

## 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 the context of English language learning at the master's level. A combination of primary and secondary data sources was employed to provide a comprehensive understanding of the research problem. The study has utilized a narrative inquiry approach as the research design, allowing for a thorough exploration of participants' live experiences. Data was collected from three pre-service English teachers enrolled at the University Campus in Nepal, selected through purposive sampling using a judgmental procedure. The data collected from in-depth interviews and written narratives were thematically analyzed. The findings indicated that pre-service teachers were motivated to learn English for a variety of reasons, including financial opportunities, the desire for social prestige, professional aspirations, and a passion for English literature. However, the study also revealed several challenges faced by the participants, such as a lack of exposure to the language, the presence of unqualified teachers, economic constraints, the absence of an English-friendly environment, as well as feelings of hesitation and frustration in the learning process. These challenges were found to impact the participants' motivation and overall learning experience. The study emphasizes the importance of understanding these motivating factors and challenges within the context of the participants' lived experiences, offering insights into how these elements shape their English language learning journey.*

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

### INTRODUCTION

The term "motivation" describes the fundamental causes of behavior, which are typified by a person's readiness and deliberate choice to do action (Seven, 2020). Iliya and Ifeoma (2015) assert that motivation is an internal process that directs individuals towards achieving their goals, emphasizing its role in fostering goal-oriented behavior. Consequently, it is crucial for students to

be motivated to learn both within and outside the formal school environment. Motivation is deeply intertwined with the psychological aspects of learners (Umida et al., 2020).

In Nepal, aspiring English teachers are required to specialize in English as a major subject immediately after completing their secondary education. This highlights the integral connection between students'

experiences and the journey towards becoming an English teacher. Teachers, in turn, serve as role models for students who may pursue teaching careers in the future. As students progress through their academic studies, whether in school, college, or university, they gain valuable insights into teaching practices. Upon entering the profession, they can apply these insights or adapt their methods to changing circumstances, drawing on lessons learned from traditional teaching models.

### Objectives of the Study

1. To examine the role of motivation in language learning
2. To determine the factors that motivate students to learn English
3. To find and analyze the challenges encountered by pre-service English teachers in the context of Nepal.

### Research Questions

1. How does motivation help pre-service English teachers learn English language?
2. What are the factors that motivate the students to learn English?
3. What are the challenges encountered by pre-service English teachers in the context of Nepal?

### Literature Review

Motivation plays a pivotal role in English education, particularly in contexts where English is taught and learned as a second language. It is an important factor for fostering meaningful language acquisition, as learning English without motivation is often ineffective. As a global lingua franca, English is widely used for international communication as it creates a growing demand for its mastery worldwide. This demand underscores the importance of cultivating motivation among learners to enhance their engagement and success in acquiring English language proficiency. Harmer (2008) highlights that English is taught in diverse contexts globally, such as private language schools and immersive environments in countries like Korea and Japan, emphasizing the importance of motivation in establishing a lifelong foundation for language learning.

In formal education, motivation is essential, as learners cannot achieve desired results in English language proficiency without it (Liu, 2015). It serves as a key differentiator among learners, influencing their learning style, pace, and commitment. According to Greenberg (1999), motivation is a process that involves triggering, guiding, and sustaining behavior aimed at achieving specific objectives. Highly motivated learners generally achieve greater success compared to their less motivated counterparts, necessitating teachers' efforts to inspire all students equally.

Teachers play an important role in fostering learner motivation. Subedi (2010) highlights that the attributes such as teachers' personality, teaching strategies, and conduct significantly shape students' drive to learn. Harmer (2008) underscores the influence of success and failure on motivation, cautioning that while failure can discourage learners, unchallenged success may also limit growth. Lin et al. (2017) advocate for encouraging students to embrace challenges and view success as a pathway to intrinsic motivation. By maintaining a balance, teachers can cultivate a supportive and effective learning environment.

Harmer (2008) is of the view that English is taught worldwide in diverse settings, including private language schools and specialized 'English Villages.' In countries like Korea and Japan, these 'English Villages' are immersive environments where English is the only language used that provides learners with an English-only context in a theme-park-like atmosphere. Such dedicated spaces aim to enhance language acquisition by simulating real-world English usage and fostering immersion. Learning any second language presents inherent challenges for the learners, and mastering English as a second language is particularly demanding, especially in non-English-speaking countries. In Nepal, English is taught as a foreign language, yet it is treated as a second language in the educational sector. Consequently, English is learned in formal educational settings, but learners face diverse challenges, ranging from limited exposure to the language to inadequate instructional resources and varying levels of proficiency. These challenges necessitate a more targeted approach to language acquisition.

## Research Methodology

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

## Data Collection Tools

The primary data was 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 has been described in detail on the basis of responses given by the respondents. In other words, the narratives were viewed holistically at first and then analyzed thematically.

## Results and Discussion

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

### Attitude Towards English Language Learning

The Effective learning of 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 towards English language learning, Rahaman expressed his ideas enthusiastically and confidently: "I had a very positive attitude towards English from my early days... People who spoke English in my area were considered superior... I started to read English, and

it was really a positive and favorable decision for me."

As the data show, a positive attitude towards learning English is an internal factor that drives 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 society glorifies English, students are motivated to learn it to earn money or maintain a good status. He further stated, "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.

Santanu shared his ideas about his attitude towards English language learning, based on his personal experiences. He explained, "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 were one-sided or blind-folded. I used to think that people who know English are great people, and that English is an excellent language, one should gain mastery over it." However, he later added, "When I started studying at the bachelor's and master's 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 side of English. For example, English is a hegemonic language, and it is killing our own language and culture.

All participants agreed that a positive attitude towards the English language is essential for mastering it; without it, effective learning of English would be unimaginable. However, they also emphasized that teachers, guardians, and friends can play a crucial role in developing this positive attitude.

### Language Exposure and Second Language Learning

In Nepal, English exposure is limited to institutional schools and a few English-medium government schools. At the bachelor's level, the medium of instruction is Nepali, even for English subjects. Thus, learners lack

opportunities to communicate in English. Kailash expressed his dissatisfaction with his exposure in community schools, "As I am from a community school, I haven't had enough opportunity to practice the English language... The medium of instruction was Nepali, and the students also requested the teachers to teach them in Nepali... I was the only person who demanded an exclusive English environment" (Kailash).

His experience shows that learners in community schools often lack English-speaking confidence due to their environment. Most community schools in Nepal use Nepali as the medium of instruction, with students translating English into Nepali. Rahaman shared similar frustrations regarding exposure: "Even at the bachelor level, the medium of instruction was Nepali... However, in university, I got a lot of opportunities to practice English when I presented on different topics" (Rahaman).

Rahaman's experience indicates a lack of enthusiasm among teachers for English-medium instruction due to factors like lack of confidence and professionalism. In contrast, private schools offer better exposure to English. Santanu, who attended boarding school, noted the significant difference in English exposure: "From my early childhood, I got good exposure to English as I was studying in boarding school. One thing that motivated me was extra-curricular activities conducted every Friday, such as quiz contests, spelling contests, speeches, and debates" (Santanu).

Santanu's experiences highlight that while private schools give better English learning opportunities, the outside-class practice remains limited. In private schools, seven subjects are taught in English, unlike in community schools where most subjects are taught in Nepali, with only English subjects taught in English.

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

Teachers play a crucial role in motivating students to learn English. Archana and Rani (2017) identify six roles for English teachers: learner, facilitator, assessor, manager, evaluator, and guide. Teachers can positively influence students if they are worthy of imitation. Rahaman expressed that he aspired to be a fluent English speaker like his teacher, highlighting the significant impact teachers have on students.

Kailash praised the role of English teachers, stating, "Even a single word used by the teachers can change students' lives." He recalls how teachers provided him with essential books and opportunities to practice English, significantly inspiring him". Kailash also mentions his ideal teacher, Adhikari sir, who inspired him in his studies and influenced his identity as a preservice teacher. He says, "I cannot forget inspiring teachers... I would try to be like them."

Santanu similarly acknowledged the influence of teachers and friends on his motivation, noting, "Motivation really plays a great role in achieving anything." Teachers not only inspire through their teaching but also by their professional qualities and respect in society due to their proficiency in English.

In conclusion, all participants agreed on the importance of a teachers' role in motivating students. The role teachers play ultimately enhance students' English language learning through consistent motivation.

## **Strategies for Learning English Language**

Students employ various strategies to learn English. During interviews with three participants, researchers learned about the strategies they used. Kailash shared his unique approach to practicing English, saying, "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."

As the above data suggest, learners' autonomy is key in language learning. Kailash further explained, "Umm... I read essays, stories, dialogues, letters, applications, quotations to have competence in English." Additionally, he recalled an experience: "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." This illustrates how dedicated language learners seize every opportunity to practice English. Similarly, Santanu shared his own methods: "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." Rahaman mentioned, "When I was studying for my bachelor's, I used to listen to BBC news at eight pm." He also described practicing with friends, saying, "I used to talk in English with friends and vice-versa, so that they could develop their English language skills." Additionally, Rahaman recalled a method of self-practice: "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, quotations, meanings and learned by heart." Kailash reiterated, "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 examples highlight the importance of being proactive in language practice to improve speaking skills.

Language learning strategies are conscious steps or behaviors that learners use to enhance language acquisition (Oxford, 2011). These strategies are also influenced by factors such as ethnicity, learning purpose, and task nature (Benson, 2006). The participants in my research come from different backgrounds, with varying opportunities to practice English. Santanu, who studied in boarding schools, had better access to an English-speaking environment, unlike Kailash and Rahaman, who struggled in remote community schools. Santanu reflected on his earlier views on English, stating, "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."

Based on participants' experiences, there are many ways to learn English. Santanu emphasized, "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 suggests that language learners should be autonomous and creative, seeking to improve their English both independently and collaboratively.

## **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" He added, "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 respect 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 Teachers**

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. Lack of Exposure to English**

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 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". He added, "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 implied 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 them develop their speaking skills. They think too much about committing mistakes and do not try to speak in English. Kailash said that hesitation is created due to student's over-thinking about getting wrong and being shy. Because of shyness and fear of committing mistakes, some students do not dare to speak English in and outside the classroom. Rahaman also shares the same idea that students hesitate to speak 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" After little silence, he added, "In such situations, other friends also teased me that caused great depression. I thought I was not making progress in English because it was difficult to judge myself on how much progress I was making". In a reflective manner, he uttered, "...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).

It can be stated that there is not only one reason to be frustrated. However, it is generally taken 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 of my 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. 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 aim of this study was to explore the role of motivation in language learning and to examine the challenges faced by pre-service English teachers in Nepal. The findings indicate that pre-service teachers are motivated to learn English for various reasons, including financial incentives, societal prestige, professional aspirations, and a passion for English literature. However, these motivations are often hindered by challenges such as lack of exposure, insufficiently qualified teachers, an economic crisis, and a non-conducive learning environment. The study underscores the critical relationship between motivation and these challenges, highlighting the importance of addressing these barriers to enhance both the learning experience and the future teaching practices of pre-service English teachers.

## Conflict of Interest

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

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