towards learning English and find out the factors demotivating the secondary level students towards learning English. This study was based on Survey research design. Forty secondary level students of Gorkha district were selected as a sample using purposive non random sampling strategy in this study close-ended and open ended questionnaires were used as a data collection tools and data were analyzed statistically and descriptively to derive findings. The study found that external pressures such as pleasing parents, receiving rewards, earning high status, getting good jobs to secure the future are the most affective motivating factors whereas the enjoyment of learning is the least affective motivating factors. It was also found that teacher's unpleasant behavior towards learning mistake, uninteresting instructional materials, difficult nature of the subject and too big group in a single class are the main demotivating factors.

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.

Similarly, Rehman et al. (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 integratively 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.

Moreover, Tuan, (2012) carried out a research in the Finland context. 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.

### **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 Higher Level Dalits students in Learning Language. Thus the present study is different from previous one. Brown (1994), Gardner and Lambert (1972), Li and Pan (2009), Harmer (2007), and Crystal (1997) helped me to write general background and definitions. Anjomshoa&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.

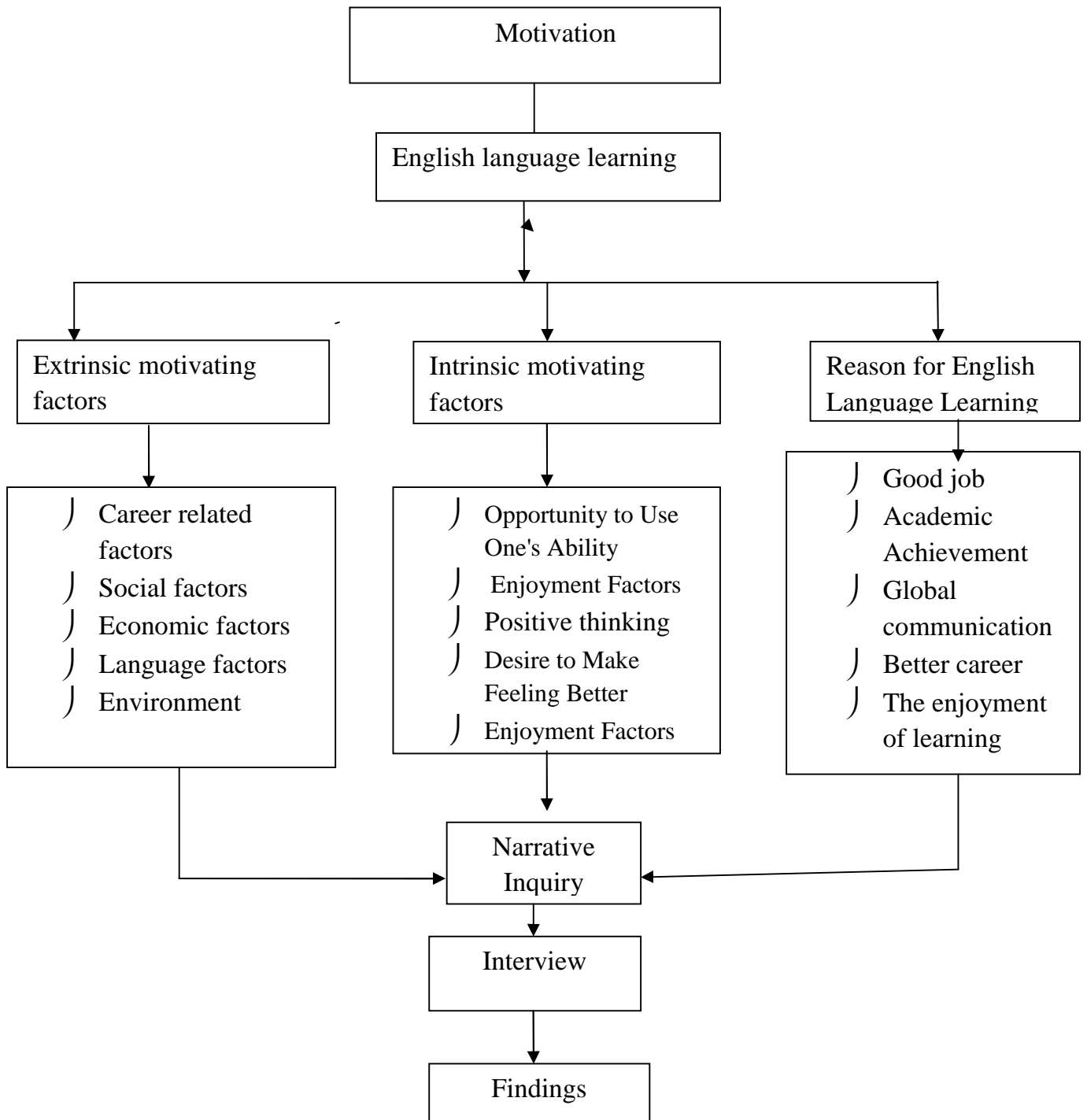
After reviewing the literature, the researchers got lots of ideas about how to conduct the study what design of study to adopt for achieving the stated objectives etc. The review of the literature also provided the researcher clear idea about motivation, role of motivation, different technique of motivation 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 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.

### Conceptual and Procedural Framework of the Study



## **Chapter - III**

### **Methods and Procedures of the Study**

This chapter deals with methodology adopted in carried out this study. It consists of design and method of the study, population, sample of the study and sampling strategy, data collection tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. In short, the following methodologies were adopted to accomplish the objectives of my research

#### **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 is 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 and Clandinin, 1990 as cited in Cresswell, 2012). 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 (Cresswell, 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 semi-structure interview 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. It is a personal interview that is carried out with one respondent at a time. Narrative inquiry can also be best conducted using semi-structured 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 and Metrova, 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 its expression in language (Polkinghorne, 1998) which is a central focus in Narrative inquiry.

Clandinin and Connelly (2000, as cited in Cresswell, 2007) mention the following procedures for conducting narrative research. Determine if the research problem or question best fits narrative research, Select one or more individual who love stories or life experiences to tell, and spend considerable time with them gathering their stories through multiple types of information, Collect information about the context of these stories, Analyze the participant' stories, and then 're-story' them into a framework that makes sense.

Therefore, I posited my research on narrative research design because I wanted to know lived stories of higher-level Dalits students relating to the Motivation factors in Learning English language that might be impossible by the help of any other research designs. So, I chose this design as the design of my research study.

### **Population, Sample and Sampling Strategy**

The population of my study was all the Masters level Students of University Campus Kirtipur Kathmandu. Among them four Dalit students were selected as

sample population using purposive non-random sampling procedures because it is in depth and easy to co-operate with the participants.

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

**Table 1**  
**Overview of Participants**

S.N	Name	Age	Academic qualification	Marital Status	Family member	Family background	Parents educational background
1	Bikram	25	M.Ed. running	Single	Six	Medium	Educated
2	Sangita	26	M.Ed. running	Single	Five	Medium	Uneducated
3	Deepa	30	M.Ed. running	Single	Six	Medium	Educated
4	Bipin	27	M.Ed. running	Single	Seven	Medium	Uneducated

The data obtained from the table showed that all the participants are unmarried and all came from medium family background. The data showed that the ages of participant students ranged from 25 to 30. They were grown up in rural areas of different district. They were the product of Nepali medium school. They obtained Bachelor degree from different campuses. Now, they are doing their masters from T.U. They came from different family background. Sangita, and Bipin were from uneducated family Background and Bikram and Deepa were from educated family background. In the following section, I briefly discussed about each participant's briefly under the title participants' profile.

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

### **Bikram**

Bikram was born in Syanja district. He was born in 2054 B.S. His house is located 30 km far from district headquarter. There are four family members in his family. He started his schooling by the age of five. He had faced many problems in his childhood. He was taught English subject by social study teacher. He got sufficient learning materials. He used to carry pocket dictionary all the time. He was motivated towards English language from his father. Bikram came to Kaski district for this further study after intermediate. He passed Bachelor level from Prithivi Narayan multiple campus and now, he is doing master degree from Tribhuvan University. His hobbies are: playing games, making new friends, travelling new places, reading books.

He made a decision to take English subject for further study because of his family support and he thought that, it is a great chance to become an English professor. He gets respect from others in the society. In our story sharing, he regretted that he was not good enough in English because of the lack of amount of exposure, trained English teacher and resource materials. He mentioned that his early contact with English was in only class four. After involving in English language learning, he became good in English and the environment made him to become an English student. Now, he realized the value of English in his career.

### **Sangita**

Sangita was born in Mugu district. She was born in 2053 B.S. She is 26-year-old. She has five family members. She belongs to uneducated family. Her hobbies are reading books, making new friends, watching films. She started her academic career from public school. She admitted in public school. She completed her primary level education from Mera Primary School Karkibada Mugu. She was weak in English subject. She had faced many problems in learning English language because of poverty lack of necessary materials. She was motivated by her teacher in childhood. She passed SLC and intermediate from Shree Mahakali Higher Secondary School, Shreenagar Gamgadhi- Mugu. Mrs Sangita is from Dalit community. She felt very difficult to manage herself in initial phase of learning. Basically, she faced problems of pronunciation. She had not got sufficient materials.

Sangita encountered many problems in Kathmandu. When she went to college, all were unfamiliar to her. She learned many things from teachers and friends. She was motivated also from genius people in the society. She saw some people in the society, who were respectful in the society. She also thought that, to be respected in the society she should learn English and she saw many opportunities in English language. As she remembers, she was not very much interested in English in her school days. However, reading with friends enabled her to take English subject for higher study.

### **Deepa**

Deepa was born in remote part of Kailali district. She is 30-year-old unmarried girl. She was born in Ghodaghodi municipality. She has six family members in her family. Her parents are literate. She has two younger brothers and a sister. She started her academic career by the age of six. Her hobbies are reading books, playing games, visit new places, making new friends, listening songs. She was from poor family background. She passed SLC exam from her village school. She came to Dhangadhi and joined at Kailali multiple campus for her higher study. When she admitted at Kailali multiple campus in grade eleven, she faced many challenges such as she could not understand English language from her English teachers. She was unfamiliar with all in the beginning phase of class. She felt very difficult to manage herself. She was insulted by her teacher at school.

Her parents were the main source of motivation in her life. She was very poor in English. She mentioned that she could not understand any words of English. She made decision to leave class. While she shared her feelings with her teacher, then she was motivated from her teacher. After Bachelor degree, she came to Kathmandu for her master degree. She admitted at Tribhuvan University for master degree. She is doing master degree in English education.

### **Bipin**

Bipin is 27 years unmarried person. He was born in Dhankuta district. He has six family members. His hobbies are: Singing songs, playing games, visit new places, making new friends. His family background is poor. His parents are uneducated. Bipin started his academic career at the age of five year. He faced many challenges at elementary level. Bipin did struggle and improved his level of proficiency.



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

### **Research Tools**

The main tool of data collection was open-ended interview with Four Higher level Dalits Students. It helps to gather sufficient 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 Four Masters level Dalit students at University Campus, Tribhuvan University, Kirtipur Kathmandu.

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

### **Data Collection Procedures**

Firstly, I prepared student narrative guidelines on the basis of objectives of the study. Then, four Dalit 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 of the Procedures**

This section deals with the interpretation and analysis of the data, which 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 approach to determine what stories were told and what stories were revealed about motivation in English Language Learning. On the other words, the narratives were first viewed holistically and then analyzed thematically.

### **Ethical Consideration**

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 were strictly confidential and their anonymity was maintained forevermore. I orally circulated 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 made sure they comprehend entirely about what I said. 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 - IV

### Analysis and Interpretation of Results

This chapter contains the analysis of lived experiences of my participant M.Ed. level Dalits students who are studying at T.U. The information found in this section was obtained from semi-structured interview. Analysis and interpretation of the data is a core part of the research. I analyzed the data thematically under different headings and sub-headings. The data obtained from semi structured interview were transcribed and analyzed by using thematic analysis. Themes of the personal interviews were drawn based on the research questions: role of motivation in English language learning and challenges of learning. In this study, pseudonyms were used to conceal the identity of the participants and the institution. Sangita, Deepa, Bikram and Bipin were used for the participants. I asked guideline questions and few additional questions to obtain the data. On the basis of prepared guideline questions, I took interview with participants and I analyzed the data thematically followed by headings.

#### **Experiences of Dalit Students in initial phase of English Language learning**

Initial phase of English language learning plays vital role in the success of the life of students. Here, the initial phase of learning means the first phase of learning. Different learners have different experiences when they start learning the English language in their initial phase of learning. Different students have different family background, educational, economic status and socio-cultural background. All these factors affect in students learning. Those who have good environment for learning and better economic status their learning may be different than others. The child from educated family is different from uneducated family. Well motivated students learn better than demotivated students. Gardner(1985) believes that, with the intention of being motivated, the learner's necessities requires and needs to have something to anticipate, foresees, except and long for a reason, principle or rational having to do with aim or target. In order to find out the experiences of learning English in the elementary level, I have talked to my participant and their responses in initial phase of learning are given below. In this regard, Sangita shared:

*Regarding my initial phase of learning English language. My initial phase of English language learning was very difficult. I started my academic journey from government school at the age of five. I was born in remote area of*

*Mugudistrict. I did not get any resource materials for learning in my childhood. I started my English learning from A, B, C and D. There was not any English environment in my school. I was taught English subject by Nepali medium. I did not know anything about English till class four. . My parents were uneducated. In government schools, English books teach from only grade four I read English book for the first time in grade four. I did not know how to pronounce the words and make sentence. I had not good environment in my house for learning because my elder brother always come to home had drink alcohol and disturb us. My parents are farmers and spent maximum time with them. I was very poor in my initial phase of English language learning. There was not good environment in my society as well. Caste discrimination is still exists in my community so-called-upper-class people suppress and insult us. They used to say inhuman word "Dum" and 'Dumni" never can do anything after reading. But my father encouraged me to study. I was unknown about importance of English language till grade six. I became able to read and write English words when I was in grade seven.*

From the obtained data, it is clear that, initial phase of learning is very challenging. As Sangita said, she went to school by the five. There were not any schools nearby her house. She further mentioned that because of her poor family background, she did not get sufficient materials. She was from the community school. From the obtained narration, we came to know that; English language is not easy to learn. It is very challenging. Students faced many obstacle in their initial period of learning. As Dalit students, it is very difficult to study in society.

Similarly, Deepa argued,

*Definitely, my initial phase of learning was challenging. I was born in remote areas of Kailali district. I started my school journey by six years. My childhood was different from Non-Dalit's students. I was treated differently by my friends in school and society too. I did not get friendly and good environment in school and other public places. I had to sit in different bench while my friends ate something in school. I did not get learning materials in previous time. It was very hard for Dalits students in school. I faced many challenges in my initial phase of learning. In this way my initial phase of English language learning was challenging also.*

'Bikram' argued,

*Regarding my initial phase of learning English language, I started my schooling from government school. I started my schooling from where my father is working as a primary level permanent teacher. My favorite subject is English than other subjects in my childhood. My father taught me English at home as well as in school. I was good in English in comparison to other subjects. . I had good environment in my house for learning because my father is teacher. I got sufficient materials for learning.*

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

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

Motivation is something that is directly related with behavior. Motivation plays a very vital role in learning. Motivation and language learning both are interrelated to each other. Motivated students learn better than demotivated students. Motivation is a basic and essential part of learning. Gardner, (1885) believes that with the intension of being motivated, the learner necessities, requires and needs to have something to anticipate, foresees, except and long for a reason. Success in second language learning is often related to the concept of motivation. If students are

motivated, they can learn better and faster. Without motivation learning is not possible. Through the interview, I found that all four participants motivated by different ways. According to them motivation is crucial factor for better learning. Motivation enhances the success of the learners. It encourages doing something internally. Regarding the role of motivation In English language learning' Bikram said,

*"Motivation plays vital role in English language learning. I think that without motivation no one can work perfect. Motivation plays crucial role in not only language learning but also every sector of life. I was motivated from my father. He is a teacher of community school. He is my source of inspiration. He motivated me too much. He motivated me by telling, ' you can do you have to do'. English has a great scope in market, not only market but also in the world. So, I want to say without motivation we cannot success in our life. If we want to success every step in our life, motivation is very necessary."*

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

Similarly, ' Bipin' mentioned,

*Definitely, Motivation plays very essential role in students' learning. Motivation is such factor that plays vital role in life. It needs each and every sectors of life. Every person need shorten kind of motivation to get better result. I was motivated by my teacher. I want to share an incident that motivated me to learn English language. There was a day of school anniversary, I went there to participate. My English teacher was giving his speech in English language. At that time, all were staring towards him. When he finished his speech then all clapped for him and appreciate his English speech. I thought that, I should learn English. If I have knowledge about English I will also get respect as our teacher got. This event mostly motivated me to learn English. I also motivated by my society where*

*discrimination is existed and I wanted to thought that I will become a good person in society and change in society.*

From his illustration it is clear that, motivation plays very crucial role in learning. Students can motivate from different incidents, persons and others resources. He had motivated from his English teacher. When he saw English speech from his teacher, he motivated from it. He also motivated from various motivational speech, in this regard 'Sangita' argued,

*"Motivation is such a key factor that encourage us to do something. Motivation is one of the most important factors in language learning which gives power and energy. Motivated students learn better and faster than demotivated students. I was also motivated from my teacher. He encouraged me to learn English language".*

From the view of Sangita' we came to know that motivation is a kind of power that gives energy. Motivation helps to get better achievement in life. Motivated students are more eager than other students. Motivation is to key to success.

### **Motivating Factors of Dalit Students to Learn English at Higher Level**

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

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

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



*I was motivated to learn the English language at a higher level because the English language became a worldwide language in the world. Nepal also accepted the English language as a foreign language. If we will go to abroad. We should have good knowledge of the English language. If we have better knowledge of the English language we can easily communicate with them. We can easily adjust there.*

From the above mentioned data, students were motivated to learn the English language because the English language has become a global language around world, and Nepal is also accepted as a foreign language. She shared that if we will have well knowledge of the English language we can communicate easily with foreigners.

Similarly, Bipin shared,

*In this age of twenty-first century, the entire world has become a global village, accessible, and familiar for all the people on this earth as English is used as a lingua- Franca. I think the English language is basicfor daily life. Our country is multi-lingual,multi-ethnic and multi-cultural. Here, we can use the English language as a lingua franca. As English has got the common qualities it has been accepted as the global language among the speakers of thousands of different languages.*

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

**Better job.** English language is very important to get a better job because the English language is spoken all over the world. If people have better knowledge of the English language those people found job easily in the market.

In this regard Deepa shared:

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

Similarly, Bikram argued;

*After the English language became a global language. In Nepal, we can see foreign business. If we have better knowledge of the English language we can easily get a job there most of the NGOs and INGOs wanted a candidate with good knowledge of the English language. I want to work in NGOs and INGOs. So, I am motivated to learn the English language for a better job. Nowadays in our society private schools are growing a large number. Private school teaching and learning process from the English language. After completing my study if I could not shift to government job service. I want to do a job in the private sector. In private schools to get a job the English language is compulsory for the candidate.*

From their stories, it is found that they were motivated to learn the English language to get a better job. Participants shared their view if people have good knowledge of the English language those people get easily jobs in the market. My participants want to do a better job after their complete study.

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

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

Similarly, Deepa shared,

*I read at the primary level and the lower secondary teacher teaches us only activation by himself. The teacher never involved the development of students in language proficiency. So, we never spoke with friends and teachers in the English language. So I could not improve my English language proficiency. In the higher level learning and teaching process together with students and teachers, learners need more reading skills at a higher level. So, we can improve our language proficiency. If we are learning at a higher level with a major in English.*

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

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

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

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

**Further study.** Further study means additional extra knowledge of education. It is also called for a higher level of the present study of education. If we want to read a technical subject we have must need to good knowledge of the English language. The

English language is an important subject for studying the technical subject. In this regard my participant Bikram shared;

*In my childhood, I want to be an English Teacher after my S.L.C exam but of English, language knowledge was very poor. So, I decided to keep my English subject at a higher level and develop my English language. After completing my Master's level I will join teaching so that I am motivated to learn English subject.*

Similarly, Bipin shared,

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

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

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

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

skills generally more frequently used than reading and writing in daily living in an English-speaking country.

Comprehensive and difficult aspects of English or foreign learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life. In the context of Nepal, Children from rich family receive lower quality English medium education and denied of better career opportunities, let alone the fate of those students from poor families who are compelled to receive Nepali medium education. This has created a huge gulf in the community. There are not trained teacher in the remote area of Nepal. Students are taught by wrong way due to the lack of training. In this sense there are some challenges of English language learning that I found from my participant as below.

**Influence of mother tongue.** Mother tongue refers to a person's native language which is a language learned from birth. Mother tongue is also called a first language and native language, dominant language, home language, and native tongue. In the case of Nepal, learning the English language is very challenging because the English language is foreign language to us. We have our own mother tongue, every society has its own cultural identity and mother tongue. In this regard Bikram shared;

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

Similarly, Sangita shared,

*In my case, English language learning is very challenging because I am of the rural part of Karnali province. . My mother tongue is the Khas Language and my second language is Nepali language and the English language is my third language. People love their own culture they want to save their society. In the case of the mid-western part of Nepal, stakeholders want to read Nepali language books than English book. So, I think the mother tongue is one of the major challenges for English language learning.*

In the same way, Deepashared,

*Why not, our country is multilingual, multiethnic and multicultural I think more than 131 languages are spoken in Nepal, and those societies have their mother tongue. My mother tongue is Doteli language. So, the English language is more challenging in Nepal. Students have come from different societies in school. Students have their mother tongue. So that mother tongue influence learning the second language.*

From the above data, English language learning is more challenging in Nepal. Nepal is a multicultural, multiethnic country. Here more than 131 languages are spoken in society. Those people have their mother tongue. Learners are from different ethnicity. Learners habit speaking their language when they learn English language learners automatically pronounce like their own language.

**Lack of information communication technology.** This is the age of science and technology. We are all living in the decade of multi-media and the millennium of the internet and World Wide Web. Many challenges affect the integration of technology into English language learning. In English language learning use of ICT, and materials play vital role. But in the case of our country Nepal, English language classrooms do not use proper ICT materials. In this regard Bipin shared;

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

Similarly, Sangita shared;

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

Above the respondents viewed it is clear that English language learning is very challenging because lack of ICT materials used in English language classrooms. The respondents cannot see enough use of information communication technology in

the English language classroom. Respondents can easily understand the English language through the use of information communication technology.

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

*When, I started my English language learning in my initial phase that time I faced many challenges among pronunciation was one of them. I could not pronounce the general word correctly, I could not pronounce the spelling of my name: Deepa correctly I pronounce only single words N, I, K,R, and A So, I think pronunciation was one of the challenges for my initial phase of English language learning.*

Similarly, Bipin shared;

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

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

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

In this regard, 'Bikram' argued,

*"Definitely, I have faced many challenges in my English language learning period. I have not faced any problems as a Dalit students because of my father. I have come here by-passing different challenges. Among many I want share one of the problems. I was taught English by Nepali teacher. I was not wrong because I was taught by my teacher through wrong way. One teacher taught me in one way and another teacher taught me in another way. I was in confusion which was one was right. That was my main challenge in English language learning."*

**Lack of Necessary Materials.** Learning materials help in better learning. It has great role in academic achievement. Teaching materials can also support students learning increase students' success. Teaching materials are beneficial for the language teaching and learning. Teaching materials improve comprehension, reinforce students learning, deliver concrete knowledge, and make class real life learning. Teacher uses different teaching materials in the classroom teaching because materials make the learning easier and faster which associate the cognitive development of the students. Teacher used different types of teaching materials as, audio, video and audio video according to the context of teaching and subject matter. Now a days, teachers use ICT (Information communication and technology) related materials in the classroom teaching such as laptop, computer, OHP, mobile. Due to the lack of teaching material language learning is cannot be effective. In this regard, participant 'Sangita' argued that.

*"I was suffering from poverty. Even in my child hood I had not got necessary materials. Most of the Dalit students are from the poor socio-economical and educational background. I am one of them. So have faced problem related basic*



*reading and writing materials. It effects directly and indirectly on my English language learning. I am from very poor family background. My father never bought necessary materials for me. He used to drink alcohol. In my school there were not any audio, audio video materials for learning English. We know that language has four skills such as listening; speaking, reading and writing but lack of materials all skills were not focused".*

Furthermore, she says there were only text book as teaching material English language learning can be more effective if we have sufficient materials. Similarly, Bipin argued, *"I was born in remote area of eastern Nepal. I did not get all subjects how I can get sufficient materials for English language learning. I saw only text book nothing more than that. There is not facility of electricity so how can I attach with ICT. Even I did not get qualified teacher, if I got good teacher, if I got sufficient materials for English language learning at that time, I would get lots of thing .So teaching materials plays very vital role to make effective learning."*

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

### **Reasons for English Language Learning**

English language is very popular language in the world. English language is used as a lingua franca. English is very important for non-native English users because it is widely spoken all around the world. Knowing English allows people to enjoy their life and work no matter where they are. For students whose mother tongue is not English, mastering English is even more important, not only for their academic life but also for their academic career. English language is the current lingua franca of international business, technology and aviation. It is spoken by most of the people in the world and the number is still rising. Different people learn English for different reason purposes but in interview I have explore the some of the reasons of participant as follows.

**Academic achievement.** English language learning helps to get academic achievement. In the context of Nepal, English language is taken as a foreign language.

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

*"We know that English language is an international language. It is spoken all over the world. If I learn English, I can get more knowledge. I can get more information through English language. This is the age of science and technology. I can get different information and course related content through internet if I have knowledge about English language. English language helps me to obtain marks in the exam. Nowadays all questions have been asked in English language from Bachelor level. If I do not understand the questions, I could not write answer properly, I thought that to get good academic achievement, to get good marks in the exam, I should learn English."*

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

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

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

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

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

*English is becoming part of every human life. English language has spoken different part of the world. It is used in tourism, teaching, health and business sectors. I thought that, if I learn English language, I will get good job in my future. I saw, those people who have good knowledge about English language, they are not unemployment, I mean they have good job, they are working in high position. They are respectful in the society. English is necessary for an employment. Therefore, I learned English language for getting good job."*

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

**Global Communication.** English language is one of the pioneer languages in the world. English is considered as common communication language that has been used in every aspect of life. Learning English is very important to all individual out there in order to maintain the connection with each other. It is the world lingua franca or common second language. English is the international language of business, commerce, science, medicine and other key areas. The world has become a global community whose members must communicate to learn from each other and solve conflict. English language used in everywhere. It has been used in business purpose as well. For global communication, using an international language is the best way. Nowadays for most global communication the English language is widespread. The English language is mostly used among young people as a method of communication. Now the world is global and English language is global language. Many people learn English language learning. So many students learn English language for Global communication. In this regard Bikram argued,

*"English is an international language. It has existed all over the world. If I don't know English language, I cannot communicate with different person in social media. I have an Australian friend. We communicate each other through English language. Our native language is different. Nowadays we are familiar with social media. We can communicate with different friends through social media. I thought that if I have good knowledge about English language, I can go every part of the world and communicate with all. It is global language and communicates with globally. I need to learn English language compulsory. We can see that, English language is used at national and international airport in any public place. We need to learn English for global communication. I need to go aboard for study so I leaned English language."*

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

**Better Career.** English language helps to make better career. People have been moving from one to another country for better job opportunities. English language also helps to get better salary. Those who have good knowledge they can develop their different skills and develop their life. These days, the job market is global. Many companies need employees who can communicate with partners' clients all over the world. There is no other language used in business, political or personal transactional. So have a good knowledge of English helps to make better career. In this part participant 'Sangita' argued,

*"Why not, Of course, English language also helps to make better career. We can see, those who have good knowledge of English, they have better career. They are respectful in our society. I thought that if I learned English language, I can make my career brighter; I am first woman who learn English at higher level from my community. I can see some person in my society. They are working in different field. They are earning money. I am also impressed from them. So, I learned English language."*

On the basis of above-mentioned data, it is found that, English language can play vital role to make bright career. I found that respondent want to learn English to make his better career. He also mentioned, he want to teach in higher level. He wants to be a good English teacher. So, English language is very crucial to make better career. Similarly, Bipin says,

*"English language makes our life happy and fruitful. If we want to make good career, we should know about English language. It makes our standard life. Many*

*people learn English language to get good job and better career. I thought that, if I know English about language, definitely, my career will be better. I will be respectful in the society. I can go everywhere such as America, Japan, UK, Australia and settle there."*

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

### **Sources of Motivation to Learn English Language Learning**

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

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

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

Similarly, Bikram argued,

*I was inspired to learn the English language learning from my father. He passed intermediate with a major in English. And now my father is primary teacher in my village. After my S.L.C. exam, I was confused about which subject kept was a major subject at my higher level that time my father suggested I keep English subject as a major. He motivated me, he said without*

*English language we could not do anything. Nowadays every sector used the English language.*

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

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

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

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

*"My family is very supportive. Each and every parent have very significant role in their children learning. Nowadays people worship the god but I always worship my parents. They devoted their whole life for me. They are source of my motivation, controller, cooperater, and facilitator. They invested economically, psychologically and socially. If they had not supported to me, I would not have in this position whatever I am now. There was not any obstacles by my parents. My*

*parents support me properly. They provided me whatever I want. They had not sufficient time though they gave me time to care and support. They always encourage me to do better in life. I cannot forget their support in my life. I always indebted to my parents."*

According to Sangita,

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

Similarly, Deepa argued,

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

From above mentioned experiences we can say that parent's role is very important in children's success. They are future maker of their children. Without parent support, children cannot get success. They can play very significant role to make bright career of their children. In the interview, all participants agreed that they were got support, motivation, encouragement and cooperation from their parents.

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



parents like, good manner, good morality and good nature. In this way parents have very vital role in their children's life.

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

## Chapter - V

### Findings, Conclusion and Recommendations

This Chapter deals with major findings of the study, conclusion and recommendation drawn by the researcher after analyzing and interpreting of the data. Similarly, I have concluded with my reflections which include the challenges, conflict, dilemmas encounter while preparing the overall study.

#### Findings of the Study

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

- ) Initial phase of learning plays vital role in the success of the students' life. It is said that morning shows the day. I found that the experiences Dalit of students in their initial phase of English language learning were very difficult. Participants were from uneducated family backgrounds with weak economic status. Participants started their educational journey in government schools and they started to learn the English language only from grade four.
- ) Most of the Dalit students are from the poor socio-economical and educational background. So, they face problems related basic reading and writing materials. It effects directly and indirectly to the students on English language learning. It was found that all four respondents affected by their language, cultural, geographical, Family and social background.
- ) Participants were could not pronounce a word. They could pronounce only a single letter.
- ) Motivation and language learning are interrelated to each other. Well-motivated students learn better than demotivated students. All four participants were motivated from following different sources;
 
  - ✓ They were motivated by their teachers,
  - ✓ They were motivated by their parents,
  - ✓ They were motivated by respectful person in the society
  - ✓ Students were motivated some motivational incidents and programs.

- ) Participants were motivated to learn the English language which became a world-wide language. The English language is used as lingua franca, as a survival language in our country. Similarly, to get a better job the English language is very important. Those who have good knowledge of the English language could get better jobs in the market.
- ) Participants were motivated to learn the English language for use in science and technology.
- ) Participants were motivated to learn the English language for further study
- ) Challenges of English language learning in the learning environment.
 

Influence of mother tongue I found that participants were challenged with the English language in the classroom. Dalit students are facing untouchability directly and indirectly in the school and society. By the cause of untouchability, Dalit students were feeling depressed, oppressed, difficult, shy etc. so, they do not feel free in the classroom.
- ) Learners come from different cultures and societies. Learners have their mother tongue. Similarly, I found that participants faced a lack of ICT materials in the classroom. Teaching materials make effective learning. Participants did not get used ICT materials in the classroom except textbooks. They did not get sufficient materials, sufficient time, and qualified teacher.
- ) Family status affects in students' learning. Poor family cannot invest money for their children. They cannot buy necessary materials for their children. The matter of facts that, students cannot learn better. Lack of job opportunity, illustrations, lack of land, lack of investments, lack of awareness, early marriage, lack of the government support, social structure directly and indirectly affected the Dalit student's family background. The study showed that, all four participants were from poor family background. They were not got good environment for learning. They used to do house work also.
- ) Teaching materials make effective learning. It helps to learn better. The data showed that, students did not get any other materials except course book. Teachers were used only course book as a teaching material because of lack of materials. Students were not found any audio, audio video and other related materials.

- ) Teacher has great responsibility to make good future of the students. He has a great role in students' learning. Only trained and qualified teacher can teach better way. Unqualified and untrained teacher cannot teach by the effective way. From the obtained data, it was found that, students were not got qualified English teacher in their primary level. They were taught English subject by social, science teacher and Nepali teacher.
- ) Most of the participants were motivated by their family members and teachers. Family background plays an important role for learners. Learners were motivated by both intrinsic motivation and extrinsic motivation.
- ) Parents are first teacher of the children; they can play very vital role in their children's learning. Without parents' support children cannot be success. In this sense, students got very crucial support from their parents. Parents played very vital role in their children's learning. Students got full support, motivation, guidance to learn English from their parents.
- ) English language is global language. It is used all over the world. It was found that Students learned English for the various purposes such as: respect in society, good academic achievement, better career, global communication, good job opportunity and so on.
- ) It was found that, students were motivated in learning English language from different intrinsic motivational factors. Such as: Physical condition, teaching methods, Teacher, success of the students etc.
- ) It was found that, students were motivated English language to be respected person in the society. There were some people who were very respectful because of their knowledge of English. They had good job as well. In this sense students were also attracted towards English.
- ) Regarding the role of teacher, they played very crucial role in students' learning. They showed the different possibilities in English language learning. Students were found encouragements, supports and motivation from their teachers.
- ) Students were motivated from both intrinsic and extrinsic factors of motivation.

- ) They were affected from different factors in their learning. Such as career related factors, social factors, and economic factors psychological factors in their learning.
- ) Role of motivation in English language learning. Motivation plays a vital role in learning. Motivation always encourages people to do better. The learners who can get well motivation during their learning period they can do better than non-motivated learners.

### **Conclusion**

Motivation and language learning are related to each other. Motivated students can learn better and faster. So, I tried to my best to explore the experiences of M.Ed. level Dalit students in Learning English language. How students are motivated in English language learning, what types of challenges they faced in English language learning, why they learned English.

The findings of the study showed that if students get motivation, they can learn better and good. Motivated students are more active, more eager to learn rather than other demotivated students. In this study I found that, students were motivated towards English language from their parents, teachers and other respected person in the society. Students were affected by different motivational factors such as: social factors, economic factors and language related factors. Furthermore, students were faced many challenges during learning period. They felt many problems like discrimination, untouchability, poverty etc. All the participants were from Dalit community. They did not get adequate teaching materials at school like English magazine, audio, audio video, materials. They did not get English teacher till lower secondary level. Parents have great responsibility to make bright future of their children. They got full support, motivation, and guidance from their parents. Motivation is very essential in learning the language. Motivation helps to get good achievement in life. Students should be rewards by school and colleges for their good performance. Rewarding system can be best way to motivate to the students. Teacher has also great role to make bright future of students. They are source of knowledge so every teacher should have positive attitude in their teaching profession.

Thus, it can be concluded that learners are motivated with the intrinsic factors like the prestige getting from society as an English learner, their already aim to be a

good English learner, its scope, opportunities and importance. On the other, extrinsic factors like teaching methods, overcrowded classes, noisy classes, career related factors, social factors, and language related factors. So, we can say that student perception on intrinsic and extrinsic motivating factors is positive i.e. they are extrinsically and intrinsically motivated to learn English language

### **Recommendations**

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

#### **Policy Level**

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

- ) Some provisions are presented in our constitution and other acts but implementation level is poor, so implementation level should be made strong, no one gets chance to rust out form the area of law.
- ) Existed laws and provisions should be implemented properly
- ) Policy maker and curriculum designer should analyze the Dalitslearner's motivation to make the teaching and learning process more effective.
- ) Sufficient teaching material should provide from the concern sectors.
- ) Policy maker needs to recommend to every English language class to have appropriate instructional materials for four skills of English.
- ) Policymakers conduct teacher training for making them know how to present themselves in front of the learners and how to deal with the students who came from different backgrounds and interests in the classroom.
- ) Policymakers and curriculum designers are concerned with more practical content where the students can practice more.
- ) English language teachers should evolve effective teaching and learning strategies.
- ) The government should support and provide help to organization willing to work for the welfare of Dalit students.
- ) The government should made plan and policy for encouragement of Dalits who are fighting with the starvation.

### **Practice Related**

The following points can be the practice related recommendations:

- ) The teacher should be friendly, and co-operative with the students and should not irritate the mistake of the learner.
- ) Teachers should need to know the motivating factors of students to learn the English language.
- ) There is better to provide the use of information communication technology-based materials in the teaching and learning process.
- ) Teachers should be up-to-date with the dynamic content and should focus on practical teaching rather than theoretical.
- ) Existed laws and provisions should be implemented properly.
- ) It is recommended to implement the reward system and different scholarship programs for the best students in class.
- ) It is suggested to develop positive attitude towards Dalits students to increase the number of Students in English language learning.
- ) Dalits people are engaged in traditional occupations of low productivity, their skill and technology in traditional occupation should improve.
- ) Teacher should provide special attention on Dalit students and place them on front bench to remove hesitation in learning English language.
- ) Awareness program should conduct. It must help illiterate parents and other stake holder to improve Dalit students learning English.

### **Further Research**

This study also could not cover all the areas of research. There might have some limitation as well. While doing this thesis, I encountered with several topics and ideas. However, I have pointed out some related areas for the further study. So I recommended following further research related recommendations:

- ) This research is qualitative in nature. So further research can be carried out taking quantitatively data.
- ) The new research can be focused on role of EFL teacher to motivate in English language learning.

- ) New research for the further can be challenging for students to learn the English language
- ) The current research has been limited to motivation of M.Ed. level Dalits students in English language learning. Therefore, further research can be focused on the motivation of secondary level Dalits Students towards English language learning.
- ) Learner motivation is very essential factor in teaching-learning process it should be followed as a major subject of the study in future.
- ) This research will provide a valuable secondary source for the researchers.
- ) It will provide new research areas about Dalits, which are left to be investigated.
- ) The study will provide the source to carry out the research on different aspect of Dalit students' learning English language



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**Appendices**  
**Letter for students Consent**

Dear sir/ madam,

These students' narratives guidelines have been prepared to draw or information for the research work entitled **Motivating Factors of Dalit Students in Learning English Language** under the supervision of Dr. Tara DattaBhatta, the Professor and Head of Department at Central Department of Education, Faculty of Education, T.U. Kirtipur. This research study attempts to explore the factors of motivating Dalits students in learning English language at Masters Level in University Campus Kirtipur, Kathmandu, Nepal.

Therefore, your kind co-operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept a top confidential.

Thank you for your valuable time!

Researcher,

RudraBahadurB.K

Med. Fourth Sem. T.U. Kirtipur.

## **Appendix - II**

### **Narrative Interview Guidelines**

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

- ) Experiences of Dalit Students in initial phase of English language learning.
- ) Role of motivation in English language learning
- ) Motivating Factors of Dalits Students to Learn English at Higher Level
- ) Challenges of English Language Learning
- ) Sources of Motivation to Learn English Language Learning
- ) Role of Motivation in English Language Learning
- ) Role of Parents in English Language Learning
- ) Reason for English language learning.
  - ) Better job achievement.
  - ) Career development.
  - ) Academic Achievement.
  - ) Global communication.
  - ) Enjoyment of learning.
- ) Please briefly introduce yourself.(Students background your family, economic and educational background)
- ) What are the factors motivating you as higher level Dalits student in English language learning?
- ) How were students motivated towards English language learning?
- ) What are the major extrinsic and intrinsic factors that motivate the students in English language learning?
- ) How was your experience as a Dalit Students from elementary level to Masters Level?
- ) If you were at policy making level, what roles would you play to motivate the Dalits Students?

## **Appendix - A**

Researcher: Hello, how are you?

Respondent: I am fine and what about you?

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

Respondent: I am just writing proposal.

**Researcher: Ok. I am here with you to take interview on "Motivating Factors of Dalit Students in Learning English Language". I want to explore the perceptions of English language learning. How students motivate towards English language learning, what type of challenges they face etc.**

Respondent: of course.

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

Respondent: My name is Bikram Sunar. I was born in 2054. I am 26 years old. I have four family members. My father is a primary level permanent teacher. We depend on him. My mother is a housewife. We do not have any other source of income. My elder is an educated person. He has completed Intermediate. My elder sister is married. I belong to a single family. I am doing a master's degree from Tribhuvan University. My hobbies are: reading new books, making new friends, travelling new places. The name of my district is Syanja. It is located 50 km far from district headquarter. We are a medium class family.

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

Respondent: Regarding my initial phase of learning English language, I started my academic journey from government school. I started my schooling from where my father is working as a primary level permanent teacher. My favorite subject is English than other subjects in my childhood. My father taught me English at home as well as in school. I was good in English than other subjects. I had a good environment in my house for learning because my father is a teacher. I got

sufficient materials for learning. My favorite subject is English than other subject in my childhood. My father taught me English in home as well as in school. I was good in English than other subjects. . I had good environment in my house for learning because my father is teacher. I got sufficient materials for learning. I am from government school. I started my English language learning from A, B, C, and D ..... There was not any English zone in my school. I was taught English subject by my father at school and home. I read English book for the first time in grade four. But basics English is learnt at home by my father. I did not know how to pronounce the words. I am younger child in my family. My parents are educated. I was very poor in my initial phase of English language learning but my father used to help me for learning.

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

Respondent: I belongs to Dalits community. There were few people who have got higher education from our community. Dalits are deprived in the society by different types of discrimination. I thought that I have to read and change the existing discriminations. Though, there was lack of English teacher in my school. My father had brought the English meaning book. He used to say, you can learn better, you can understand English if you read meaning book. Then I memorized the meaning of the dictionary. I was only one student who could memorize many meaning from dictionary. I was able to read English book of grade eight though I was reading in class six. My teacher encouraged me to learn English language and to speak English words however you can. He is the main source of my motivation.

**Researcher: What are the factors motivating you as higher level Dalits student in English language learning?**

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



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

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

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

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

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

**Respondent:** Each and every parent have very significant role in their children' learning. Nowadays people worship the god but I always worship my parents. They have devoted their whole life for me. They are source of motivation, controller, cooperator, and facilitator. They invested economically, psychologically and socially. Without their support, I would not have in this position whatever I am. i have not faced any problems regarding teaching materials. They had given sufficient time. They gave me satisfy even they had an important housework. They always encourage me to do better in life. I cannot forget their support in my life.

**Researcher: If you were at policy making level, what roles would you play to motivate the Dalits Students?**

**Respondent:** Dalits students are suffering from different economic and other problems. Many laws are made in favor of Dalits Student but application is very poor. If I were at policy making level, I have a lot of plans to motivate Dalits students in learning English language. Scholarship for higher study, hostel and other necessary materials should provide to them.

## **Appendix - B**

**Researcher: Good morning.**

Respondent: Morning

**Researcher: How are you?**

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

**Researcher: Yes, I am also fine. Today, I came here with you to take interview. My research topic is Motivating Factors of Dalit Students in Learning English Language. I want to explore the perceptions of English language learning. I have prepared interview guideline. So let's talk about our interview. Can you tell me about you in detail and your family background?**

**Respondent:** I am Sangita B.K. I was born in Mugu district. I was born in 2053. I am 26 year old. I have completed Bachelor's degree from my hometown school then I came to KTM for my further study. I am doing master degree from TU. My hobbies are: watching movie, playing game, travelling new place. We have thirteen family members in our family. My parents are farmer. I am middle child in my family. My younger brother is studying at Bachelor level. We are lower medium class family

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

**Respondent:** Regarding my initial phase of learning English language. I started my academic journey from government school at the age of five. I was born in remote area of Mugu district. I did not get any resource materials for learning in my childhood. I started my English learning from A, B, C and D. There was not any English environment in my school. I was taught English subject by Nepali medium. I did not know anything about English till class four. I read English book for the first time in grade four. I did not know how to pronounce the words and make sentence. I had not good environment in my house for learning because my elder brother always come to home had drink alcohol and disturb us. My parents are farmers and spent maximum time with them. I was very poor in my initial phase of English language learning. There was not good environment in my society as well. Caste discrimination is still exist in my community so called upper class people suppress and insult us. They used say inhuman word "Dum" and "Dumni" never can do anything after reading. But my father encouraged me to study. I was unknown about importance of English language till grade six. I become able to read and write English words when I was in grade seven. Initially, I joined public school for my academic journey. I could

not recognize noun, pronoun, and verb and so on even I was reading in basic level. I was beaten many times by my teacher. When I was unable to memorize what teacher gave me to memorize. I did not get learning materials in previous time. In this way my initial phase of English language learning was challenging also.

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

**Respondent:** English is global language. It is spoken every corners of the world. I felt very difficult to write in English language. I was unknown about the importance of English language till grade seven. After SLC my teacher motivated me to take English as a major sentence.so, I started English as a major subject. My cousin also motivated me to learn English langue. He always inspires me to do something in the field of English language teaching. I have faced many caste discrimination in my society which also make me strong and motivate to learn English language. I used to think I will help to change the society. If I have good command over English, then I can share my problems and views everywhere. So I was motivated to learn English language.

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

**Respondent:** Definitely, I was motivated from different sources towards English language. I was motivated towards English language by my teacher; genius people in the society. My teacher always motivates me to speak some words in English language. Regarding in my English language learning, I was motivated from the higher genius class people. I was also motivated by my society where discrimination is still exist. They are recognizing talent person in the society. They are respectful in the society. These are sources of motivation.

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

**Respondent:** Definitely! Motivation play very crucial role in English language learning. Motivation is key factor that pushes to do something. If you are going to do something in your life, Motivation helps to get achieve that. Motivation is key factors to achieve anything in life. Regarding my English language leaning, Motivation played very vital role. English is a prominent language. Those who know English are considered as a higher class, respectful, talented, genius. I fallowed the same pattern because of higher class people because we are suffering from different discrimination in the society. Racial discrimination is still existed in my society. The so called upper

class people used to say inhuman words like 'Dum', 'Dummi' cannot do anything after reading. Without motivation, learning cannot be successful. We can judge them. Those who are motivated, they can learn faster, and better. I would not at this position without motivation. Motivation played very vital role in my life.

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

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

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

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

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

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

every steps in my life. Though they are farmer, they go here and there for me. They wanted to make me idol person in my society. They provided money. My parents are not educated. They know the value of education. They always motivate me to do better in your filed of education. Parents are god, they do struggle to make their children better career.

**Researcher: If you were at policy making level, what roles would you play to motivate the Dalits Students?**

**Respondent:** Nepal retains its centuries- old caste system. Dalits are suffering from different problems such as restriction on the public amenities, deprivation of economic opportunities and general neglect by the state and society. If I were at police making level, I would focus on application of existed laws and policy and make other empowering programs

## **Appendix - C**

**Researcher: Hello, How are you?**

**Respondent:** I am fine what about you?

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

**Respondent:** I am doing my thesis.

**Researcher: Yes, I am fine too. Today, I came here with you to take interview.**

**My research topic Motivating Factors of Dalit Students in Learning English Language. I want to explore the perceptions of English language learning. I have prepared interview guideline. So let's talk about our interview. Can you tell me about you in detail and your family background?**

**Respondent:** First of all, good morning again. My name is Deepa Nepali I was born in remote area of Kailali district. I was born in 2048. There are six members in my family. We are two sisters and two brothers. My parents are literate. I am first child of my parents. Brothers and sister are studying. I was started my study by the age of five at primary school. I am from simple family background. My father is tailor and my mother is also housewife. My parents are sources of my motivation. They motivated me to learn English language.

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

**Respondent:** Initial phase of English language learning was memorable. My initial phase of learning was challenging. I was born in remote areas of Kailali district. I started my school journey by six years. My childhood was different than Non-Dalit's students. I was treated differently by my friends in school and society too. I did not get friendly and good environment in school and other public places. I had to sit in different bench while my friend ate something in school. I did not get learning materials in previous time. It was very hard for Dalits students in school. I faced many challenges in my initial phase of learning. In this way my initial phase of English language learning was challenging also. I am senior child in my family. Everybody used to love me in my family. When I went to school, I felt very uneasy to manage myself. I can still memorize that I was unable to give my introduction in front of my class. Later, I introduced myself with my friends. We used to say A, B, C, and D

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

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

**Respondent:** I read grade four at primary school. There was a teacher who was very talented, gentle and great personality. I inspired from him. He speaks very clearly, very gently. He motivated me to learn English language. My cousin is my main source of my motivation. Once time when I was studying in grade eleven I was insulted by my teacher because of my wrong pronunciation of words. Then felt very guilty, I told everything to my brother then he encouraged me, he motivated me to do continue. In this way I was motivated by my teachers and brother. As a Dalit students, I gave faced many problems in society and school too. I wanted to become a good teacher in the society when I was a child. I thought that I have to change the society by end of social discrimination.

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

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

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

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



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

**Researcher: What are the challenges of English language learning?**

**Respondent:** Definitely, I have faced many challenges in my English language learning period. I have come here by facing different challenges. Among many I want share one of the problems. If I had got qualified teacher in primary level. That is the bitter reality. I was not wrong because I was taught by my teacher through wrong way. One teacher taught me could (kud) and another teacher taught me (kudl) I was in confusion which was one was right. That was my main challenge in English language learning. I have faced financial problems, racial discrimination and grammatical problems while learning.

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

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

**Researcher: If you were at policy making level, what roles would you play to motivate the Dalits Students?**

**Respondent:** Dalit students are getting scholarship from their schools but it is not sufficient for them. Most of the Dalit students are from the poor socio-economical and educational background. So they face problem related basic reading and wiring materials. It effects directly and indirectly to the students on English language

learning. If I were at policy making level, I will focus on Loans, grants and training for Dalit students. The Dalit people can earn skill and build necessary infrastructure to improve their education and lifestyle. I will make plan and policy for encouragement of Dalits who are fighting with the starvation.

## **Appendix - D**

**Researcher: Are you fine?**

Respondent: yes, I am ok.

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

Researcher: just reading.

**Researcher: YES, I am fine too. Today, I came here with you to take interview. My research topic is Motivating Factors of Dalit Students in Learning English Language. I want to explore the perceptions of English language learning. I have prepared interview guideline. So let's talk about our interview. Can you tell me about you in detail and your family background?**

Respondent: Yah, while talking about myself. My name is Bipin B.K. I am 27 year old. I am doing master degree in English education from T.U. I was born in Dhankuta district. There are very limited schools. We have altogether eight members; Sisters, mother, father and my grandmother. My sister is married. My parents are farmer. They are still staying in Dhakuta district.

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

Respondent: My initial period of learning was very challenging. I started my academic journey from government school. I am from very poor family background. My father worked in furniture shop. We dependent on agriculture I started my academic journey at the age of five from community school. I was very poor in English till class eight. I was in confusion after SLC which faculty should I choose. My teacher suggested me to choose English subject as a major subject. I felt very uneasy though I managed myself. I passed three levels within one year. I directly joined class one. It was very difficult period for me

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

Respondent: One of my best teachers, who encouraged me to learn English. He said to me, study education faculty taking English as a major subject. I did not know why he said such. He encouraged me to speak English words. He said that, if you read English subject, you can do better in life. The scope of English is broad rather than other subjects. You can also go abroad. English is useful all over the world. In this

way my main source of motivation are my teacher. Because of his motivation I was motivated towards English language.

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

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

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

Respondent: why not, I have faced many challenges in my initial phase of English language learning. I was born in remote area of Nepal. I did not get all subjects how I can get sufficient materials for English language learning. I saw only text book nothing more than that. There is not facility of electricity so how can I attach with ICT. Even I did not get qualified teacher, if I got good teacher, if I got sufficient materials for English language learning at that time, I would get lots of things. So, teaching materials play very vital role to make effective learning.

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

Respondent: English is one of the most dominant language in the world. There are many reasons of English language learning. I read English language for various purposes. We know that English language is a global language. It is used in different sectors. It helps me to get better job. It helps me to communicate globally. It helps to travel across the world. If I have good command over English language, I can get good job. I can make my future brighter. Because of these reason I learned English language. Global communications, better career, good job, respect in society, social awareness are the main reasons of English language and learning

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

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

**Researcher: If you were at policy making level, what roles would you play to motivate the Dalits Students?**

Respondent: I am representing Dalit community. I have an aim which can bring change in present society. I am trying to reach at policy making level which is very important students like us. If I were at policy making level. I will try to implement the policy which are made. The amount and areas of Dalits student's scholarship should increase. Constitution of Nepal provided higher level education is free for Dalit students but it is still not in implementation. I will focus on implementations of laws and policy.