

ROLE OF MOTIVATION IN LANGUAGE LEARNING AND CHALLENGES FOR PRE-SERVICE ENGLISH TEACHERS IN NEPAL

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ABSTRACT

This study aimed to explore the role of motivation throughout the academic journey of pre-service English teachers in English language learning at the master's level. Both the primary and secondary sources of data were employed in the study. This research followed narrative inquiry as the research design. The data were collected from three pre-service English teachers at the University Campus in Nepal. The participants were selected purposively with a judgmental sampling procedure. The data collected from the in-depth interview and written narratives were analyzed and interpreted thematically and descriptively. It was found that preservice teachers were motivated to learn English for various reasons, such as to earn money, to sustain a prestigious life in society, to be professional teachers, and to enjoy English literature. Likewise, they faced challenges like a lack of exposure, unqualified teachers, an economic crisis, a deficit in an English-friendly environment, hesitation, and frustration while studying English. Moreover, the study clearly mentions the motivating factors for English language learning based on the lived experiences of the participants.

Keywords: *Teacher motivation, preservice English teachers, professional development, unqualified teachers.*

INTRODUCTION

Motivation is undoubtedly a driving force that helps teachers excel in teaching and learning activities. Iliya and Ifeoma (2015) opine that motivation is an internal process that makes a person move toward a goal. This statement shows that motivation makes a man goal-oriented. Therefore, students should be motivated to learn English inside and outside the school setting. Motivation has a lot to do with the psychological aspects of learners (Umida et al., 2020). In this regard, William and Burden (1997) addressed motivation as a state of cognitive arousal that provokes a decision to act, as a result of which there is sustained intellectual and physical effort so

that the person can achieve the predetermined objectives.

In the context of Nepal, English teachers are supposed to take English as a major subject just after they complete their school education as students. To put it more vividly, one cannot be an English teacher without coming through student life. Moreover, teachers can be the model for those students who are potential teachers in the near future. In other words, students can develop some insights upon teaching when they are studying in school, on campus, or at college. Later, as a professional teacher, they can either apply useful insights or modify themselves

according to changing situations, taking lessons from those traditional teachers and methods. For this, students should be motivated toward their upcoming teaching career with a sense of devotion from their early days. It means motivation plays a decisive role in the academic journey of preservice English teachers. When students are motivated to learn English, they try to sharpen their language skills and enhance their learning (Bhattarai, 2021).

Objectives of the Study

1. This research study has the following objectives:
2. To examine the role of motivation in language learning
3. To determine the factors that motivate students to learn English
4. To find the challenges for pre-service English teachers in the context of Nepal

Research Questions

This study aims at finding answers to the following questions:

- i. How does motivation help pre-service English teachers learn the English language?
- ii. What are the factors that motivate the students to learn English?
- iii. What are the challenges of learning English in the context of Nepal?

Review of the Relevant Literature

Motivation has become a buzzword in the field of English education throughout the world, especially in countries where English is taught and learned as a second language. This is because, without motivation, meaningful learning of English is almost impossible. As English is an international language, both native and non-native speakers use it for international communication. Therefore, there is an increased demand for learning English everywhere. Harmer (2008) stated that English is taught in a variety of situations around the world. He further stated that English is taught in private language schools and institutes all over the world and in countries like Korea and Japan, where students live in English-only environments. Motivation, nevertheless, lays a lifetime foundation for learning the English language. Moreover, in formal education, motivation is of great importance to students as unless students are motivated, they

cannot achieve the expected horizon of knowledge and skills in English (Liu, 2015).

In the field of second or foreign language learning, motivation is a key factor that makes learners different from each other in terms of their learning style, pace of learning, and devotion to learning. According to Greenberg (1999), "Motivation is the process of arousing, directing and maintaining behavior towards particular goals." Thus, motivation is the force that initiates, guides, and maintains goal-oriented actions or behaviors. To be more specific, motivation is one of the strong determinants for effective and successful English language learning. It inspires the students to learn English with great vigor. On the basis of the degree of motivation, less motivated learners become less successful, and highly motivated learners become more successful. However, teachers should try to motivate all the students equally in the process of learning the English language.

The teacher is also believed to be one of the factors to motivate the students. According to Subedi (2010), teachers' appearance, personality, teaching styles and techniques, manner, and behavior are the factors that decide their position in the students' hearts. The ideas from (Harmer, 2008 Subedi, 2010) discussed that the Presence or absence of success plays a vital part in the motivational drive of a student. Both complete failure and complete success may be demotivating. If the students succeed, they can be motivated, but if they fail, they are demotivated. So, students should be motivated in a way that allows them to take risks for success. So, success is also an important factor for intrinsic motivation (Lin et al., 2017).

According to Harmer (2008), some countries such as Korea and Japan have provisioned specialized 'English Villages' where only the English language is used. According to him, English is taught in private language schools and institutes all over the world and even in specialized 'English villages' in countries such as Korea and Japan, where pupils live in English-only environments in specially constructed theme-park-like environments.

Learning a second language is never easy. Learning English as a second language is even less easy, particularly if you are learning English outside of an English-speaking country. In our country Nepal, English is taught as foreign language. However,

English is considered as a second language in the educational sector. So, it is learnt in a formal setting in our country. We have to face many difficulties while learning the English language.

Research Methodology

Research Site

The researchers used both primary and secondary sources of data for the study. Only three preservice teachers who studied English education under University Campus; T.U., Kirtipur were the primary sources of data.

Data Collection Tool

The primary data were obtained from face to face interviews and written narratives. The researchers used semi-structured interview schedules and open-ended questions as tools for data collection. Likewise, in-depth interviews and written narratives were the techniques for data collection.

Data Analysis and Interpretation

The researchers used a thematic approach to determine what stories were told and what stories revealed about each individual preservice English teacher regarding how they got motivated to learn English and what kind of challenges they encountered during their student life. Moreover, common ideas of the respondents have been discussed under common themes and data have been described in detail on the basis of responses given by the respondents. In other words, the narratives were first viewed holistically and then analyzed thematically.

Results and Discussion

The researchers analyzed and interpreted the data on the basis of the following major themes:

Attitude to English Language Learning

Effective learning a second language is influenced by many factors. Among them, attitude has been identified as an important one. Likewise, Better understanding of students' attitude helps language teaching programmers, school managers and educators to develop strategies to improve student's learning outcomes.

Regarding their attitude toward English language learning, Rahaman expressed his ideas eagerly and confidently.

He expressed, I had a very positive attitude towards English from my early days. I dared to talk with English speakers wherever and whenever I met them. They were my teachers, my friends who were senior to me and then, I used to motivate myself to learn more. I used to become more interested and I used to think that it is great to achieve good command over the English language and thought Speaking English was really a great thing. Likewise, people speaking English in my area were considered to be Superior due to their knowledge of the English language. That is why I started to read English and it was a really good and positive decision for me (Rahaman).

As the data show, a positive attitude toward learning English is one of the internal factors that direct students to study English due to its economic and societal importance. Rahaman says, "I had a very positive attitude towards English from the early days." When people glorify English in society, students also get motivated to learn English either to earn money or to maintain a good status in society. Likewise, he added, "People speaking English in my area were considered to be Superior due to their knowledge of the English language." So, a positive attitude towards English from his early days helped him develop competence in the English language.

Likewise, Santanu shared his ideas on attitudes towards English language learning on the basis of his own experiences.

He shared, in terms of my attitude towards the English language, there are two stages in my life. In the earlier stages, when I was motivated towards the English language, my perceptions towards English language was one-sided or it was blind-folded. I used to think that people who know English are very great, English is a very good language, one should get mastery over English. But, when I started studying at the bachelor and master level, I understood that English is not everything. So, we have to be critical about it. English is very important but I understood some negative parts of English. For example, English is a hegemonic language, and it is killing our own language and culture (Santanu).

In this way, all the participants agreed that a positive attitude towards the English language is a basic requirement to get mastery over it. Otherwise, effective learning of English is beyond imagination. However, to develop a positive attitude teacher, guardians and friends can play a crucial role.

Language Exposure and Second Language Learning

In the context of Nepal, exposure in English is very less except institutional schools and very few number of English medium government schools. Not only at school level, but also at bachelor level, the medium of instruction is Nepali while teaching English. As a result, they do not get enough opportunities to practice English. Kailash expressed his discontentment regarding exposure to Nepalese community schools.

He commented, As I am from a community school, I could not get enough opportunities to practice the English language (sad expression). Umm...the medium of instruction was Nepali language and the students also requested the teachers to teach them in Nepali language. Each and every word of English was translated into Nepali. Moreover, I was the only person who demanded an exclusive English environment while teaching English subjects. But, all the students did not support me as they could not understand and speak English (Kailash).

His experiences show that most of the students in community schools are poor in English because they do not dare to speak English due to their poor English background and sense of hesitation. He says, "As I am from a community school, I haven't had enough opportunity to practice the English language (sad expression)." Moreover, most community schools in Nepal follow Nepali medium English classes. He says, "Umm...the medium of instruction was Nepali language, and the students also requested the teachers to teach them in Nepali language". This shows that not only are the students responsible for not speaking the English language, but teachers are also responsible as they do not try to teach the students in English. Moreover, what they get as theoretical knowledge, they do not bring into practice. Indicating the teachers, Rahaman shared his ideas based on his experiences regarding exposure to English.

He articulated, in my school days, when I was studying in community schools, teachers did not use English as the medium of instruction. Even at the bachelor's level, the medium of instruction was Nepali. However, in university, I had many opportunities to practice English when I presented on different topics related to different subjects. So, only

at the master's level was there good exposure to English (Rahaman).

Based on his experiences, it can be concluded that even the teachers in our country do not like to conduct English medium classes for various reasons like lack of confidence, indifference, and lack of teacher professionalism. He says, "Even at the bachelor level, the medium of instruction was the Nepali language. However, in university, I got a lot of opportunities to practice English when I presented on different topics related to different subjects." His stories show that he seems dissatisfied regarding English exposure at the school and campus level. However, he is completely satisfied with the exposure to English while studying at M.Ed. level at the University Campus Kirtipur, Kathmandu.

In the private schools of Nepal, there is good exposure in English, in comparison to community schools. Santanu (Participant) studied in boarding school from his early classes. So, he shared distinct experiences of learning English in comparison to other two participants (Kailash and Rahaman).

Rahaman shared, from my very early childhood, I got good exposure in English as I was studying in boarding school. And, one thing that motivated me highly or improved my English significantly is extra-curricular activities that were conducted every Friday. There were different programmes such as quiz contest, spelling contest, speeches, word antachhari and debate programme (Santanu).

Santanu's experiences showed that there was English medium instruction in institutional schools, and the students never felt a lack of exposure inside the school premises. He said, "From my very early childhood, I got good exposure to English as I was studying in boarding school." However, there is a lack of practice outside the class, even for boarding students. He further said that seven subjects were taught in English except for Nepali subjects while he was studying in English boarding schools, but in community schools, seven subjects were taught in Nepali language except English. English subjects also used to be taught with the heavy use of the Nepali language as the participants from community school backgrounds shared their stories. Actually, this is the difference between community schools and private schools in Nepal.

Role of Teachers in English Language Learning

Teachers must play a crucial role in motivating students in English language learning. Archana and Rani (2017) have mentioned six roles of English teachers. They are the learner, facilitator, assessor, manager, evaluator, and guide. They can influence the students positively in the proper direction of English language learning. Students try to imitate their teachers if they are worthy of imitation. So, some of the students are inspired to learn English because of their excellent teachers. Rahaman said that he had dreamt of being a fluent English speaker like his English teacher when he was studying at the school level. Sometimes, students are directly or indirectly inspired by their teachers if the teachers are ideal in the eyes of the students.

Kailash glorified the role of the teacher and expressed the value of English teachers in students' lives like his.

He commented, (Pause), there are only so many teachers who motivated me to learn the English language. I have experienced that even a single word used by the teachers can change students' lives. When I was studying at an intermediate level during 2066-69, English teachers provided me with some important books and reference materials. Likewise, they were given a chance to speak English in the class and in different programs. William Arthur Ward says, "Mediocre teacher tells, good teacher explains, superior teacher demonstrates and great teacher inspires". However, I am in favor of inspiring teachers and I found some inspiring teachers. When I got admitted to the intermediate level taking a major in English, Adhikari sir (his ideal English teacher) inspired me in my study and he also taught me in bachelor level. Likewise, in master level, I got inspiring professors and lecturers who shaped my identity as a preservice English teacher. Therefore, I am grateful to them very much. I cannot forget inspiring teachers. Moreover, I would try to be like them (Kailash).

Regarding the role of teachers in English language learning, Kailash articulated, "There are very few teachers who motivated me in learning the English language".

In a similar vein, Santanu said that teachers and his friends motivated him to learn the English language. As the above data show, teachers are a direct and indirect source of inspiration for the students. He

says, "Motivation really plays a great role in achieving anything". Even if teachers do not inspire the students in English language learning, they are impressed by the professional qualities of the teachers and the respect they get in the society due to their skills in English language.

To sum up, all the participants agreed upon the role of teachers to motivate their students in learning activities. Whatever roles teachers play should ultimately motivate the students, and motivation certainly enhances students' English language learning.

Strategies for Learning English Language

Students use different strategies to learn the English language. When I interviewed three participants, I came to know about the strategies that they applied while learning the English language. In this regard, Kailash told his unique way of practicing English.

He articulated, Umm... I read essays, stories, dialogues, letters, applications, quotations etcetera to have competence in English. Likewise, to develop my speaking fluency, I used to speak English even if I was alone. Another important way of practicing English is speaking English before sleeping and before leaving the bed, almost for fifteen minutes. Likewise, if there was break time in class, I used to speak English gathering some interested students (Kailash).

As the data mentioned above show, learners' autonomy plays an important role in language learning. He said, "Umm... I read essays, stories, dialogues, letters, applications, quotations to have competence in English". Furthermore, he said, "Once, Christians came to my campus when I was studying in bachelor first year and I went near them and started speaking English with them". In this way, language learners who are keenly interested and strongly devoted to learning the English language, try to grasp the opportunity wherever and whenever it is available. Likewise, Santanu shared his ideas regarding the ways he learnt English and said, "I was motivated to learn English and I improved my English by participating in different Friday programs like, quiz contest, spelling contest, speeches, word antechoir and debates". In the similar vein, Rahaman said, "When I was studying for my bachelor's, I used to listen to BBC news at eight pm". Similarly, Rahaman said that he used to talk in English with

friends and vice-versa, so that they could develop their English language skills. He further said, “I used to graze the goats; in that place I used to sit on a canal and used to take hand books. After that, I used to memorize sentences and sentences, quotations, meanings and learned by heart.” Likewise, Kailash said “To develop my speaking fluency, I used to speak English even if I was alone and if there was break time in class, I used to speak English gathering some interested students”. These ideas show that learners should be active while practicing English language to improve their speaking skills.

So, Language learning strategies are the conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information (Oxford, 2011). Likewise, Choice of strategies also relates strongly to ethnicity, language learning purpose, the nature of the task and other factors (Benson, 2006). The participants in my research represent different backgrounds in terms of educational institutions, geographical area, linguistic community and their unique experiences. As Santanu studied in boarding schools, he got a good opportunity to practice English. But, the rest of the others could not get an English friendly environment. As a result, Kailash and Rahaman struggled hard to be good in English in comparison to Santanu because speaking English was normal and compulsory in boarding school. Instead, Kailash and Rahaman lacked such an environment in community schools located in remote areas. Santanu said that he was very ambitious and showy while speaking English with the people even if they were illiterate in his school days but in bachelor and master level, he became critical upon English.

He articulated, (Being emotional) for example, let me give you one example about how I changed my view towards English, gradually. Now, I take English critically. When I was in my early days, I thought that Speaking English was a glorious job. It was a matter of reputation and what I used to do is even with my parents who were illiterate and even with the villagers who were illiterate, I used to speak English. I did not use to speak Nepali; I used to speak English to show some sort of showy behavior. I wanted to show them that I know English, I am a great person but when I gradually understood that, I took it critically; knowing English is very important but I

took some negative parts of English. For example, English is a hegemonic language and how it is killing our language and culture (Santanu).

On the basis of the experiences of the participants, there are various ways of learning English. Santanu said, “It was a matter of reputation and what I used to do is even with my parents who were illiterate and even with the villagers who were illiterate, I used to speak English”. This shows that a person should be an autonomous learner and he can learn English creatively with his own attempt and in collaboration with others as well.

Motivational Factors for Learning English in Nepalese Context

Motivation is one of the key factors impacting successful English language learning in EFL settings. In order to acquire foreign language effectively, it is essential that factors that motivate language learning should be identified. My present study shows that the participants studied the English language for different purposes. In this regard, Kailash clearly mentioned why he studied English.

He mentioned, (Smiling), in the primary level, I was motivated to learn English to be prestigious in the class and to be safe from the punishment. Later on, when I entered in secondary level, I became familiar with the economic advantages of learning English. Likewise, from the very beginning, I wanted to involve in social- welfare activities and for that knowledge of English plays significant role by providing some information about the welfare activities in the world through the medium of printed or mass media. Similarly, I was very much interested to talk to the foreigners who are native speakers of English. Likewise, I had a goal to visit European countries like; America, Britain, Canada, Australia etc. where native speakers of English can be met. I was also fond of speaking English for making fun from my school days. Likewise, when I saw some of the people speaking English, I also got motivated to be like them in future. Therefore, there are many reasons that motivate the students to study English (Kailash).

His statements show that he was motivated to learn English for six reasons; (a) Knowledge; (b) to visit abroad; (c) to earn money, (d) for maintaining good social status (e) to enjoy English conversation and (f) to be fluent speaker of English. Therefore, his ideas

can be supported by Dorney who says, “Motivation is the key to learning (Dorney, 2001)”. To put it more clearly, motivation refers to the inner source, desire, emotion, reason, need, impulse or purpose that moves an individual towards a particular action (Softa, 2022). In the similar vein, Rahaman kept his opinion regarding motivational factors that motivated him in studying English.

Rahaman said, (Touching his chin), When my English neighboring brother used to visit our home land at that time, he used to get more prestige because he could speak English and I also thought to be prestigious like him in future. He also used to earn good money. So, I also wanted for my economic progress and prestigious life in future. As a result, I was motivated to study English.

This shows that learners are inspired by their seniors because of their living style, prestige and economic status that they get. To imitate the life of neighboring brother too, Rahaman was motivated to be a professional teacher in future. However, Santanu stated that he was motivated by his teachers and his friends from his very early days as he studied in boarding school. Rahaman articulated, “When my English neighboring brother used to visit our home land at that time, he used to get more prestige because he could speak English and I also thought to be prestigious like him in future”. To sum up, it can be said that there are intrinsic and extrinsic motivational factors that motivate the students to learn the English language.

Challenges of Learning English Language

Learning a second language is never easy. Learning English as a second language is even less easy, particularly if you are learning English outside of an English-speaking country. In our country Nepal, English is taught as foreign language. However, English is considered a second language in the educational sector. So, it is learnt in a formal setting in our country. We have to face many difficulties while learning the English language. Along with my experiences, learners had to face the following challenges in the Nepalese educational scenario.

a. Unqualified Teacher

This is the most significant and the most overlooked problem. What makes this problem so difficult to solve is that, since many communities are English

language learners, they cannot determine who is a good English teacher and who is not. Whatever the teacher says, whether correct or incorrect, will be taken as correct by the learner. Kailash commented upon unqualified teachers and said, “When I was studying in intermediate level, a teacher used to mispronounce the words and misinterpret the text due to the lack of knowledge about English sound system and subject matter. As a result, some of the students developed the habit of mispronouncing the words”. In the same way, Rahaman said that his English teacher did not speak English for the whole period and he spoke in English a little. If the teachers do not speak in English while teaching English, it is needless to talk about the students. He further added. “When he (his teacher) used to read books, he used to speak English and after reading that book he used to translate in Nepali”. Santanu also commented on unqualified English teachers and he suggested them. He said, our teachers used to teach English to us, they used to speak some words but they used to teach us wrong pronunciation. I do not know either knowingly or unknowingly or if they were careless. So, one thing is that we need to be very careful regarding the pronunciation, spelling or subject matter knowledge. First of all, we need to be sure whether that is right or wrong. If that is wrong, we need to make it right. We need to prepare ourselves before going to teach (Santanu).

His experiences and ideas directly suggest that English teachers should be qualified so that they can teach the students in a proper manner. He says, “Our teachers used to teach English to us; they used to speak some words, but they used to teach us wrong pronunciation. I do not know, either knowingly or unknowingly or they were careless”. To improve the quality of teachers, they themselves mainly have to be prepared in their subject matter before the teaching. Likewise, English teachers should be careful enough to distinguish between rights and wrongs regarding the English language while teaching English.

b. Less Exposure

English is mainly taught and learnt in formal settings in our country, especially in public schools. Likewise, most of the time, the medium of instruction is Nepali. There is no English-speaking environment even for those who want to speak

English. Kennedy (1973) says that the amount of exposure to the L1 that an L2 learner receives in class is certainly generally much less than the amount he receives in acquiring the L1. The L2 learner is typically a part-time learner. Apart from the limited amount of time he is exposed to the L2, how much time is spent is also critical. Instead of having a rich linguistic environment, the L2 learner is usually exposed to selected phonological, syntactical, lexical, and thematic items. It is the teacher who decides and arranges the sequence of the presentation of these items to the learner. In this way, due to the lack of exposure to English, students fall behind in English.

In this regard, Kailash shared his experiences and said,

Okay, you asked me a genuine question; this is critical too. As I have already informed you that I am from a community school background so the medium of instruction was Nepali. There was a lack of exposure to English in my school days. Even English subjects were taught with the help of translation. However, I was the only person who demanded an English exclusive environment while teaching an English subject when I was studying for my bachelor's degree. So, most of the students in my area were poor in English due to limited exposure (Kailash).

His experiences show that in community schools, there is little use of English. Even teachers do not use English at the maximum level. He said, "There was a lack of exposure to English in school days. Even English subjects were taught with the help of translation". As a result, students do not get a chance to practice English and perform poorly in exams as well as in extracurricular activities. Likewise, he also says, "I was the only person who demanded an English-exclusive environment while teaching English subjects when I was studying for my bachelor's degree." In this way, very few students dare to speak English, especially in remote areas these days. They cannot even be involved in simple English conversation.

In a similar way, Rahaman has the same sorts of experience as Kailash faced during his academic journey.

He shared,

In my school days, as I was studying in community schools, even teachers did not use English as a

medium of instruction. Even at bachelor level, the medium of instruction was Nepali language. However, in university, I got a lot of opportunities to practice English when I presented on different topics related to different subjects. So, only at master level, there was good exposure in English (Rahaman).

These two participants were from community schools, and they could not get enough exposure in schools up to bachelor level. Rahaman says, "In my school days, as I was studying in community schools, even teachers did not use English as a medium of instruction." According to them, even at the bachelor level, the medium of instruction was the Nepali language. However, at the master level, they got the opportunity to practice English and were satisfied with English exposure. However, Santanu got enough exposure to English from his early classes, and he was fully satisfied with it as he had studied in English boarding schools from his early days.

To sum up, lack of exposure is also a hindering factor for learning English. The more exposure is given to the students, the more the students can develop their skills in English language.

c. Excessive Use of Mother Tongue

Excessive use of the mother language is also a challenge in Nepali English classes. Cook (2001) mentioned that the avoidance of L1 in the EFL classroom has been undoubtedly justified for decades. Especially in community schools, there is heavy use of Nepali language while teaching English. However, it is not the case in institutional schools. Kailash revealed his bitter experiences about the excessive use of mother tongue in his school and campus days.

He shared, Even English subjects were taught with the help of translation or there was Nepali medium instruction. Moreover, it is needless to talk about exposure to English outside the classroom. In most of the community schools, there is not enough practice of English inside the classroom and outside the classroom, no possibility of speaking English. In such conditions, it is very difficult to develop good command over the English language. However, I was the only person who demanded for an English exclusive environment while teaching an English subject when I was studying in bachelor (Kailash).

On the basis of his experiences, it can be said that even English teachers of Nepal do not emphasize on

English medium instruction in most of the community schools. He commented that there was use of Nepali language even to teach English subjects. He clearly mentioned, "In most of the community schools, there is not enough practice of English inside the classroom and outside the classroom, no possibility of speaking English". According to him, even the students do not dare to speak in English.

In this regard, Rahaman shared,

In my school days, as I was studying in community schools, even teachers did not use English as a medium of instruction. Even at bachelor level, the medium of instruction was Nepali language and local dialect Bajika was also used but English was used very less. However, in university, I got a lot of opportunities to practice English when I presented on different topics related to different subjects. So, only at master level, there was good exposure in English (Rahaman).

From Rahaman's view, we can claim that teachers are indifferent to English medium instruction for various visible and invisible reasons. He says, "Even at the bachelor level, the medium of instruction was the Nepali language, and the local dialect Bajika was also used, but English was used very little." Some of the challenges, according to him, are lack of materials (like tape recorders, audio players and projectors) and reference materials. Likewise, the English language and culture could not be exposed to the students; that is also a part of exposure.

d. Hesitation and Frustration

There are several factors that affect students' performance in speaking English fluently. They are scared of committing mistakes while they speak. They also cannot express themselves well or adequately because they lack adequate and appropriate vocabulary. Another factor that makes students hesitate to speak in English is that they are shy and nervous (Ma et al., 2020). They feel fearful to speak English in front of other people because they lack confidence in their own competence in English. So, it is important to help the learners overcome their anxiety, nervousness, and fear with encouraging words. A good atmosphere and suitable environment can also help students to speak actively, correctly, and fluently (Mueen, 1992).

All the respondents agreed that hesitation on the part of students is also a great challenge that does not let the students develop their speaking skills. They think too much about committing wrongs and do not try to speak in English. Kailas said that hesitation is created due to too much thinking about committing mistakes and students' shyness. Because of shyness and fear of committing mistakes, some students do not dare to speak in English in and outside the classroom. Rahaman also shares the same idea that students hesitate to speak in English because of the fear that they would commit a mistake and their friends might laugh at them.

Similarly, frustration is also a great challenging factor in the English language learning process. Kailash shared his real experiences regarding it during a prolonged interview in detail.

He expressed, Of course, I was faced with moments of frustration. When I could not perform according to my expectations, I was frustrated. Sometimes, I could not get good marks in exams and sometimes, weak students got more marks than me. In such situations, other friends also teased me. That caused great depression. Likewise, I thought I was not making progress in English because it was difficult to judge myself on how much progress I was making. Likewise, when I compared it with the pronunciation of native speakers, I was not satisfied as I could not understand even simple words due to their distinct accent (Kailash).

So, there is not only one reason to be frustrated. However, we consider that frustration is caused due to failure or possibility of failure. As the above data shows, there are also some moments of frustrations. In this regard, Kailash said, "When I could not perform according to my expectations, I was frustrated. Sometimes, I could not get good marks in exams and sometimes, weak students got more marks than me".

In a similar way, Rahaman expressed his sadness and said about his tragic moments in student life.

He said, (Being sad and sentimental) when I passed the entrance to study M. Ed at the university campus, I became happy and I would like to remember this day as the happiest day in student life. However, when I got expelled from the first semester, I became sad. All the answer sheets were cancelled although I was caught only one day. This day, I remember as the saddest day in my academic journey. This event

caused great frustration in my academic life. However, I did not lose my heart, and I passed all the subjects next time (Rahaman).

In this way, hesitation and frustration also disturb English language learners in their academic journey of learning English. In this regard, Rahaman expressed, "When I got expelled from the exam in the first semester, I became sad. All the answer sheets were canceled although I was caught only one day". This moment caused great frustration in his student life. Likewise, all the participants agreed that hesitation on the part of students is also a great challenge in ELT classes. Similarly, it can be said that if the students and teachers neglect the idea that 'practice makes a man perfect,' they cannot perform better in English. However, those who do not hesitate to speak English and enjoy practicing wherever they are can have a better command of it than those who do not dare to speak. In a similar way, frustrated students cannot perform better in comparison to those who are self-assured and determined in their learning process.

Conclusion

The purpose of this study was to explore the role of motivation throughout the academic journey of pre-service English teachers and the challenges for pre-service in relation to English language learning up to the master level. The study reveals that preservice teachers were motivated to learn English for various reasons, such as to earn money, to sustain a prestigious life in society, to be professional teachers, and to enjoy English literature. Likewise, they faced various challenges like a lack of exposure, unqualified teachers, an economic crisis, a deficit in an English-friendly environment, hesitation, and frustration while studying English.

Conflict of Interest

- No conflict of interest was declared between the author/s.

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