

JOURNEY OF ENGLISH LANGUAGE LEARNING: STORIES OF MOTIVATION

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ABSTRACT OF THE DISSERTATION OF

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Motivation in English language learning is a subject that is often discussed and debated in the field of English language teaching and learning. It is also a subject that gets learners interested in understanding themselves, as to how they perceive learning English and how they actually learn English. I believe that without motivation, no matter what you do, be it learning English or riding a bicycle, the effort cannot be materialized to the fullest. Theoretically, motivation is considered a part of individual differences that encourages learners to learn English, and it is quite so as not all learners are motivated the same way. I had always been interested in the role that intrinsic and extrinsic motivation plays in making the learners encouraged to learn English; these two are the types of motivation that I have discussed in my research.

As there have been many researches regarding motivation in English language learning, I wanted to write accounts of a few individuals including myself on this topic. Finally, I could write a research that looks at two stories, which are unique as well as intertwined in their own manner. My purpose for writing this research was that I wanted to know how two different learners are motivated to learn English and

think of it as their career choice, and the role of intrinsic and extrinsic motivation in their learning of English. As I wanted to focus on stories, I chose the life history strategy in narrative inquiry method to conduct my research. And, following William G Tierney's model of life history document presentation, I have presented the stories likewise. My research does not necessarily follow any fixed pattern, but I have tried my level best to make it coherent and cohesive for the readers.

There are no absolute findings in my research, keeping in mind the nature of my research; however, I can say that two different learners are motivated, maybe, by similar sources, but the way they are motivated may be quite different. Also, it is not always in black and white, if the learner is motivated intrinsically or extrinsically; learners may be motivated by both these types of motivation in one situation, or they may be affected by just one type at a time. I finished this research writing with a few implications, further room for research and my reflections of undergoing this research.

Nibedita Sharma

Degree Candidate

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DEDICATION

I dedicate my dissertation to my maternal grandfather, who taught me to love writing and grandmother, who gave me the gift of stories. This work is especially dedicated to my mentor, Mr. Aidan Warlow, who gave me the courage to follow my heart.

DECLARATION

I hereby declare that this dissertation is my own work and has not been submitted for candidature for any other degree.

.....

22 November 2013

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I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request.

22 November, 2013
Nibedita Sharma, Degree Candidate

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I came to know that research is not something that can be carried out singlehandedly; even though, this is my dissertation, it is a hard work that could not have been possible without the help and support of firstly, Assoc. Prof. Laxman Gnawali, my dissertation supervisor, who took his time to go through my drafts and provided positive feedback.

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ABBREVIATION

ELT: English Language Teaching

M.Ed.: Masters in Education

SLA: Second Language Acquisition

TOEFL: Test of English as a Foreign Language

CHAPTER I

INTRODUCTION

Welcome

This is the first chapter of this research writing, and the one which initiates the readers to the work that I have done. It points out what initiated the research, why I needed to do this research and what I think this research has done for me to understand myself and for the English language teaching and learning community. It also gives a brief view on what I believe about how a research should be done and the delimitation of my research.

The Trigger

It was an otherwise usual day; the only thing that upset the pattern was my hand shooting up when my English teacher asked us, “Whose favorite subject in school is English?” This incident changed my entire academic prospect as well as career path. Of course, this is not the only reason why I did my Bachelors in English Literature and have now pursued my Masters in Education in English Language Teaching, but it definitely left a mark in my own mind about what I wanted to do in the field of my studies as well as my career. Now, the reason why I raised my hand when asked if English was my favorite subject was not because my English teacher was present in the class, nor was it because there was an American visitor with us. I volunteered myself because I was beginning to feel the appreciation for the language; I was slowly entering the phase of love. It was especially apparent in my vigorous poring over of the books of English literature. I enjoyed and still enjoy reading literature texts and this has only grown over the years.

Going back to my childhood, my love for English started right when I learnt to write. I say this because I remember my grandfather giving me toffees whenever I did a good job of copying stories from story books which also contained pictures. He would say, “Nani, first you finish the handwriting, and then you will get the toffees.”

And as any little kid, I knew that those toffees were good. That got me interested to look at the pictures and then I started understanding the story as well. I loved going through other picture books, firstly because I loved the toffees and later because of the stories in them. The stories interested me so much that I started looking for books beyond my age. I remember taking out a novel on India or something like that and reading it just because I loved the feel of the book and thought that English was just amazing to go through. Thanks to those toffees from my grandfather. And, then years later, when I decided that I wanted to study English for my higher studies, someone asked me what I wanted to do after studying English. Was I going to be a teacher? I found out that it is the most common career that people can think of, if you tell them that you are doing English for your studies. My answer was slightly different, I replied with a mixture of pride and doubt “I want to be a writer.” Be the interest in English literature or thinking of it as a career choice, I think that the love for English language has made me come a long way, and I continue to be on this journey.

English, English
 Why English?
 Have you learnt English?
 Oh, you should....
 Job, Car, Education, Status
 all belong to this language
 Wanna move ahead in life?
 Learn English
 Wanna find a place for
 yourself?
 English, and no other
 What about the love for
 English?
 Love only goes so far....
 Love goes far and beyond
 motivating me to learn and
 move ahead and find a place
 for myself

The Backdrop

The story, which I have written above, of my love for and engagement with the English language, is also the story of the role of motivation in my learning of the language. I have always felt that I was motivated from within to learn English, as I wanted to understand the complex words and meanings in the stories and novels that I was picking up. I didn't necessarily want to learn English to make myself different from others or to get into a good school as maybe the case for others. I was more inclined intrinsically where learners are directed by the need for competency and freewill (Lucas, et.al, 2010). Nonetheless, getting a job, getting a good education or having a better status in life may also be sources of motivation to learn English as suggested by instrumental or extrinsic motivation when learners are motivated because, "it opens economic and educational opportunities for them" (Ellis, 1997, p.75). All in all, some learners are motivated for the tangible outcomes, such as higher income; other learners are motivated so that they grow in intellect or because something is enjoyable. And, some learners may be motivated because of both tangible and pleasurable outcomes.

But before, I delve further, there is an issue that I have to talk about; why am I talking about the English language? One thing is for sure, I am talking about English, because it is all the rage. I say this from experience; I was once taking a walk with my sister around the place that I live, and there were some children who were not more than ten years of age. And from their outlook, they looked perfectly Nepali to me, but when they started chatting with each other, I was taken aback. They were conversing in perfect English, if there is such a thing; they were more comfortable in English than in Nepali. That was just one day, I have experienced it many a times, and I have seen that parents encourage their children to speak in English rather than Nepali. I

remember that this was not the case when I was a small girl; my parents encouraged me to talk in English when there were foreigners around, but Nepali has been the language I have used predominantly. So, what happened in between? I will suggest that children today are motivated to learn English from their earliest age; it may be another story why they are motivated.

So, what is this motivation? Motivation has been discussed under two sub meanings in the Oxford English Mini Dictionary (2007); motivate means, “provide with a motive” or “stimulate the interest of” (p. 361), whereas motive means, “a person’s reason for doing something” (p.361). Yes, motivation can be related to being provided with a motive to do something or someone’s reason for doing something that will lead the person to achieve a goal. In general, psychological terms motivation refers to, “factors that activate, direct and sustain goal-directed behavior” (Nevid, 2011, p. 288). In fact, motivation can be enjoined with all kinds of activities and may as well define how well a person does any activity, including riding a bicycle, reading a book, opening a store and also learning English and how sustainable it is. If we look at ourselves, we see that we are motivated to do the smallest of the things and also the grandest of them. For example, I was motivated to make my bed so that I would get some rupees from my mother for cleaning my room. And then, I am motivated to perform well at work, so that I can learn and grow and grab any opportunity that comes along my way.

A toffee for a page of handwriting, a penny for a shiny room, an A for the assignment; a handful of happiness for helping a needy, a jitter of excitement for reading a book.

As I am interested in motivation in English language learning and in deciding it as a career choice, we have to see how English language teaching and learning,

which is synonymous with second language acquisition, perceives motivation. In second language acquisition, motivation is dealt alongside individual differences of the learners in language learning. This has been discussed in Gardner's Socio-Educational model and talked about by second language acquisition experts, such as Rod Ellis. Intelligence, language aptitude and situational anxiety are the other individual differences that affect language acquisition as per Gardner (Norris-Holt, 2001). Likewise, Ellis (1997) writes, "motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2 (second language)" (p.75). So, how much of an effort does an English language learner put into learning the language depending on what they feel about the language is a key. Still, how much does motivation affect the level of English language acquisition or what motivates some English language learners more than others is being studied time and again since the 1960s. It is a matter of study and of interest for linguists as well as for students of English language education like me to understand the how learners are motivated to learn English and take it further as a career prospect.

What's the Issue?

When we talk about motivation in learning English, there are many facets to it; especially, there are different types of motivation, such as integrative, instrumental, extrinsic and intrinsic, of which my focus is intrinsic and extrinsic motivation. I know that I love the English language and I feel that I am/was intrinsically motivated to learn English. In other words, I enjoy(ed) learning the language; I get great pleasure just knowing the language. Things that are considered motivation sources, like money, better job, and higher social status have affected me to the minimum in learning or acquiring the English language. What I am trying to say is that I am/was internally motivated to learn English and take it as a career choice. Bregman (2010)

suggests that people are more likely to repeat an action if that makes them feel good about being themselves, and I agree. I felt good about myself learning English, and now I feel great about myself trying to pursue a career in English.

This, however, is not the case for all people; people learn English for worldly gains like better employment, easy travelling, higher studies and a better lifestyle. These people do not learn English for its intrinsic value; they may not necessarily care if the language is beautiful or not, opposed to intrinsically motivated people, who are interested in the inherent satisfaction of performing an activity (Lucas et al, 2010). They may be more interested in the practicality of the language and use it for meeting an end or for creating opportunities for themselves. Moreover, they are extrinsically motivated, “performance of an activity in order to attain some separable outcome” (Lucas et al, 2010, p.7) to learn or acquire the English language. Nonetheless, it does not mean that there is “a lack of self-determination in the behaviors performed” (Lucas et al, 2010, p.8) by extrinsically motivated individuals. Maybe, if there is willpower then you can perform a task well whether you are motivated intrinsically or extrinsically and that makes little difference.

So, what makes learners motivated to learn English: because they enjoy it or because it is necessary? Is there any difference in perceiving learning English as something that you enjoy opposed to something that is done out of necessity? When learners are taught English inside the classroom, they are treated in a similar manner. It might be difficult for the teacher to understand what motivates one learner to learn English maybe quite different to what motivates another learner to do so. As motivation is regarded as an individual difference variable, it can be assumed that two different learners have different priorities that motivate them to learn English. One

may be more intrinsically inclined, while the other maybe more extrinsically inclined to learn the language.

The Need to Know

The purpose of my research is to see how different learners are motivated to learn English, including the sources that are prominent in motivating them to learn the language and thinking of it as a career. Likewise, I want to know how extrinsic and intrinsic motivation allows people to learn language differently, or if there are such distinctions.

What do I want to Know?

These are the research questions that I have asked regarding the issues that I have mentioned above.

1. How are two different learners motivated to learn English and consider English as a career option?
2. How is it different to learn English being motivated extrinsically or intrinsically, and how can the distinction be made?

Why the need to know?

I feel that this research, like any other research on the issue of motivation in acquiring the English language is significant to me, to English language learners as well as the teaching community. But first of all, the significance of motivation itself in learning English is, in my view, underrated. We definitely talk about it, but we are not sure about how much it really affects learners in learning the language. I think that motivation is vital in understanding the learners and in encouraging them to learn English in ways that are enjoyable and interesting for them.

For me, I am now able to understand how two different learners learn the English language and what the role of intrinsic and extrinsic motivation is in learning

of the English language. I had always believed that intrinsic motivation is the key to my acquiring of English, through this study I have come to know that it is not always easy to make such distinctions. I think that this study has been helpful for me to understand the role of English in my life, academically as well as professionally, and also know its significance in relation to the motivation that I have experienced. I have opened up myself to embrace English even more due to this research, as it has brought me closer to my passion.

Through this study, I believe that the English language learners are able to understand that they can be motivated to learn English in different ways. I hope that they are also able to see the role of intrinsic and extrinsic motivation in their acquiring of English. I understand that they may have been aware of the role of motivation in the acquisition of language, especially English, but they may not have given it a serious thought. In some ways, I hope that it encourages them to learn English more actively thinking that it is fun to learn, rather than thinking of it as a necessity. Also, I hope that they are encouraged to allow intrinsic as well as extrinsic motivation to influence their learning positively.

Finally, I believe that the English language teaching community is impacted in some ways by this research. They may be able to gain insight into what motivates learners to learn English, and see whether some learners are intrinsically motivated than others or that some learners learn best with extrinsic motivation. Also, I hope that they become aware of and are able to plan their teaching, according to the motivational needs of the learners; some may require constant attention from the teachers, while others may be motivated by the grades. All, in all, I truly wish that this research is significant for anyone who picks up this work to go through it.

Being Theoretical

To conduct this research, I took the theoretical standing of an interpretive researcher. Interpretive research is qualitative in nature trying to include the feelings and opinions of people, rather than just the facts as in the quantitative research. Several things have to be kept in mind while conducting a research as an interpretive researcher, including the quality standards, data collection techniques, the nature of data collection as well as data analysis and interpretation. In terms of theoretical standing, I have also talked about the nature of reality, or what reality means to me as a researcher. Then, I have identified my position regarding the nature of knowledge or how I know about things or phenomena. And, I have talked about the nature of values or what my values are as a researcher. I have elaborated all these in chapter three that deals with research methodology, or how I conducted and how I have written this research.

Delimitation

As it is assumed that all studies have their delimitations, so my research is also delimited. This research is delimited methodologically to the stories (narratives) of two different learners about how they were motivated to learn English and think of it as a career choice. Whereas, it is also delimited theoretically as it only focuses on the role of intrinsic and extrinsic motivation in their learning of English, among other types of motivations.

Closure

In this chapter, I have dealt with what intrigued me to do this research in the first place, what was troubling me regarding the issue that I wanted to research and why I felt the need to know.

CHAPTER II

LITERATURE REVIEW

Overview

In this chapter, I have discussed the relevant literature regarding my research topic. I have discussed them under thematic and theoretical review and review of literature by others. In accordance with the research design of my research, I have followed the narrative way of reviewing the literature as suggested by Bryman (2008), which has allowed me to argue my position as well as be subjective in writing. Also, I have tried to argue my position as a researcher in accordance with the reviewed literature.

Thinking about Literature Review

The issue of motivation in language learning is not a new one; many people have felt that it is one of the important factors in making people want to learn a language. I have also touched upon the role of motivation and its impact on the language learners in my first chapter. However, it is still an intriguing topic, with researches carried out since the 1960s, and still an area of ample possibilities. Also, I can feel that there is a great deal of debate on whether the love of the language is of more importance in language acquisition, or English language acquisition, for the purpose of my research or the material gain and other worldly rewards. It is not necessary that my research will find out anything significant; what I want is to be able to look at those people's lives that have learnt English and made it their profession and those who are in the process of learning English. I want to delve deeper into the

reasons (motivation) that they feel are significant in their learning English as well how they view the English language in general.

For the purpose of my research, I have to talk about the themes and the theory that surrounds my research in literature review. The themes that are part of my research are, I believe, Second Language Acquisition (SLA) in relation to English language acquisition and motivation. Likewise, theories related to SLA and motivation will be roped in my literature review. Also, I will be bringing in the research of other researchers to explore my own topic in detail. Others' work will be of great help to me, but I will also find out what gaps there are in the research area related to SLA and motivation and what I will be able to contribute to the field.

Thematic Review

Motivation

Motivation, what is it? "Motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question" (Gardner, 1985, p.50 as cited in Gass & Selinker, 1994, p. 426). So, motivation is something that involves considerable effort on the part of the individual towards attaining a set goal that is highly desirable for the individual. I feel that the goal and the connection of the individual with the goal is very important in determining how much we get motivated to acquire something, including language. We can also ask who is a motivated individual, "Motivated individual is the one who wants to achieve a particular goal, devotes considerable effort to achieve this goal, and experiences satisfaction in the activities associated with achieving this goal" (Gardner and McIntyre, 1993, p.2 as cited in Mitchell and Myles, 1998, p.26). I feel that I was also this motivated individual, who wanted to acquire English because I experienced great satisfaction when I could read novels and stories that were not

really my age. Obviously, I had to put in a lot of effort from my side to acquire the knowledge to be able to get what I wanted. However, because I was enjoying the process so much, I could not tell whether I was working hard or not.

Next, we consider, what role does motivation play in acquiring a second language? The “factor frequently used to account for differential success in learning a second language is motivation. This has an intuitive appeal. It makes sense that individuals who are motivated will learn another language faster and to a greater degree” (Gass & Selinker, 1994, p. 426). We can see that in terms of the individual differences that is talked about in the acquisition of English, for our purpose, motivation is assumed to be a force that affects the degree of language acquisition. According to this assumption, those who are highly motivated acquire English faster than those who may be exposed to English, but are not motivated. It seems perfectly natural that someone who is interested in doing something wholeheartedly would gain the competence better and faster than someone who has been forced to do that activity. The maintenance of the curiosity and the enthusiasm to learn a language and causes the flow of positive learning energy (Ellis, 1997). Here, Ellis supports this idea by saying that motivation is the maintaining of curiosity to learn something new or something of interest and if it is combined with enthusiasm on the part of the learner then it creates positive vibes. These positive vibes make an individual feel that they can attain their goal which is what motivation does.

Now, let us look at the types of motivation that are discussed in the literature. Usually, motivation is classified into instrumental and integrative and extrinsic and intrinsic motivation. Instrumental and extrinsic motivation is similar in nature because they come from the external sources. Instrumental or extrinsic motivation is being motivated by forces such as better job opportunities and educational prospects that are

functional in nature. These are external factors and extrinsic motivation “seems to be the major force determining the success in L2 (second language) learning” (Ellis, 1997, p.75). This may be explained by general tendency to look for rewards or satisfaction from the things we do which can also bring us prosperity and material gain. On the other hand, there is intrinsic motivation that does not necessarily stem from outside forces but from within the individual. Intrinsic motivation can be defined as doing something as it makes you feel good, more complete and supports your identity because you find that something is of worth to you (Leaver, Ehrman & Shekhtman, 2005).

In intrinsic motivation, one may not find any material or functional gain such as a better job or a better pay, but these things matter less to the intrinsically motivated individual. What matters more is that they love to do what they are doing and they enjoy the pleasure and intrinsic benefits they get from doing that activity, including English language acquisition. Ellis (1997) writes, “learners do not hold distinct attitudes, positive or negative, towards the target language group...it does not follow, however, that such learners are unmotivated. They may find the kinds of learning task they are asked to do intrinsically motivating” (p. 76). From the above explanation by Ellis, we can tell that those who are intrinsically motivated do not need any external force or gain to do something including language learning.

However, some scholars, like Ellis (1997) have noted and I feel the same that these two types of motivation are not necessarily distinct in nature. One may be extrinsically motivated, but also intrinsically driven to acquire something. In other words, there is an overlap between the two types of motivation in many cases and the learner may not be able to say what motivates them more, themselves or some external forces. “Motivation is dynamic in nature; it is not something that a learner

has or does not have but rather something that varies from one moment to the next depending on the learning context or task” (Ellis, 1997, p. 76).

Second Language Acquisition

Second Language Acquisition is a field of study that falls under the broader study area of Linguistics. Linguistics, among many other things, refers to the study of language as it is acquired, used and applied in various fields. In terms of acquiring the language, in a broader term, any language that is acquired after the first language is considered the second language. I am describing SLA here because I have mentioned English language acquisition in my research and in our context; English can be considered a second language. Many people believe that a language is a second language only when it is acquired in the proximity of the native speakers of that language. If we consider that definition of second language then English may not be our second language because we have no such proximity with the native speakers. However, if we look at popular culture and the media then it is not inappropriate to say that English is a second language as it is widely spoken and understood in our context.

It is understood that English can be considered our second language, but what does it mean to acquire English, or in other words, what is SLA? SLA “refers to the subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or a tutored setting” (Ellis, 1985, p.6). According to the one of the prominent SLA researchers and professionals, Rod Ellis (1985), SLA is both a conscious and a subconscious process and it can occur inside the classroom or outside. It is a process in which classroom setting is preferred, but not the only option of acquiring a language other than the first language. Likewise, Gass and Selinker (1994) add to this definition of SLA by Ellis as they explain in plain terms that SLA

“refers to the learning of a nonnative language after the learning of the native language” (p.7). In other words, what they may be saying, and what I also feel is that the second language does not necessarily have to be the second language chronologically. It may be any language other than your own native language and might be acquired in any order: second, third or fourth.

However, there is still a debate on whether English is learnt or acquired in our context. “SLA is used as a general term that embraces both untutored (and ‘naturalistic’) acquisition and tutored (or ‘classroom’) acquisition” (Ellis, 1985, p. 5). As explained here by Rod Ellis, he makes no such distinction between second language ‘learning’ and ‘acquisition.’ I, myself, also agree with Ellis that there is no need for distinction between second language acquisition and learning. When I was in the process of learning English, I was also acquiring it as I had some proximity with English speakers. There is no distinction that I can make regarding the acquiring or learning of English and I find no urgent need to do so either.

To add to this non-distinction between learning and acquisition, Gass & Selinker (1994) write that there can be an “acquisition of a second language in a classroom situation, as well as in more “natural” exposure situations” (p.7). And, I feel that a lot of people would agree that it is difficult to say where the learning ends and the acquisition begin or vice-versa. Therefore, it is not necessary to make distinctions regarding learning and acquisition of English and for my purpose, I have used the term ‘English language learning.’

Theoretical Review

Maslow’s Hierarchy of Needs Theory

Maslow’s Hierarchy of Needs is one of the most cited and read theories of motivation. It is still popular today as it was when it was written because it addresses

the motivation factors for the individual. In his hierarchy, first come the physiological needs such as food, shelter, clothing, sex among other things. Next on the list is the safety needs, which are “needs related with the protection of people from physical and emotional harm, ill health and economic crisis” (Shah, 2004, p. 13). After these two levels of needs are met then people are motivated by the social needs. Social needs reflect the need to be accepted and wanted by the society, friendly behavior from others as well as the sense of belongingness and love. The motivation that comes from the enhancing of one’s esteem comes from the next level in Maslow’s hierarchy known as the esteem needs. Esteem needs are of two types: Internal and External.

Figure 1



Source: Afull, 2002, p.274 (as cited in Shah, 2004, p. 13)

Internal esteem is boosted by the gaining of self-respect, autonomy and achievement. Likewise, external esteem is heightened by the gaining of status, respect and notice from others (Robbins & DeCenzo, 2001 as cited in Shah, 2004, p.14). After fulfilling all these needs, the individual finally moves to the topmost level of the hierarchy which is the self-actualization needs. “It consists of needs for growth, achieving one’s potential and self-fulfillment” (Shah, 2004, p.14). For this motivation to be fulfilled, one needs to fulfill and be satisfied in all other levels of needs hierarchy. The hierarchy of Needs Theory can be seen in accordance with motivation

in language learning, especially in part of esteem needs which deals with achievement, status, respect and more, which are motivating to the learners to learn a language.

McClelland's Needs Theory

One of the other popular theories of motivation is the Needs Theory as proposed by David McClelland, who was a leading American psychologist. He has determined three needs as the motivating force for human action, including Need for Achievement, Need for Power and Need for Affiliation (Nelson and Quick, 2012). The Needs theory is most commonly used in organizational behavior, where the motivation for workers is seen as per the need for achievement, power and affiliation. Some are high achievers, who are motivated by goals that are moderately difficult, but achievable. Others are motivated by the need to influence others, be heard and make an impact in life. And, some others are motivated by the need to have close and warm relationship with other people, which encourage them to perform well. (Nelson and Quick, 2012).

In language learning too, I feel that these three needs motivate the learners, maybe not in the same way as other workers, but in a similar manner. Some learners may be motivated by difficult language activities, while some may be motivated by their communicative skills that influence others. Likewise, others may be motivated by close group work that allows learners to feel part of a group while learning language.

Gardner and Lambert's model

Apart from the psychological dimension to motivation, studies in motivation in second language learning dates back to the work of R.C. Gardner and W Lambert. In 1972, they produced a report that suggested, "motivation as the significant cause of

variability in SLA, and that its effect was independent of ability or aptitude” (Ushioda and Dornyei, 2012, p.396). According to Gardner and Lambert (1972 as cited in Ushioda and Dornyei, 2012), motivation in language learning is distinct type of motivation that is concerned not only with acquiring the language, but also with identifying with the target language group. This is a theory that assumes that learners of a new language have some kind of access to the target language group, I believe, the access may be in proximity or in vision.

Their study speculated that there are two types of orientation in language learning: integrative and instrumental (Gardner and Lambert, 1972 as cited in Ushioda and Dornyei, 2012). Integrative orientation directed towards the attitudes and interest of the language learners towards the target language community and their culture, while instrumental orientation saw that the learners were interested in the practicality and advantages of learning the language (Gardner and Lambert, 1972 as cited in Ushioda and Dornyei, 2012). I feel that both these types of orientation may affect learners in acquiring the language in significant ways; both these orientations may positively or negatively affect the language learners.

The L2 Motivational Self System

Zoltan Dornyei (2005) suggested the L2 motivational self system, as an extension of the idea of ‘self’ in psychology and as a further probing into Gardner’s (1972) integrative orientation in language learning. (Dornyei, 2009). He proposed three components of the system: Ideal L2 Self, Ought-to L2 Self and L2 learning experience. I think his concern is the learners’ conceptualization of who their self ‘could be’ and ‘ought-to-be’ in regards to language learning. He further describes the Ideal L2 self as, “‘ideal self’: if the person we would like to become speaks an L2, the ‘ideal L2 self’ is a powerful motivator to learn the L2 because of the desire to reduce

the discrepancy between our actual and ideal selves” (Dornyei, 2009, p 29).

According to Dornyei (2009), this view is in par with the integrative and instrumental motives as per the tradition.

Then comes the Ought-to L2 self that “concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dornyei, 2009, p.29). As Dornyei (2009) suggests, this component corresponds to the extrinsical type of instrumental motive. And lastly, he talks about the L2 learning experience that is concerned “with, ‘executive’ motives related to the immediate learning environment and experience (e.g.the impact of the teacher, the curriculum, the peer group, the experience of success)” (Dornyei, 2009, p.29). The self in this process, Dornyei (2009) speculates, will be explained by further research in the area. I think that the “self” concept as proposed by Dornyei (2005) is integral in understanding what we as learners think about ourselves when learning a language and how much we acquire in the process.

Monitor model: Affective Filter-Hypothesis

The Affective Filter-Hypothesis of the Monitor model as proposed by Krashen (1985) suggests that there are several affective factors that affect the level of language acquisition by the learners. The factors of affect are, according to Krashen, motivation, attitude, self-confidence and anxiety (Gass & Selinker, 1994). According to Krashen, there is something known as the affective filter in all of the language learners and this affective filter is responsible for whether allowing or disallowing the language input to pass into the language acquisition device. “If the filter is up, input is prevented from passing through; if input is prevented from passing through, there can be no acquisition. If, on the other hand, the Filter is down, or low, and if the input is

comprehensible, the input will reach the acquisition device and acquisition will take place” (Gass & Selinker, 1994, p. 402).

For Krashen, not only is affective filter necessary, but so is comprehensible input. Taking the case of motivation, if the input is comprehensible but the affective filter for motivation is high then there is no language acquisition possible. Likewise, if the affective filter for motivation is low then the learner comprehends the input which passes through the language acquisition device. However, Krashen’s hypothesis is not a proven theory which is why it still is a hypothesis and it fails to answer how the affective filter works (Gass & Selinker, 1994). For example, it does not answer, “How is the input filtered out by an unmotivated learner?” (Gass & Selinker, 1994, p. 403). It only discusses the process as an abstract concept and does not give or cannot provide any tangible evidence. Nonetheless, Krashen’s Affective filter- hypothesis is detrimental in discussing motivation as a factor that allows and encourages or discourages learners to learn a language.

Review of Literature by Others on Motivation

Motivation, in general, is an intriguing topic; on top of that, it is a topic that has aroused interest of scholars around the world who are involved in second language acquisition. A lot of studies have been conducted regarding this issue and still a lot is left to be done. However, let us look at four of the works and the findings of the studies on the role of motivation in second language acquisition. I have chosen these studies for the review because they show some interesting findings, but they are also inclined towards studying intrinsic and extrinsic motivation.

In a study conducted in Japan regarding motivation the researcher concluded that “three factors: self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners, play an

essential role in developing language learners' motivation" (Ebata, 2008). We can see here that it is not only the external forces that are essential to developing learners' motivation. In fact, self-confidence and experiencing success and satisfaction are intrinsic forces that contribute to learner motivation. Also, the study shows that intrinsic and extrinsic motivation go hand in hand as teacher-student and student-student relationship also foster motivation.

Likewise, in another study by Noels (2001), she talks about the role of integrative and instrumental motivation in learners' success, but does not forget to mention that,

people may wish to learn an L2 for many number of reasons, including intellectual stimulation, showing off to friends, a need for achievement and stimulation, interest, curiosity, a desire for assimilation, travel, friendship, knowledge, prestige, career, school, media, national security or any combination of these (Noels 2001, p. 44 as cited in Waugh, 2004).

If we look at these reasons then they are related to the intrinsic and extrinsic motivation factors. Interest, curiosity, friendship, intellectual stimulation are all part of intrinsic motivation, whereas travelling, career, schooling are part of extrinsic motivation. Not to forget, these two types of motivation merge with each other and at times are not distinguishable.

Taking a look at the study conducted in Philippines, by several scholars, among Freshman students,

it was found that students by and large, are intrinsically motivated via accomplishment and knowledge. These findings suggest that these learners are attempting to master their skills in speaking and reading as manifested in their intrinsic motivation towards the accomplishment of these goals and also

manifest an intense appreciation in learning these linguistic skills as shown in their intrinsic motivation towards knowledge (Lucas et.al, p.19, 2010).

In other words, accomplishment of a goal and knowledge of any activity encourages intrinsic motivation in learners because these two realizations make the learners internally satisfied. Also, these may make the learners want to learn even more and do even better which is intrinsically motivating to them. In the case of the Phillipino learners, mastering the skills of reading and speaking were intrinsically motivating to them as they acquired the goals and also the knowledge of these skills.

It is not enough to look at the studies that talk about the conclusions that the researchers have made regarding the role of motivation in second language acquisition. Some of the literature deals with the importance and the value of motivation in language learning as Rost (2006) put it, “Motivation has been called the “neglected heart” of language teaching. As teachers, we often forget that all of our learning activities are filtered through our students’ motivation. In this sense, students control the flow of the classroom. Without student motivation, there is no pulse; there is no life in the class.” Motivation is definitely the key to understanding the learners and what they want. It is also effective in determining how the learners can be approached and making learning interesting for them.

Research Gap

I see that several studies have been conducted on the role of motivation in second language acquisition, which includes English language acquisition. Despite having found these studies, I still feel that a lot has to be done in the study of the role of intrinsic motivation in English language acquisition. Likewise, I have not found, in the amount of time and resources I had, a study that focuses on individuals regarding their motivation in English language learning and thinking of it as a career. I

therefore, wanted to contribute something in that field, which I think I have done up to some level.

Chapter Summary

In this chapter, I presented the review of literature according to my topic, and discussed some of the facets in relation to motivation, keeping in mind studies conducted in the domain of intrinsic and extrinsic motivation.

CHAPTER III

RESEARCH METHODOLOGY

An Overview

This chapter is an amalgamation of the framework of this research. It deals with what I understand by research, what my philosophical considerations are, my research method and strategy and quality standards that I have followed. It also touches on the data collection techniques that I have used, the choice of my participants, the process of data analysis and interpretation and the ethical considerations that I have made.

Research: What is it to me?

Looking at the word itself, we can separate the word “research” into “re” and “search.” This separation gives us the idea that to search again or to search an issue or a problem that has already been looked into is what research is. Also, research can be termed as the finding out of answers to certain questions that we have or concluding/changing our beliefs about something that we take for granted. Also, to my knowledge, roughly research can be divided into scientific and social. Scientific research generally tends to be quantitative in nature while social research tends to be qualitative, however the trend may vary according to the topic of the research or the interest of the researcher.

Nonetheless, to make it sound more professional, research has been defined in many different ways by different researchers and scholars. Gibaldi (1999) suggests that research is undertaken when we are intrigued by a problem or an issue, or we want to prove our point by looking for outside help. So, research is done to satisfy our

hunger to know more or to incite issues that may have been talked about or are seldom talked about to make others think about the issues and problems that affects their respective communities of practice or the society in general. Likewise, research has been suggested to be “a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth” (Borg, 1963 as cited in Cohen, Manion, Morrison, 2007, p.7). The truth here may not be finding out one and only truth but multiple truths depending upon the context of the research.

For me, research is researching for something that has already been talked about, but in a different light. And, as I have heard it said a hundred times that nothing in this world remains that has not been searched, I believe it. What intrigues me about a research is that I am able to explore ideas and discuss them rather than find absolute answers to anything, and I think my research is about that.

Go for a search; don't just accept what has been given to you, or what has been told. Move away from the crowd, find your own answers; do a research.

Philosophical Consideration

The context of research brings the issue of philosophical consideration in question as well. It is important for the researcher to know what ‘knowledge’ ‘reality’ and ‘values’ are for him/her. Furthermore, “Philosophical assumptions consist of a stance toward the nature of reality (ontology), how the researcher knows what he or she knows (epistemology), the role of values in research (axiology)” (Creswell, 2007, p.16), among others. These considerations or assumptions depend upon the research paradigm that the researcher uses. For example, the positivist researcher’s ontology will most probably reflect that there is a singular reality and epistemology will show that knowledge is derived from the natural and scientific study. Likewise, for the

critical researcher the case will be very different. My philosophical considerations are affected by my research paradigm as well, which happens to be the interpretive paradigm.

Ontology

My ontology or what I believe to be reality is that there is no single reality for me. I understand that people have different values and perceptions and that reality is different from one individual to the other. In my case, my research participant may not believe that intrinsic motivation is important to learn English as I do. Also, I may not agree that extrinsic motivation affects English learning more than intrinsic motivation. My participant's stance in life and his experiences with English has decided what reality is for him, which is somewhat different from what reality is for me. Therefore, I see that there are multiple realities and reality differs from one person to the other as per the situation and the experiences.

Epistemology

To me knowledge is not just in the scientific study of things nor is it just something that I can get out of the books. Knowledge for me comes from the intersubjectivity of my research participant and myself. Similarly, the contextual knowledge of the participant and myself has been the source of knowing for me. I know about what they think of motivation in learning of the English language, including what they perceive about intrinsic and extrinsic motivation. I, as a participant myself, have garnered knowledge from my own experience as well, which has informed my research.

Axiology

As a researcher, I have my own values and beliefs that affect my research. I have the liberty to say so as an interpretive researcher, because I already had some set

of beliefs regarding the role of motivation, especially intrinsic motivation in the learning of English. Also, I knew that not all my beliefs were going to be proven correct when I did this research. I was open to new ideas as well as ideas that contradict my own beliefs. I value beneficence for others which means that I wanted my research to be beneficial to other people and not cause them any harm. Likewise, I believe that I have been able to contribute something to the educational field through my research regarding English language learning.

What method and strategy I chose

Narrative Inquiry

There are several paradigms that the researcher can use in their research to shape the research, including the positivist paradigm, interpretive paradigm, post-positivist paradigm and critical paradigm. As already mentioned above, I used the interpretive paradigm for my research. The research method that I have applied is the narrative inquiry which “begins with the experiences as expressed in lived and told stories of the individuals” (Creswell, 2007, p. 54). In this type of inquiry, the researcher focuses on a few numbers of participants and gathers data through the collection of their life events, their experiences and putting in order the meaning of those experiences (Creswell, 2007). There are several types of narrative inquiry that I could use in my research of which autobiography; biographical study and life history are some of the forms.

Life history Approach. After several contemplations and confusion regarding the research approach, I used the life history method to do the research in which I have recorded the stories and experiences of my research participants, including myself. Of all the methods I could use, I selected this approach firstly, because I was intrigued by it and secondly, as a researcher, my intention was to focus on one person’s

understanding of their life as per Bogdan and Biklen (2011), in relation to motivation in English language learning and deciding it as a career. Researchers have many fascinating things to say about life history method, of which their belief that large sample sizes are unwanted and even unsuitable is something that I agree with (Bakar & Abdullahs, 2011). This does not mean that a life history research only has to be of one to two people at a time, but I feel that when I focused on one person's life, it was as if I was delving into that person's life through his own eyes, "life history, like the autobiography, presents the subject from his own perspective" (Crapanzano, 2009, p.9 as cited in Tierney & Clemens, 2012).

My companions

There are two companions in my research: Yatri, who is an English teacher and myself, who is an English language enthusiast. Yatri (pseudonym) is a teacher of English, who has been working at the Tribhuvan University Central Department of English Literature and Language for the past few years. He also teaches students of the Bachelors level in some public and private institutions. He originally hails from Pokhara, but has been living in Kathmandu so as to meet his job aspirations. He comes from a modest socio-economic background and did most of his schooling in a government-aided school. In terms of age, he is a decade older than me, and in his story, expresses the challenges and the opportunities of learning English in the 1980s' Nepal. Already having an M.Phil in English, he plans to go for doctoral research in the near future. Apart from teaching, he is also interested in writing and has published a few articles, poems, stories and textbook for school children.

I have been an English language enthusiast for as long as I can remember. I have done my Bachelors in English Literature and am now waiting for the Masters degree in ELT to be conferred to me. I did my schooling from private schools, and my

family has fluctuated between Middle/Upper-Middle class. My English language learning experience is of the 1990s' Nepal and has hints of influences from the missionary and model educationist, like Aidan Warlow. I am currently working at Little Angels' College of Management, which got me introduced to Yatri. I am a novice writer, hoping to realize my dream, and have published a few stories and opinions in the Kathmandu Post. And, I wish to continue my English language education.

How I collected the stories?

Of the many approaches that can be employed to collect data, I have used the in-depth interview, collection of sample writings and journal to collect data from my participants. I felt that they were probably the best approaches that I could use to collect data for my research, keeping in mind that it was a narrative inquiry with Life history as a strategy. For me, these approaches were of importance to collect data as they helped me to gain in-depth and detailed information, as well as feelings and experiences that were first-hand. I have discussed these approaches in detail below:

Interview

Why interview? It is one of the most commonly used approaches in any research paradigm because it is through interviewing that we know better how others interpret the world that they experience (Seidman, 2006).

In-depth Interview. Under interviewing, in-depth interview is an approach that is appropriate to garner data in an interpretive research because, as the term suggests, it allows the researcher to go in-depth and interpret the information obtained from the participants. Seidman (2006), in his book on interviewing as a practice in qualitative research suggests that “the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that

experience” (p.9). I tried my best to use this approach, and I think I gained a lot of insight into Yatri’s life, especially his feelings and experiences regarding motivation in English language learning.

Sample Writing and Journal

Use of documents, such as sample writing and journal, are a source of data collection as well; quite extensively used in narrative research. It has been suggested that, especially in life history research, “use of documents is only limited by the researcher’s imagination” (Tierney and Clemens, 2012). I think it is true and I chose these approaches to data collection because sometimes participants are not willing to talk about something readily, but they open up while writing. I felt the same way keeping my journal, as I knew that I would be able to flow my feelings and experiences in writing than in speaking. Also, I have felt that keeping a journal is the best way to keep track of one’s feelings and also explore the deepest issues.

What maintains the quality of my research?

Guba and Lincoln (1989) suggest that qualities in a research of any kind, including educational research are indispensable for evaluating the quality of disciplined inquiry (as cited in Koul, 2008). Also, quality standards assist the researchers in keeping an eye on the process of research structure (Guba & Lincoln, 1989 as cited in Koul, 2008). Therefore, as an interpretive researcher, quality standards of the research are of importance to me as well.

However, according to the research strategy, the quality standards for a research differ. As per life history research, though it does not have specified quality standards that have to be used, Relationality, Mutuality, Empathy (reflexivity, being the “other”) and Care, Sensitivity and Respect are termed as such (Cole and Knowles,

2001). Of these quality standards, I have discussed Empathy and Care, Sensitivity and Respect as I have used them in my research.

Empathy

Understanding your position in relation to the other is what empathy is for me. I have tried my best to see Yatri through his own eyes, and have used his own words to write his story, whenever possible. I have used my words only to accentuate what he is telling in his story; and when I have reflected my ideas and views regarding his opinions and feelings, I have tried to understand that from his perspective. And, in keeping with that, I have written my story as I would write a participant's story; I have tried not to overemphasize my story, while denouncing his. I have ensured that I feel him as I feel myself; in other words, I have stood in his shoes while analyzing the data and writing the stories.

Care, Sensitivity and Respect

I can say this that I have tried to be careful, sensitive and respectful of my participants in doing this research. I made sure to take Yatri's consent before doing this research; I made sure that I did not put him in a position where he would feel uncomfortable answering my questions. And, I maintained the relationship of a researcher and a participant with him, respecting his space and his opinions. With myself, I took care not to dwell in issues that made me uncomfortable. I also made sure that I respected my feelings and experiences and when I had to hold back, I let myself do that. I have also taken care of these three things in my overall writing of the research.

How it felt collecting the data?

Firstly, I took the consent of Yatri to make him my research participant. Through my informal meetings with him, I gained his consent for the research and I

explained to him, why I wanted to tell his story through my research. He was happy to give me his time; however, due to time constraints and other obligations, I had to wait nearly one month apart to take his interviews. But before I took his interview, I asked for sample writing from him, in which I had asked him to express what English was to him metaphorically. I had initially planned for three interviews with him, but I could only conduct two interviews that run up to an hour.

Nonetheless, I made a point to interact with him regularly informally and enrich my understanding of his life, regarding the motivation in English language learning and his career choice. As for myself, I had initially thought that I would let someone interview me, so that I would match Yatri in the data collection approach. However, as I started keeping my journal, I knew this was the best way to organize my thoughts, feelings and experiences. It took me about two weeks to maintain my journal, and I kept adding to it whenever I had something.

How I analyzed and interpreted the data?

“Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities” (Cohen, Manion & Morrison, 2007, p.461). In other words, I, as an interpretive researcher, am accountable for the data that I collected and I had the responsibility to organize what I gathered. Similarly, it was my responsibility to explain or interpret the data that I collected keeping in mind the interpretations of my participants.

For the data analysis, I first transcribed the in-depth interview that I conducted with Yatri, I also kept in the sample writing that I got from him. And, for myself, I had my journal maintained. The main challenge was to organize these data, which I did by keeping in mind that I had to track the themes that were in the stories.

Nonetheless, I knew I had the liberty as a life history researcher to present my data in a narrative fashion that followed the three dimensional space approach with interaction (personal and social), continuity (present, past, future) and situation (physical or storyteller's places) (Clandanin and Connelly, 2000 as cited in Creswell, 2007, p.158).

And, I followed William Tierney's model for my writing, which has been inspired from 'Globalization and life history research: fragments of a life foretold' (Tierney, 2009). I found that his work is easy to understand and relatable to the readers, which is what I wanted in my writing as well. I want my readers to be able to enjoy the stories that I have written, and feel that it is their story that they see reflected. Tierney (2009), being an ardent practitioner of life history methods, has been influential in me producing this writing.

Issues of ethics

Creswell (2007) argues that no matter what qualitative research the researcher is going to undertake they face ethical issues during the data collection, the analysis of the data and the final report presentation. I felt this happen because, I as a researcher am a human being, and the participants, myself included, are also human beings and there are certain boundaries and lines that cannot be crossed even in a research. I kept in mind and in action, the issues of thoughtfulness, rapport, privacy and trust (Langness & Frank, 1981 as cited in Tierney & Clemens, 2012) as the issues of ethics discussed in life history research.

As a thoughtful researcher, I took a written consent from Yatri, which can be referred in the Appendix, before conducting the interview. I wanted to make sure that he was not left in a limbo as to what was happening. Next, I was thoughtful while writing the stories; I wanted to make sure that there was nothing hurtful or harmful

that I would write. I tried my best to build a rapport with Yatri, so that he would be comfortable sharing his story with me. I did not want him to feel intimidated, but glad that he had someone with whom he could share his story. As a researcher, I have maintained privacy and trust with myself and with Yatri; keeping in mind these issues I have kept a pseudonym for my participant as Yatri (traveler) and I have kept him informed about my progress in writing throughout.

Summary

This is the chapter where I discussed the overall structure of this research, giving the readers an overview of how I did my research and how I have presented my research.

CHAPTER IV

TELLING HIS STORY

What is it all about?

In this chapter, I have tried my best to explore how Yatri was motivated to learn the English language and what made him choose English as a career. Keeping with the tradition of a life history research, I have presented the story as a narrative. I have presented his story in his own words, whenever possible, as I feel that the tale flows the best when Yatri speaks for himself. I have also used third person narrative when I feel the need to analyze and interpret Yatri's story. I have divided the story under different metaphorical themes, and when desired, I have given my views and reflections which are in the text box.

Yatri's Story

This is a story, a story that could have been yours, or anybody else's or even mine. I rule out that this is not my story, just because I will be telling mine in later on. However, I am sure there will be points and junctures in this story that will intertwine with mine. At some point, the stories may sound similar; at other points, there may be differences of opinions and feelings, but the gist is that this is a story of an ordinary person, Yatri, who is a learner and a practitioner of the English language. And why there is a need for this story; because we all have a voice that sometimes wants to share our experiences and our feelings. The story is hidden in the bottom of our hearts, until and unless someone comes along, and draws them out. And more importantly, the need for this story is that we all have a story to tell.

The Journey Begins

Sometimes, the journey does not begin in your mother's womb; sometimes, the journey does not begin right after you are born; sometimes, it starts much later after you have travelled a bit of the road. For Yatri, the journey began when he got the first glimpses of the English letters (alphabets) in the fourth grade. (The teacher scribbling on the blackboard with a white chalk A,B,C,D,E,F,G,H,I,J ...Z; the teacher saying out loud the letters and asking the bewildered fourth graders to repeat it). As it was with most of the government aided schools in Nepal at that time, which would be around twenty seven years ago, he did not get formal exposure to the English language until the fourth grade; even though, he announces that he went to school at a very early age. What he learnt in English then was what nursery level children learn in today's schooling, basically just the basics. (The usual A for Apple, B for Ball, C for Cat, D for Dog, E for Elephant and so on; the equivalents may have changed significantly). But, what really propelled the journey forward for him was meeting his Peace Corps teacher (an American), Jonathon Dinnet, in the seventh grade. In his own words, having the American teacher teach his class, "*opened up so much avenues for him to get acquainted to English language.*" Many a scholars have admitted this, including Thanasoulas (2000), who suggests that a teacher is responsible for the motivational and formative influence they have on students. As for Yatri, the teacher acted as the gate to the world of English that was waiting for him all along. (A teacher is not just someone who lectures, but who lights up the journey and shows the way). It was this time in his life that fascinated him to

Any journey is not a worthy one, if someone significant does not make an impact on us. More often than not, it is a teacher of ours who makes this impact and a difference in our lives, and more often than not we never let this significant person know that they have been a motivating force for us.

the world of English language and encouraged him to excel in the course. He says this with great enthusiasm; he is not saying this just to make an impression; his eyes say that he really means it.

Furthermore, Yatri repeats, “by the end of seventh grade, after I made that kind of progress in English, I got determined to continue aspiring English education in the long run too and this is how I got to major in English later on in my college.” It is necessary for a person to have a sense of worth or well-being in pursuing anything in life, this applies to the English language as well. (Only then does a person move forward when the fruits of the journey are in sight). As he started gaining a sense of doing well in the English language that made him think of continuing in the same direction in the future as well. McClelland’s Needs Theory supports this as the Need for Achievement in which an individual desires advancement and success in the work they do, including English language learning (Moorhead & Griffin, 2009). Yatri desired advancement in the field of English language after achieving some initial success in learning the language, and this success he largely credits to meeting and knowing Mr. Dinnet. He does not say this, but he senses this as a blessing, coming into contact with the Peace Corps volunteer. Many a times in life, an incident/event or a chance meeting can change our life course in the long run. For Yatri, this came about not necessarily in an incident/event, but in a chance meeting with his American teacher.

The Opening Innings

But before we move on with the story, a flash back is essential to locate the base of this journey. Usually, in a family, if someone learns something new, like a new language then it is the parents or older siblings who help the younger one. The role of the siblings or the parents is that they “nurture their (learner’s) natural

curiosity about the world by welcoming their questions, encouraging exploration” (Lumsden, 1999, p.15). In his case, it was his sisters, who already knew some English who taught him the basic “*English communication.*” (He listened intently to the conversations of his sisters as they tried to teach him some English, he asked a hundred questions). In other words, he could talk in English, but for the writing part he had to have formal schooling.

Also, coming from Pokhara, a favorite ground for tourists, he was surrounded by people who communicated in the English language and that he admits was probably which got him interested in the language. (The land of beauty: hills and the high peaks; the coming together of the locals and the travelers). For him, imitating the English words that he heard from the tourists was a stepping stone to actually learning those words later on. What Yatri is implying is that those words fascinated him and helped him to excel in the English language later on in school.

Pokhara, it always reminds me of a place that is beautifully exotic and yet very local at the same time. It gives the tourists; many of them who are speakers of the English language, and the local people enough opportunity to learn about each other. When there is someone that you can communicate with in English then I feel you want to learn more and be better. And as if the place has some magic, the beauty of the place also has to do with the learner being motivated to learn the language.

In school, where, he asserts, “*English is a compulsory subject in all the schools...compulsorily prescribed there in the curriculum,*” he was taught in the usual GT method (Grammar Translation method). (As we commonly understand the translation method: Ram eats rice= Ramle bhaat khayo). He remembers there was also an added subject known as the English grammar in the following years. Yatri says this, as if it is so obvious, that his English teachers first taught in English and then translated the whole bits in Nepali, or the native language. His eyes say that this is

how all of those students in public schools, as he also went to a public school, learn the English language. What changed for Yatri was that Jonathon Dinnet came into his life and changed the way that he had perceived English language teaching and learning. It changed not how he learned English in the classroom, but what “English” would be for him in the future as well. For him, the opening innings of his journey was a mixture of informal exposure to the English language as well as some formal exposure to the same.

Unlearning and Learning

As per his formal exposure to the English language, Yatri was comfortable with the GT method, this I say, as he didn’t necessarily say it outright. (Assumption does not come out of the blue, for many the things that they have been doing makes much sense than what they are not used to). I think it wouldn’t be otherwise to assume that he was comfortable with the method because that was the only method he was used to up until his seventh grade. And then, all of this altered with the introduction of Mr. Dinnet (to his class); an American Peace Corps volunteer with his own knowledge on teaching English to speakers of other languages. Yatri says, “*He told us that learning English is not translation... have to learn English as English itself.*” For Yatri, this was something different, he was introduced to the idea that learning English is not about translation at all; it is rather a good idea to try and learn synonymous words or other words that can describe the meaning of English words in English.

Mind is boggled by the question, what is the point if the teacher teaches in the target language, but all that the students do is sit and stare at the board or go blank? Is it motivating for the learners to learn English, if they do not know the meaning of the words or the sentences?

However, sometimes it is not at all an option to continue teaching in English if the students do not get the point. (What is the point?) This probably happened quite a bit in his class because Yatri explains that Mr. Dinnet frequently got students to translate the text into Nepali, more often than not, it was Yatri himself that the teacher chose to carry out the translation, *“when he couldn’t deliver that in English and couldn’t clarify us in English then he usually used to take help from some of us in class and most probably me myself, who would translate that into Nepali to other friends also and they would learn later.”* In other words, it is not always feasible to teach English in English, but he feels that Mr. Dinnet did his best to use the language up to maximum and tried to get himself across to the students in English. From his excited expressions, I can tell that the teacher also tried to get the similar practice from his students. Using the language that is being taught, to the maximum, inside the classroom is difficult, but motivating to many students. (Not all learners cringe at the idea of using English to communicate inside the classroom, for some this as well may be the chance to practice their skills).

The Challenge

When you are learning anything in a traditional pattern then it is not an easy task to undo it. We all have felt this in our life; it is usually a difficult thing to make transitions. How did Yatri find transitioning from a grammar translation method to something quite different? He insists that obviously it was complicated to shift from one method to the next, as they were used to the G-T method. It was especially difficult, he

There is a certain degree of resistance when we are introduced to something new in anything that we are doing. We would rather stick to the old thing than adopt a new method or way of learning. Nonetheless, if we are not willing to stand up to the challenge, then we never know our own potential. So, going beyond our inhibitions leads us to the success that has been waiting all along.

mentions, “*actually what happens is in the beginning as we are used to learning through G-T method, we definitely felt some difficulty because we did not have much knowledge about English, we didn’t have a store of vocabulary also and that was the reason why we felt difficulty initially*”. As they were not knowledgeable enough on the language, including not having a store of vocabulary which means it would have been difficult for them to communicate in English. And, as it happens, when you get used to something that is new then you learn to grow with it. (How else would a child learn to walk, if they are so used to crawling?) The same happened with Yatri, he repeats that as he and the classmates got used to the new method, they felt more comfortable with Mr. Dinnet’s teaching. He does not deny that they faced problems getting used to the new method, but does not forget to assert that they got more than they asked for by learning the new way. Yatri says this with confidence, “*benefit that we got was much more important than the hardship that we had in learning that.*”

The Decision

The new method of learning English and the encouragement from Mr. Dinnet had him wanting to perform well in English in school. Yatri says, with pride, that the encouragement from Mr. Dinnet not only helped him acquire the skills that incorporated the English language, but also helped him stand first in the class. In his own words, full of delight, Yatri points out “*in the seventh grade that I stood first that I had never done before, because I scored very high marks in English.*” Not only did he perform well in English, but he also used the skills of the English language to do better in other subjects in school. He says, “*that’s why I liked it (English) so much.*” (Who would not want to achieve such success, and when the subject that you always admired helps you achieve that, it feels like a bonus). This aids the fact that doing well in a language can encourage students to perform amazingly in other subject areas

as well. The desire that the students acquire to do well in school due to their performance in the English language can be related to the Esteem Needs in the Hierarchy of Needs as explained by Maslow (1943) especially as a, “desire for achievement” (p.7). As Yatri relates these events, once again he seems preoccupied with his American teacher, and explains, “*later on I used to frequently meet him even in the other areas also. He stayed in Nepal for two more years, though he was not my regular teacher for the next two years, I used to meet him in the mornings and evenings.*”

He elaborates these meetings as his passion for the English language, “*not only liking or disliking, it became my passion.*” (Passion: the term is little tricky; what is it? It is love for something or an admiration for something or more than that?)

While Yatri was out and about meeting his teacher, he realized that the more he interacted with Mr. Dinnet the more he learnt.

(This often is the case; when we enjoy what we are doing then we learn readily than when we are forced to do it). He does not hesitate to assert that English became synonymous to his learning in school and further on. After getting his SLC (School Leaving Certificate), Yatri had his heart set on doing English major in college and that is what he did. He exhibits that

the determination required at this stage is

significant, as it is then and there that people knowingly or unknowingly limit what they are about to do in their academics. Slowly, he also entered the world of English literature, “*reading English literature actually is very joyous,*” which he further

Literature in itself is a matter of contemplation. It brings life to the language; in fact, it would not be too much to say that literature is what sustains the language in the long run. What feels like empty letters and words gain great depth and meaning due to literature. Also, learning about others becomes handy with literature. It would not be otherwise to say that literature is a motivating force to learn a language.

explains as reading and learning about the experiences and culture of others. That made English more relatable to him than just knowing the language as it is through culture and understanding people that learners get motivated. He puts it in his words, learning English for him was, *“much more than merely learning language...initially began from learning language and it expanded its own horizon later.”*

Revisiting the past

Into Practice

What and how you formally learn in school may not always be compatible with what and how you interact and are exposed to the outside world. Yatri elaborates, *“learning...what we learn in the classroom and how we interact outside in the environment; usually in our system, there is a huge gulf.”* The English language that you formally learn inside the classroom gets you into trouble when you have to interact in the real setting. (The English that is taught inside the classroom is usually formal, but when you have to interact with others in the real life setting, it becomes awkward to use such formality). He feels that there is no match between what we learn in the classroom and how we behave outside. However, when he was learning English in school, this was not the case for him. Yatri credits this to the fact that because he comes from Pokhara, he had plenty of people that he could converse in English even outside the classroom. With confidence he relates, *“whatever I learnt there in the classroom could immediately be translated into practice on the one hand, and what I learnt from these people also enhanced my skill in learning.”* For Yatri, there was reciprocity between his learning in the formal setting and his informal interactions. (Not only was there learning from the formal classroom, but also from the informal real life setting).

And what would the youth be with just communication or reading in the English language and no movies? He remembers that in those days, approximately twenty years ago, English movies were not as prominent. However, Yatri mentions with excitement that he did have access to Nepali and Hindi movies, the latter only after he gave his SLC. (Nepali movies have not been confident about using English in the scripts and dialogues, but Hindi movies have, from the very beginning of their screening). He moves on and fondly muses of the letters that his foreign acquaintances sent him in those days, *“I used to read some letters and other things that were sent to me by the foreigners...I also used to write some letters to them...we didn’t watch movies in those days;”* they were the substitutes for the English movies that he couldn’t see. For Yatri, what the movies didn’t do, the letters did, as he corresponded with his acquaintances, and there were stories and other writings in English that waived off the need for movies. (After all, what are movies for but entertainment and stories, and if that purpose is met by some other means then that also is well). He could have done as well without any letters or stories and writings that he got from his acquaintances, but this matters to him as the Needs Theory that McClelland proposed talks about the Need for Affiliation: need for intimate human companionship that motivates people to better themselves in any field, including English language learning (Moorhead and Griffin, 2009).

Material Gain vs. Love

Talking about the acquiring of English language, there is a natural question that you may be asked, as in is it not the job, the fame, the money that attracts you and keeps you engaged with the English language in the long run? (And is it not the question that all enthusiasts of English language have to answer?) And Yatri answers this honestly, *“initially, it was the fascination of the job, there is no doubt about that*

because English was highly revered language, it was highly revered subject in our community.” He does not deny that when you graduate with English as your major or know the language, then you are entitled to better job opportunities. The concern with job opportunities can be traced to the Safety Needs in Maslow’s Hierarchy of Needs, where an adult is concerned with “job with tenure and protection” (1943, p. 6). In other words, job opportunities correspond with the desire for a job that is long-term and has benefits, which he professes that learning the English language provides access to. Also, going abroad and settling there, by the virtue of having proficiency in English was also on his mind for sometime in the past, as he puts it. However, *“but in the recent years I am not fascinated with that idea because now I know that learning is not confined to the west or any other universities.”* For Yatri, it is the matter of resources rather than the place that signifies better learning and research opportunities. He passionately exerts, *“whether you have the accessibility to resources... if you have that then you can do from any nook and corner of the world.”* (Knowing English can sometimes be limiting, and at other times liberating because of the knowledge that is within access because of knowing the language).

When someone does not gain the level of success that one desires then there is certainly feelings of “the grass is greener on the other side.” It is only obvious to feel that way, but when you finally find your place then that feeling slowly fades away. This is a phase that comes in everyone’s life, and is vital to understand that what we are doing is valuable and worth our while.

He thinks back at his days as a Masters level student, when Yatri was not sure if he would be able to settle here in Nepal, itself. He repeats that many people feel that going abroad means that they can have an exciting life, better career and so on. Yatri calls this a “mis” perception and explains, “later on when you establish yourself in

your own native land, in your own country then you gradually emerge out of these kind of ideas, these kind of you know fascinations, these kind of, let me use the word, temptations.”

He goes on to talk about how when you start believing in yourself more than thinking about what others think then you find your position as well as your own strength. His assertion is that he might have started out learning English with an idea of getting jobs or going abroad, but when Yatri started working he felt that changed for him. *“I try to be a true professional, and now when I am teaching English, I am learning English in the meantime... I am not only teaching English...it is merely a passion and it is a matter of my professionalism.”* (Being a professional in the field of English language teaching is the manifestation of the passion that one has in learning of the language).

What Made It Click?

What your life becomes today, or in the future has much to do with what you did in your past. (Someone actually said that “the past is never a past.”). Yatri too feels that he has to go back to his past to understand what made him acquire the English language and what made him think of English as a career. He rates, *“it was my American teacher who did this, number one... the way I came to the world of English, the way I was fascinated to the world of English was all because of his inspiration, there is no doubt about that.”* Teachers, usually, are a source of motivation in all kinds of learning, including language learning. Teachers are, it seems, motivated by Need for Power with reference to McClelland’s Theory of Needs, “with the desire to make an impact on others, influence others, change people or events, and make a difference in life” (Nelson and Quick, 2012, p.169). Then came Yatri’s entourage into the world of English literature; he came upon some of the most

sought after writers and as he puts it, “*I interacted with them through their books actually.*” He was drawn to the world of English, and he was also inclined to write himself; Yatri mentions that he has written some stories and poems and that it is English that he usually writes in. Not only that, he has even been engaged as a writer with a group that writes textbook for school children. (It is only natural, one would think, to move gradually from reading to writing; however, not every reader necessarily turns out to be a writer). The fact that one can enjoy literature and employ oneself as a writer is also motivating for learners of English. In some way Maslow’s Hierarchy of Needs addresses the motivation in the Esteem Needs, as part of being able to achieve skills that help build confidence in individuals, such as reading literature and improving writing skills (Maslow, 1943).

For many this may be repelling than motivating to learn a language: the methodology. (Methodology, when one thinks about it, it sounds and sometimes is restricting; you have to follow the prescribed methods to do anything, including language teaching or learning). However, Yatri says this with enthusiasm that the way his American teacher used a self-developed methodology to teach students in a village in Nepal, by assessing the classroom situation is commendable. Having had some methodology classes for his B.Ed. degree, he knows that sometimes the methodology learnt in the classroom is not applicable in the field. Yatri states that, “*teaching and learning are two different things because maybe learning does not require methodology, you can learn on your own, but teaching requires methodology.*” (This is debatable, not all teachers know they are following a methodology consciously). What his teacher did then was “*something very inspiring, really inspiring.*” Once again, Yatri is all praises for his teacher and expresses his heart that from then on he never lost interest in the English language, in fact it has only kept on growing; as he is

already an M.Phil in English, now his goal is to have a doctoral degree in English. He states with conviction, “*very first step of fascination to English began from my American teacher, so I fully credit him for what he gave me.*” Of course, he does not forget to credit his family, especially his parents who encouraged him to learn English for the reasons that he would have a name in the society as well as series of opportunities. And, these reasons are what Maslow (1943) classifies as the Esteem Needs, “the desire for reputation or prestige, recognition, attention, importance or appreciation” (p. 7). In other words, these are what are bestowed upon the individual by the family, friends and society at large, which is motivating to the learner to learn the English language. Nevertheless, in his own words, “*definitely they also played part, basically it was my teacher’s inspiration that played a very important role in my life.*” (Once again, the teacher’s inspiration is what comes to his mind as he talks about him being motivated to take English as a lifelong friend of his).

Excavating the Journey

Visiting the past is more often than not an act of digging up the facts and the issues that need to be explained further. There are buried secrets and left alone issues that keep tugging at us to be explored. Taking the journey is one thing, and understanding the journey is another; you may partake a journey, but how much you “take in” the journey depends upon the individual. And, as Yatri visited his past to explore his love for the English language and English in general, he also got the opportunity to excavate and understand his journey until now. There are several issues that need more of his insight, and as a step forward, he opened about what passion means to him, as in passion for English.

A Fruit Named Passion

Yatri sets this straight in the very beginning, “there are two very distinct, very different phenomena as far as English is concerned; English as language, English as a discipline.” He goes on to say that if English is taken as a language itself, then you can definitely have the passion to learn the language. Yatri expresses his concern over people who are worried to their bones for not knowing English; their passion is to learn the English language. He makes it clear that this was not the case for him; for him his passion extended to English as a discipline. Yatri elaborates further, “simply because you like English, you are not necessarily passionate because there are so many things that we like but we are not passionate to get acquainted with these things, or we don’t want to get to the depth of that issue.”

In almost the same way that I would also describe what it means to be passionate, to want to do something from the bottom of your heart is what he says about passion passionately. And, as for many people, many a times there is a confusion regarding what is simply liking and what is being passionate about something, so Yatri adds, “*sometimes what happens is that you like something, you like for the moment and after sometime you just forget it, you don’t keep on that kind of attitude throughout your life... when you are passionate to do something, you keep it up, you carry it on and you try to achieve what you actually tend to achieve.*”(It happens that in a matter of whim or as an expression we use the word ‘passion’ haphazardly, but it is a feeling of depth and needs perseverance and

The word, ‘Passion’ is a complicated one; it is something that is hard to describe as to what exactly it amounts to. In terms of language learning, I think if you are passionate about the language then you are motivated to learn it for its own sake, rather than for something tangible.

determination). So, being passionate about English is not giving it up when you have had the skills, it means to try and achieve in the field of English itself. It means that for him being able to do something in English, as in teaching English and continuing his studies in the field of English, by the virtue of learning and knowing English is keeping the passion in English intact. This relates to the Need for Achievement incorporated in McClelland's Theory of Needs as "desire to accomplish a goal or a task more effectively than in the past" (Moorhead and Griffin, 2009, p. 99).

Inspiration vs. Replica

The excavation touched upon passion and then moved on to his inspiration, his American teacher. Sometimes, these issues can be a little touchy; where do you draw the line between being inspired and wanting to be like the person? (This really can be a put-off for many people, after all no one wants to be a mere replica of someone else). And, more often than not people mistake being inspired for replicating someone else or vice-versa. Yatri maintains that it was never his intention to replicate his teacher; he makes it clear that he already had made the distinction in his mind that his teacher was an American and it was natural for his English to be good. He elaborates, "*Had it been a Nepali teacher with that kind of caliber I would have perhaps tried to replicate, but as an English teacher, as an American and teaching English, so it was his natural... ability.*" Also, Yatri understood that their backgrounds were different, and that also pushed him not to be like his teacher. So, where did the inspiration touch upon? He says this with a fervor that he actually wanted to be a teacher, "*I didn't dream of being any other person, so it is the reason why I chose English as my major subject in my higher studies... my basic instinct was to be a teacher.*" (And someone rightly said, "A teacher himself/herself can never tell when their inspiration starts and when it ends).

Yatri explains in detail that after he completed his intermediate level, he started teaching at the same school that he graduated from. As a teacher, he wanted to be a good one; he once again repeats that he did not intend to replicate his American teacher, *“I don’t believe in something like ideal, I don’t want to say an ideal teacher though, so a good teacher.”* From what Yatri implied, his teacher may have been his ideal: “the ideal,” but he just wanted to be a good teacher. The amount of influence that his teacher had upon him cannot be undermined; his teaching style and his ability to handle the subject matter and the classroom situation has left a lasting impression on him. These were the qualities that he admired in his teacher, and that in turn inspired him to become one. Yatri says, *“he came from far away...he gave us something that never got deleted from our mind.”* He is proud that he is one of the very few classmates who still remember the teacher, as many of them chose different career than English. That can be the case, as you often remember that teacher the most, which has influenced not only your student life, but also your career. It is almost as if he cannot stop from saying all that his teacher did for him; he recalls that he grew as a very good English learner, *“I did have passion in learning that, and that passion all of a sudden got manifested after his arrival into my life.”* A teacher always understands the potential of their learners and facilitates them to realize their ability. (It is really true when people say that one person can make a huge difference in our lives, as goes the song, “Euta saathiko saathle kati farak pardacha jindagima.”).

It is maybe human nature to be defensive when an issue is raised that feels threatening. The issue of being motivated to the extent that one is unable to tell the difference between influence and imitation is a danger. The more you are yourself, the more you gain.

Better-Off

After passion and inspiration, the excavation and understanding reaches the point of power-relations. It is almost an afterthought that English language learning can be about power-relations, but surely it is all about that if one is to consider what the knowledge of English does to people. (The power relation in the global scale is a bit complicated, and there are large scale debates on how those who know English control the access to knowledge and dispersal of information). Yatri agrees right on that he felt more power because he knew English, *“yah that happens because uhh... the environment that we are brought up in lays much emphasis on English education, so if you know English you are better respected in a society like ours.”* The society does have a role to play, as he puts it, you know English it is as if you know the whole world. The way people behave around you if you have the knowledge of English is quite different, and that is definitely going to give the one who is learned in English more power. Without hesitation he adds, *“you also have this kind of attitude within yourself; I don’t say it is superiority complex...but at times I have felt that I am better than other people because I know English.”*

But just because you know English, it does not give you the power if you are unable to display your skills. Yatri got plenty of opportunity to do so, as when he was in school, he says this with honesty, when he could answer questions or show-off his writing then his teachers would praise and acknowledge him, including his American teacher. Mostly, the teacher would refer to him in class and it made Yatri stand out among his friends. (Who wouldn’t want to

No one would readily associate learning and knowing English as having power over others, but looking at it from another side, it surely is. Power is often a motivating factor for many people, some accept it, while others try to undermine it; but knowing English does give you power.

display one's skills when you are called upon by your teacher, who obviously believes in you?) This heightened when his classmates came to him with their English problems, *"I used to feel proud of myself when my colleagues came and asked me that they didn't know what we were taught in the same classroom."* And Yatri narrates that later on he was visited by other people who wanted him to edit their written work as they thought that Yatri had better English than they had; this made him feel that he was better than them in some ways. He also mentions that having being trusted like that is like being given a responsibility in which, *"you definitely prepare yourself to do that work."* Being proud of your skills is not a bad thing, and if the feeling is used to enhance the skills that you already have then it is even better.

Reader and a Writer

Feeling of power, now dealt with, the excavation digs out the much talked about and the much loved love for literature. It has already been established that for many literature is a key motivation for language learning. Moving along the line, he talks about his love for writing as much as reading. Yatri expresses as a true literature fan, *"what many writers in the world have believed is to become a good writer, you have to first of all be a good reader."* (Surely, the more you read and the variety that you read makes you aware of various writing styles, which is definitely going to help if you decide to write as well). He further elaborates that when one reads avidly and has much knowledge then it has to come out in the form of writing. Yatri feels that writing makes an exposure of oneself, and he adds that he began writing from his school days; Yatri does not feel that he was a polished writer back then. He usually did the writing for school level and college level competitions, *"it was for the sake of competition I wrote in those days."* It was only when he started reading some of the best writers abroad as well as Nepali writers, who write in English that it encouraged

him to write in a more precise manner. (Just like reading habit evolves, writing habit also evolves over time; you brush your skills and keep on practicing which makes you better).

Yatri definitely is excited to express that because of the encouragement, he has written some stories and essays as well as produced some research articles. He feels that when you get exposed to well written works then it encourages the reader to produce something as well, even though it may be unknowingly. In his opinion, *“maybe you don’t know at the moment, later on you realize that their writing inspired to you to write, inspired you to become a writer later on, so that is what happened to me and I started*

Our mind is capable of storing much information and keeping them in our memory. The mind is equally capable of retrieving that memory when needed. Motivation is a constant struggle of being and not being. You may not always be motivated; you may have to consciously work for it; and sometimes, you do not even know that you are being motivated at the moment.

producing something.” Motivation is not always at-the-moment, sometimes it takes time to be influenced by something. You go on and complete the action without realizing that you have been motivated. In fact, it is only later that you realize that you have been influenced. Going back to his writing habit, Yatri does not forget to mention Professors Abhi Subedi and Padma Prasad Devkota, (anyone would be delighted to be encouraged by such maestros; they have been more than influential in English language teaching and writing in Nepal), who suggested and encouraged his writing while he was their student in the Masters level. He feels that his meeting with the two professors allowed him to polish his writing, which made him continue his writing.

Best of the Best

So, once you have entered in the world of amazing books and writers, it is impossible not to spend hours talking about it. It is an intriguing topic for those who are English language and literature enthusiasts such as himself. It is almost like opening the dam of a river after a heavy rainfall; it just comes out gushing. Yatri starts with the Nepali writers who write in English that he likes to read: Professor Abhi Subedi and Professor Padma Devkota. With that he moves on to Nepali literature itself; he talks about his research on Laxmi Prasad Devkota, Shankar Lamichane and Parijat for his M. Phil dissertation: Transnationalism in Nepali Literature. With eagerness, Yatri explains that the dissertation is about how these writers in and around the 1950s got influenced by English literature and explored that in their writings. (Nepali literature has been for a long time influenced and motivated by English literature).

Coming back to the choice of writers, he mentions several names including Maxim Gorky, Leo Tolstoy, Anton Chekhov among Russian writers; Marsha Norman, August Wilson, Bernard Malamud, Fredrick Jemison and Noam Chomsky in the midst of the American writers; Raymond Williams, John Keats, P.B. Shelly and Dylan Thomas amongst English writers. Of Thomas, Yatri says that he is one of the writers who has inspired him in terms of writing style, which Yatri finds innovative. Also, he takes the name of Jean Paul Sartre, Albert Camus and Fredric Nietzsche in the midst of the writers. As one of the other inspiring writers, he names Rabindranath Tagore. (Tagore: a superb poet and a nuanced writer

It is truly difficult to choose who really inspires you as a reader. When you are a child or when you have just begun to understand literature then it is easier to pick up your favorites. However, as you grow older and come into contact with more and more literature, you are motivated by many different writers and their writing styles.

of short stories). Yatri's list seems to go on and on and it is only obvious, you would also be doing the same if you were that passionate about literature. He does save the best for the last and says, "*take one name, then maybe I go for Laxmi Prasad Devkota. Being a Nepali, he has written some quality literature that actually has international stature; he has that caliber.*" (Devkota, being a favorite of many; he is legendary and has an international stature that very few Nepali writers enjoy).

Opportunities vs. Regrets

After the lighthearted exploration on books and writers, the excavation and understanding takes a serious turn when opportunities are weighed alongside the regrets. Sometimes you may not want to talk about this issue in life, and just go along whatever is there in the present scenario. However, Yatri did not shy away from opening up about why learning English has been an opportunity for him; of regrets, he has none. (It is alright to have regrets, but of course it is not necessary that everyone has to have regrets; if you enjoy what you have and love you do then there are high chances that you will be satisfied in the long run). He explains that he actually majored not only in English, but also Mathematics in the intermediate level. However, during his undergraduate years Yatri's sole focus was English; in other words, he chose English over Mathematics. He elucidates, "*I had never felt... that had I chosen any other discipline than English then I would have been a different...a better person, no I have not thought like this.*"

He feels that though our society is not structured in such a way that it lays emphasis on a future career at an early age, Yatri still is more than happy with his choice "*what I think now is though we are not raised in our society, at a very early age, to choose your career for the future, so I now realize that I made a very right choice.*" (In societies in the west, it is assumed that the youngsters are exposed to

work early on and that makes them aware about what they are good at, which does not the case in most of our societies). He remembers that as he started teaching lower secondary students at the age of seventeen, he got firsthand experience of teaching English along with studying English at the undergraduate level. For Yatri, it was like doing something that he had knowledge of; in teaching, he got an exposure for his learning of English. (This does not happen always that the subject that is the prime focus of your study is utilized in your career, but when that happens then it is motivating). Because he found correspondence between his learning and career opportunity, Yatri had no time to think of anything else as a career than teaching English. He repeats, *“what I believe is teaching is my profession, so I was perhaps born for teaching itself...therefore, English had provided me the best possible platform for being a teacher.”* Learning English and continuing English as career has been an opportunity for Yatri that he does not regret at all. (Teaching as a profession being facilitated by learning and knowing English, there are probably no reasons for regrets, but more opportunities).

The Money Factor

The journey of English language learning has been a long one for him as Yatri decided to have a career in it as well. He has come a long way, and this shows in his face and in the confidence Yatri exudes while talking about the journey. The excavation and deeper understanding is not complete as of yet; the money factor has not been dealt with in detail. (And how can a journey be understood without digging up the feelings on money and what you feel about its importance?) He takes the issue in two ways: as an English language learner and as an English language professional. Firstly, as a learner Yatri exerts that money is an important factor, *“It’s definitely important... these days as you know, in a country like ours where you cannot*

afford....you go to a Nepali medium school for example, if you come from lower middle class or the lower class of the society then you don't have this kind of exposure to the world." It is a necessity that your parents can afford to send you to a school that has a good English language program or provide you with a similar environment. (For many, it is a compulsion and for others it is a matter of competition, after all, who does not want their children to speak in "English?" After all, it seems to be a matter of pride for the parents).

What Yatri really feels is that just being a part of the English medium school is not a guarantee of learners acquiring perfect English, not everyone who come from that background have enough knowledge on English. He does not say that it was the same case for him, but Yatri stresses on the fact that having an environment for learning English is of utmost importance, *"if you*

really want to do something then you need an environment, so you have to buy an environment."

He does not deny that some people have gone on to achieve a level of success in English language learning, due to their own effort, despite the lack of a favorable environment. Yatri's concern is that though you can do well on your own, it becomes much tough if the environment is not suitable. In his own words, *"if you want to be placed in that*

environment where you can grow then you need to spend a lot and money definitely matters." As a way of last words, Yatri again stresses on the fact that those who are from a poorer background may not be able to learn the English language in spite of

In any journey, passion and determination are of great importance. However, the next important factor that makes a journey comfortable and secure is money. The same is true of the journey of English language learning and having a career in it. The 'money factor' is detrimental in deciding how far you go and what you intend to do in this journey.

being passionate. (This is the case for many students who comes from the suburbs and do not have an English education background; they are more than stressed about it).

Definitely, money matters and that is why he moves on to the issue of money being important as a professional. Yatri feels that if you have a background that showcases the skills you have in English then it is highly likely that you will get a job. He resonates, *“career comes after that, so if you are well versed in English, if you have good language skills then only you are believed by the people, then only you are employed.”* Yatri then also expresses what he feels about earning as an English language teacher; once again as it is a matter of survival and fulfillment of desires, money is an important factor, *“You see people in other professions enjoying their life, so you want to have that life as well.”* Also, the journey does not end as an English language learner and professional, it only keeps on broadening its horizon and so does the allure of experiencing and earning. (Learning and earning, if they go hand in hand, then it is also highly motivating for the learners).

The Beauty of it All

Finally, the excavation and understanding of the journey comes to its end (for the purpose of this write-up); and what better way to end it than by exploring what Yatri feels about the beauty of the English language. By the way he exudes this through his body language and his facial expressions, there is no doubt that he is more than passionate about the English

The beauty of a language can inspire a lot many people to learn it, despite it not being fruitful in a tangible sense. After all, you may learn a language just so that you can listen to music or watch a movie than earn money by getting a job. This, however, does not seem to be the case for English, you want to learn English not just for its beauty, but because it can add in making life more comfortable and beautiful for you.

language and about being an English language teacher. However, Yatri says this quite

blatantly, just for the sake of learning English for its aesthetic beauty is not his cup of tea. From what he has displayed on his part all along, there is no question of his loving the language and enjoying studying it, but had he not had a career in it, Yatri would hardly have pursued his study in English in the higher level. *“Had I not been able to make my living learning English, I probably would not have stuck to this subject, perhaps; because survival is very important.”* Yatri reasons that if he had not had a career in teaching English then he would have found something else to do, like become a writer, translator, interpreter or something else. He stresses that English, *“has established me as a professional; I have made my living... that is the reason why I now think that I had made a right choice, otherwise I would not have thought like that, very honestly.”* (Not everyone has the same perception on beauty and how much it is valuable to them).

The tale in a Nutshell

This chapter dealt with the story of Yatri and his journey of learning the English language, his motivations, his feelings and experience and his choice of teaching as a career. The chapter is not just about the factors that motivated Yatri, but about how he was motivated and even more about his feelings and experiences. All in all, in this chapter, I have done my best to understand his journey and let him speak from his heart.

CHAPTER V

TELLING MY STORY

What is it about?

In this chapter, I have presented my story of motivation in relation to English language learning and choosing it over other fields as a career prospect. I have tried to categorize my story into different themes, just like the previous chapter. This chapter talks about my feelings, my experiences and some of the memorable events which has shaped my English language learning and career choice. Also, I have included some poems and some reflections within each theme to make it more personal and interesting for the readers. As this is my story, I have used first person narrative to tell the tale.

Warm Up

Now, this is my story, and as I say this, I feel a sense of writing something that I had kept to myself for a long time. Having said this, obviously it is not the story of my entire life, but it is a narrative of an issue that has shaped my learning as well as my career path choice. It has always been mind boggling to many people, why I chose English over other ‘more practical’ subjects, and I have probably not been able to fully satisfy their queries. And, this research has been an attempt to satisfy their concerns as well as understand my own decisions. This research has been a journey of exploring an issue that matters to me; I do not just want to know what others feel about it, but also what I feel and have experienced. The journey of learning the English language and dreaming of a career in the same field is what has inspired the story to follow.

The Starting Days

Where do I start my story, in fact, does my story even has a beginning or an end? I think the story does not have a distinctive beginning and the journey is ongoing. Still, I will have to start, and I will begin with this: I came upon the English language when I was a toddler, about two-three years of age. I don't know, but today, it feels like as if my relationship with the English language has been a long one, it started way before the time I have mentioned. Anyway, my mind can picture my mom sitting on a chair with a simple, thin copy of English letters with their word formations and Nepali equivalents including the pictures to go along with. My mom would speak out, "A...A for Apple: Apple mane syau...B...B for Ball: Ball mane bhakundo..." and so on. It was a wonder to hear her speak out those words; my eyes would glaze over imagining those letters and words in my mind. I can picture myself, a small girl, out in the courtyard on a bamboo chair, repeating after my mom everything that she taught me. She undoubtedly is the first ever teacher I had, also the first ever that I can remember hearing English letters and words from. Being the eldest of the three kids in the family, I was also the first one to learn English among my siblings. I and my sister, as we only have a year and half of age difference, taught each other and she also learnt English for the first time from my mom through the same copy of English letters and words.

And then there were my foreign friends (some American, some Norwegian, few German some British and a few Australians) with whom I along with my sister would go for activities that involved playing in a group, drawing and painting, singing nursery rhymes. In these gatherings, because we all came from different linguistic background and because English and Nepali was the only common thread to bind us, there was an exchange of fair amount of English and Nepali among us. Neither I nor

my sister ever did learn any German or Norwegian for that matter, as even those kids could communicate in English and Nepali with us. Obviously, I was not that much of a grown up then, therefore, it was not entirely my will that I took part in those activities; it was also the time for our respective mothers to spend some time with each other. Nonetheless, it fuelled my already gained interest in the English language, and who wouldn't gain such interest with a few exciting games, stories and art work? Both these incidents that I have recalled take me back to Okhaldhunga, when I was about three-four years of age, where I grew up partly, other than Biratnagar and Kathmandu.

It was in Kathmandu that I started my formal schooling; I joined my very first school at the age of five and I don't know if it is a feat of some kind, but I got admission to kindergarten without having to take nursery level course. My formal exposure to English was a mixture of something that was fascinating as well as uncertain. I say fascinating because I was being exposed to

classroom English, which was expanding upon my knowledge of English letters and alphabets. And, I say uncertain because it triggered the variety of ways that I would be taught English throughout my schooling (from Grammar translation method to communicative language teaching). I also remember that we were not only taught English in the classroom, but were encouraged to speak in the language as well; I can picture in my head the incomplete conversations of ours that included some English and maximum Nepali. Even then, I was most excited to be able to use the limited

Hand in hand goes letters and
sound
Heart in heart goes the magic of
words,
All I want is to hear the sound,
All I desire is to create with words,
Even in silence I want to embrace,
All in all I want to understand,
I want to savor and take in
I want to spend a lifetime of
search...
a journey that is English itself.

vocabulary I had of English. All in all, I can say that these were the days which really ignited the passion in me to know and understand the English language.

Memories of Stories

I remember there was (hopefully still is) a Guest House in Okhaldhunga, just beneath the quarter that we were staying at, where foreigners would come and stay for several days or weeks depending on their assignment. I recall going there on occasions and finding a library with books, much older than my age. At one time, I mustered up enough courage and after some contemplation took hold of a book; I even asked for permission with the didi at the Guest House to take it home. Back home, I tried to read it through, I reckon that the book was an English novel on nobility of some sort with a few illustrations; obviously I could read only a page without being bored. Even then, I understood that the book was too old for me, but I returned the book with the conviction that I was going to read a book like that in no time. This happened later on when I came back from Kathmandu to Okhaldhunga, at about the age of seven, where I stayed for two and a half more years. Also, it was in Okhaldhunga that I would visit my foreign friends and get my hands on the available story books with pictures and indulge myself in them. I guess that the stories with the most amazing illustrations were what attracted me to their place, apart from being able to play with dolls, chat away, have tasty snacks and sway on the swings. I would literally devour all the books that I got my hands on and sometimes even borrowed them to take home. I can still feel the hard cover of those stories and I just relish the beauty of the words (some that I could understand and some that I couldn't), and this also brings back the memories of those amazing illustrations.

I also remember the times in Biratnagar when my Maternal Grandpa used to give me toffees for doing handwriting from a cute little book about a Hen who lays an

egg and goes around the farm to see how other mother animals are faring with their children. I loved to do my best not just for the chocolates (of course, I would do the best handwriting even today for chocolates), but for the story of that hen (combined with the cutest illustrations). Whatever I could, I used to read that aloud from the book and ask someone or the other to read that story to me. I feel as if it was yesterday that I felt those words in my ears and loved the feel of them; something about the language maybe, or rather something about the stories and the dreamy feel that came with the stories. This happened to me not just with the English stories, but also the Nepali stories that I heard from my parents, my mama, and my Grandma. I can vividly picture my mom by our bedside telling us stories from all sources, some adaptation of English stories and some Nepali folk tales. My dad was also not bad when he had to do his part of storytelling; he almost was as good as mom, but fell short by a small margin. I can also picture my grandma, with her long white hair tied in braids, starting every story of hers with “Bhanne lai fulko maala, sunne lai sunko maala...” And, what do I say about my mama, he is always ready with anecdotes and stories (especially supernatural ones), and has managed to scare me for the whole night. I have always felt that my mom is one of the greatest storytellers ever, and I know where it comes from; it runs in the family.

It would not be otherwise to say that I grew up with stories (English and Nepali) and continue to do so till date (I almost see a story in every other situation, thanks to all the gossips and retelling of everyday events that I heard and still hear). The only difference that I know of is that for the English stories I heard, I tried to read them myself as I had access to those, but with the Nepali stories I had no written access. This was to change as I came upon formal Nepali classes in school where there were plenty of written stories in the course book. However, it is an irony that as

I recall my first two years of school, I vividly remember my Nepali teacher and the course book as well, while I can only bring the memory of practicing handwriting of my English lessons. I think that apart from the stories, the handwriting practice also engrossed me in learning and being in love with English. I still get great compliments for my handwriting and it started right when I was in grade one; it has been an asset of mine for the longest time.

As I walk down the road, I see stories; sometimes walking, sometimes running and other times crawling....As I sit down for work, I hear stories; sometimes vivid, sometimes obscure, sometimes just stories....As I close my eyes to sleep, I dream of stories; colorful, black and white, shades of grey...

Growing Up Together

The gift of handwriting grew into a conscious effort as I joined my schooling period in Okhaldhunga, where I saw one of the most beautiful and consistent handwritings that I have ever seen. I really wanted to copy the handwriting (both English and Nepali) of this dear friend of mine, which I tried and did succeed to some extent, but I think that I have retained my originality. And it was during this period that I met some of the most dedicated teachers of English, who despite not having the best of pronunciation skills still tried to teach English to the best of their ability. As far as I can remember their resources was limited, but they made the most of what they had; they had great energy and determination not just to teach, but also to learn. Whenever they could, foreign volunteers would come to our school to teach us music or read us stories and poems, and I can still gather the enthusiasm in the teachers' and students' eyes alike to learn. I grew my interest in English just as they grew themselves as teachers of the English language.

In addition, I thank my time in Okhaldhunga, during my schooling days that I got exposure to English in the form of text books as well, especially Headway English and Gulmohar; I would read the whole book throughout even before the term started.

I loved reading the stories and the poems in them, and would visualize them in my mind. I loved the feel of the words in my head, I do not usually read out aloud and that did not make any significant difference because I could read out in my mind. I have made several movies in my head thinking about the situations and events in the book; that also resulted in me being imaginative and creative as well as

Back in time I am transported... I see faces, some blurred, like the images on computer, some clear as crystal water... I see hands writing the best ever handwriting; I see a smiling face with eager eyes teaching and learning; I see books going round my head, tid-bits of texts... I see myself in the midst of faces my own age, holding hands and laughing... I see myself in the midst of people older than me, flying all across playing seek and chase...

an eternal dreamer. I credit a larger section of my time in Okhaldhunga for all the day dreams that I am able to call upon to this day. I remember a certain time; I even borrowed the textbook of a senior and kept it at my place for several days just to go through the writings in it. What more, this habit of mine, to read the entire textbook before the term started continued up to grade ten. Basically, if there were stories and poems, I would devour the textbook, irrespective of it being in English or Nepali.

Also, me and my sister had a great company of young Australians and Americans which made it necessary for us to communicate in English, I don't remember how well I spoke in English then, but that certainly must have helped in my learning and acquiring of English. There was also a club by the name of "Fantastic Helpers Fun Club" which was initiated by a Scottish teacher/friend and in that club we had to converse in English and that helped us to get involved with English more.

In this club, there were a few Nepali language speakers other than the two of us, but we concentrated wholeheartedly on conversing in English. I also recollect, we practiced the episode of the “Birth of Jesus” for our Christmas Eve drama in the club and showcased it to our parents; this was all in English and I was lucky enough to play the part of Mother Mary. I feel so proud to this day that I had the opportunity; in fact, I had this privilege. And then there were Medical volunteers and other young volunteers, from different countries like the US, Australia and the UK, with whom me and my sister had plenty of conversational exposure and there is no doubt that we did not just get acquainted with English, but also gave them some informal lessons on Nepali. There was a sort of reciprocal relationship between us, which benefitted both the party, I believe.

Falling for English

The time that I spent in Okhaldhunga was the time when I had ‘native’ English contact, and it was not just one ‘native’ English that I had the chance of listening and conversing in. I really feel that it was the time that propelled my lifelong (though it may be too early to say so) interest in English. I then spent the rest of my schooling in Kathmandu for a year, and for six years in Dhulikhel. The one year in Kathmandu was a difficult one; I had to stay at the hostel, something that I had never done before. However here is where I met a special teacher, an English teacher who is one of my favorites; the classes that I had with him been most fun and different than what I was used to in Okhaldhunga. The difference was not necessarily in the teaching methodology, but in the competition that I had to face with my friends. It was the time that I had to prove my worth, and coming from a school in Okhaldhunga and performing well in Kathmandu was quite an achievement at that time. I would have to credit the success to the various English language exposure that I got in Okhaldhunga.

Moving on, I feel that the most productive of years regarding English, thanks to a number of reasons, was definitely in Dhulikhel. Those were the years that were also confusing to me in relation to what I wanted to do after my schooling. I had always believed that I wanted to be a Medical Doctor; for the longest time in my life, let's say for almost twelve years of my conscious life. But it was here in Dhulikhel that I started having apprehension, regarding what I should be focusing on: Science or English. I think this kind of anxiety is common in many people; you are trapped at one time or another in your life and you are in a limbo as to what to do next. Usually this kind of feeling initiates when your head says one thing and your heart the other. My head was telling me that I was better off doing science, but my heart was telling me that it was English that I had greater inclination towards. The feelings did not arise out of nowhere, so what created such a confusing situation in my life?

Heart...Head...Heart...Head
 ... Which is that wins?
 Sometimes the head is right,
 and at other times it is the
 heart...But, mostly, it is the
 heart that weighs in more
 than the head...

As I have already mentioned, I have been into books forever, but it was here in school in Dhulikhel that I spent most of my free time in the library and also borrowed loads of books to read at home. It would not be unwise to say that I fell in love with English here; my English teachers always had good things to say and they encouraged me to write in English, not just read or speak in the language. My British Principal and my excellent Gold medalist English teacher always said that I would be a very good English writer someday, that was an appreciation that I really hold close to my heart to this day. I clearly remember that once she made my day by making me famous for scoring the highest marks in a TOEFL (Test of English as a Foreign

Language) based mock test. Maybe that made me what I am today, I feel really bad that I haven't been able to continue my writing, after all that's what I wanted to do and one of the topmost reasons that I wanted to continue my academics as well as career in English was to be a writer.

The Writer in Me

Having mentioned about writing, I would have to say that all my conscious days have filled me with the desire and the passion to become a writer. I am not praising myself, but my English teachers have been so so kind; they have always encouraged me to write and this was true when I was in school, in high school and then in college. In school, as I have mentioned beforehand, my English teachers wanted me to write and perform in front of the larger audience in the assembly. I did as much as I could, and I actually felt good writing after having read considerably a good amount of books. Even before that, my maternal grandfather, himself being a writer, always pushed me to write whatever I could. Hence, I started writing at an early age, never taking myself too seriously though and more often than not doubting myself. Nonetheless, when I am writing, I feel as if I am living his dream as well, and in some ways I am paying a tribute to him.

Then, when I got into college, I gathered enough courage and sent two of my stories to The Kathmandu Post and got them published as well. Both the times, it was unbelievable that my stories got selected to be published and what more my first earning came from the first story that got published. I feel proud of what I consider to be one of my very first achievements as an English language learner and an enthusiast. My writing skills brushed as I enrolled in University level classes; my Professor at Malpi International College, criticized my writing, something that none of my teachers had done before. I seriously thought that maybe he didn't like my

writing, but later I realized that he was only trying to direct me to better writing.

Then came my introductory level creative writing course at the University in the USA; at first, I was not sure of myself. I felt I was not as good as the other students because I was the only foreign student in the class and for others, English was their language. As the class progressed, I slowly gained my confidence in writing once again. The professor who ran this class was out of my league, she was just different than my perception of someone being a professor, but she always wanted her students to do something interesting with writing; I tried my best.

Feelings come rushing out on paper... paper, hard or soft; love and hate, wants and desires, information and knowledge...all in all... Thoughts dig out of the burial place on paper... paper, hard or soft; happiness and sadness, achievements and failures, selflessness and selfishness...Imaginations come flying on to the paper...paper, hard or soft; demons and deities, dreamlands and apocalypses, dreams and nightmares...

And, it was probably one of the last classes when I had to present two of my poems for a class workshop; I never, for the life in me, thought would be getting such comments for my writing. I was bowled over by the awesome comments that I got for both the poems from the classmates and my professor. What I will remember, always, is that the professor directed her comment at me and said that I could brush up my poems and actually send them to a journal for publishing. I never really sent the poems for publishing, but I think that comment made me believe in the power of my own writing.

Maybe, maybe someday, I will definitely give it a try and be able to do something with writing. I even tried my hand at some kind of writing and translating job, which was an experience that I feel, has helped me understand that I can also earn by writing. I haven't had the chance to write as much as I would like to in these years,

but whenever I get the chance I invest myself in any form of writing that is possible. All this has been achievable, all thanks to the comments and critiques that I have ever received.

To be or Not to be

Going back to the time when I slowly fell for English, I vividly recall the time after my SLC (School Leaving Certificate) exams, when I had to decide what to do next; I was supposed to practice for my I. Sc. entrance exams, but I didn't want to do it in my heart. I could not even directly tell my parents that I didn't want to pursue science; after all, I had not yet told them about what I wanted to do next. They say that there is a mentor who guides and takes care of you when you are lost; my British Principal was that mentor to me. He convinced my parents that I would be better off doing anything related to English rather than anything else. It was a blessing in disguise for me and still is; it was only because of him that I got the courage to tell my parents what I really wanted to do with myself and my career. Obviously, it was not an easy choice, not for someone who had already become a "doctor" in everyone's mind, but I think you have to fight for the thing that you really want in life.

It is not that I could not have followed my dream of writing or learning English even if I had chosen to become a doctor, but that would not have been living my dream to the fullest. It was not once but many a times that I was told to choose something that was more practical and something that I would have a career in; I believe it was meant in good spirit. I listened to their suggestions, and gave many an explanation about what I would do after studying "English"; in my mind I knew why I wanted to study English and not anything else. I took all of the suggestions inside my head, but once again the decision had to come from the heart. Anyhow, all of this didn't matter once my parents were convinced of my decision to take up English as

my major in high school. It is an irony that I did A Levels for high school and I didn't get to study English literature as such. Nonetheless, I learnt an important lesson from my mentor that sometimes you may have to hurt some important people in your life by your decision, but ultimately those people just want you to be happy. This sounds like a cliché, but many things that are true to heart sound like clichés, don't they?

But doubts hardly ever go away fully; they are meant to come back and haunt us time and again. At one point, after my A Levels, I joined a Journalism course because I was convinced that it was something that would give me a foothold in my career in English, but how can you do something in which your heart is not even half way? I was not meant for it and I left the course within a month of enrollment, and for the next few months I was lost once again. I knew that I had troubled my parents, but I didn't have the courage to hurt myself by not following my heart either. The words of my school Principal had not left me though, and this time too, it led to a place from where I could see some of my dreams coming true. I got an opportunity to do my Bachelors with English as my major subject, and never have I been that happy than while pursuing the four years of Undergrad college. In the beginning, I was a little apprehensive about studying English literature, but once I heard my professor lecture in one of the literature classes, all my doubts were cleared. Choosing English as a subject to study for my higher studies has been something that I am proud of; I almost feel as if it was destiny

It is not always easy to take a stance, many a times you are swayed away by the breeze of confusion. What seems right to the heart may not be right to the mind, and what seems perfect to the mind may be doubted by the heart. At such times, the words of the wise and your dreams are the guide of your soul. What you choose becomes right for you as you make the most of it.

that I had to do this subject for my higher studies. I am glad that I took a stand, and, rightly so, never have I regretted taking that decision.

Being Practical

But then, obviously, the whole issue of practicality of the subject that you study is a nagging one. So, what was I really going to do after studying English and how much was I sure about what I wanted to do after my studies? I didn't have a perfect answer anymore; I didn't really know what I wanted to use my college degree for. And, just in time, the advertisement for two years Masters in Education in English Language Teaching in Kathmandu University School of Education was published in the newspapers. One more time in my life, I had to think if I wanted to continue doing English literature, or I should venture in the direction of English language education. I knew I was stepping into the slightly unknown territory, but I had to make a decision. I did some homework and found out about the course; I slowly got interested about the prospect. I mean that if I am able to work fulltime with my English proficiency with English as my subject of study then that would be the best thing.

However, I made sure that this was also related to English, and though English Education studies has not been of a prior interest to me, I have to say that doing my Masters in Education with English Language Teaching (specialization) was something that I needed but did not know existed. I will have to say that my Masters degree coursework has made me a wholesome person with the knowledge of English language teaching in addition to English literature. If I had just stuck to studying literature then I would not have enjoyed the practicality of English, as such, that comes from understanding the language part of English. Having said this, I haven't had the opportunity to work in the field of English until now. The job that I am currently involved in does not really require me to use my English literature or

language skills, but it is quite obvious that my English proficiency helped me secure the job and it has helped me stay in tune with a lot of office related English use. Also, English has been my lifeline basically; I feel that because I know this language I have been blessed with all sorts of opportunities, though it was never my intention that these opportunities would come by if I knew and learnt English.

I have had the opportunity of traveling halfway across the globe and living there for more than two years and without having the knowledge of English, I could never have survived there. I have had firsthand experience with conversing in “real-time” English and surprising people at times. Also, I have had the chance to visit a few other places outside the country and this also was possible because I could communicate in English. After all, English is the “international language,” and as far as I have experienced from Thailand to Pakistan, it truly is so. This has led me to have friends from all over, thanks to English. I mean from job to academics, English has worked wonders for me, but taking up English was not for any of these gains for me. I cannot stress the fact that learning English and continuing on the path of English as a career prospect was not something that was planned because of the merits and opportunities that it provided. In fact, for a long time, I have been in love with the language itself and it has always been more about the passion than about anything else.

When you talk about love and interest and passion, you are termed as romantics. Romantics are soft-hearted they say, so you have to be a realist, the hardcore. But, how do you become just a realist, how can you not talk about passion and love? But then, how can you also just be a romantic? You have to be both, or at least try to have the qualities of both. You need to be practical when the time demands and you also have to dream away when you have the chance.

Passion in Me

So, what exactly is this passion that so many people talk about and that I have stressed about? I think there are several ways that this particular word can be described or explained; for me “passion” is something that I get involved with so much fervor that I care not if it provides me with any material or worldly gain. I cannot stress how much I mean what I am saying; being passionate about English is something that came to me unconsciously and that has developed over the years. Sometimes, words are really not enough, and I am feeling the same way while writing this. If I could, I would draw out my feelings or sing it out loud, but that would also not be enough to explain myself. Furthermore, I know that learning and knowing English has its perks; I have experienced and felt that directly and more often than not indirectly. I have already talked about all the opportunities bestowed upon me by the virtue of learning and knowing English. I cannot stress how much I have gained in my personal, academic and professional life by being in love with English.

Having said that, there is no doubt that like a true lover of sorts, I would not have given up on English, even if it had given me no returns. I have always cherished how amazing it makes me feel to learn and know English; I get a pleasure out of involving myself in anything that is related to English. It makes me happy innately and I feel that when I write in English I can express myself more than when I write in Nepali. It is not that I don't write in Nepali; I used to write poems back in school, and my Nepali teacher encouraged me a great deal. The writing in Nepali waned after school as I never again took it as a subject in either high school or in college. However, I have always been a fan of Nepali writings and continue to indulge myself in Nepali literature. I just feel that I no longer have that confidence or the right amount of passion to write in my own language. I am not proud of the fact that I

cannot write in Nepali with as much passion as I can in English, but I just feel that the English language has made me surer of myself and my feelings. Also, I feel more confident and comfortable when I talk in English than when I do in other languages; basically, I am comfortable communicating in English and that I think is a skill that I can be happy about. And, I don't know how many people feel this way, but when I am writing or talking in English then I am also thinking in English. English becomes a part of my thought process, and I don't feel intimidated by that. It just comes naturally to me, and maybe other English language learners and speakers also feel that way. All this: being able to write, read, converse and think in English makes me feel content and happy. And when I am happy doing what I do then it matters less if I get any material gain from the process; in fact, any other tangible gain is of the lowest priority. I think language can make you feel like that, and that is also why I feel that English is my lifeline. If I had not discovered English, maybe; just maybe, I would have not found an important aspect of myself. But then, what about Nepali, as it is the language that I, literally, was born into? I am not happy to say this, but say it I must, that in some ways I feel that my Nepali has lost to the glamour of English. While I cannot really say that it is a good thing; it is a sad fact for me. I have seen this happen with a lot of young people; though they are proud to be Nepali, their engagement with the Nepali language seems to be decreasing by the day due to the glamour of English.

Love they say is a feeling
sweet; have you felt it
lately? Is love only sweet, or
bitter-sweet?
Passion they say is love's
wild child; sweet it is, but
heartbreaking too,
heartaches are common and
mending too...
Love or passion; Passion or
Love? Why the need for
distinction?
They say love is protective
and passion is challenging;
love or passion, have you
felt it lately?

In the Shadow of English

Having said what I have mentioned above, I want to stress on how much my “own language” means to me. Also, as earlier stated, I am literally a literature enthusiast and that makes me devour English as well as Nepali literary texts. I have been a great admirer of Nepali literature, and what more; my interest in literature had much to do with the likes of the Mahakabi (Great Poet) Laxmi Prasad Devkota and Daimond Sumsher Rana as with the likes of William Shakespeare and William Wordsworth. I really think that the writing of many Nepali writers is world class, and the only thing we lack is exposure in the international arena. I especially think this of Devkota; in fact, I have to credit my love for writing, in particular to him apart from my maternal grandfather; Devkota has been an inspiration ever since I was a kid. It is my privilege that I got to share his works, including *Muna Madan* (translated version) and ‘Crazy’ with my American Professor when I proposed an independent study class on Devkota. We had similar understanding on Devkota, and maybe one day he will teach Devkota in one of his courses.

And then, I have always been a fan of how beautiful our language is; it seems to be one of the most lyrical as well as coarse language that ever will be in this whole wide world. At once it can be so bejeweled that it

can make a simple sentence seem lyrical, and it can also be so local that the most complicated sentence may sound common. I just think that Nepali is an assortment of various different languages, but is also unique in its own way. Many say that it is

English: the sunshine; Nepali: the shadow...English: the mighty; Nepali: the wounded warrior... English: the privilege; Nepali: the ordinary...English: the love of life; Nepali: neither love nor hate...English: the wide sky; Nepali: the damp earth...English: the carrier of history; Nepali: the befallen hero...English: the magnificence; Nepali: the mediocre...Really? And, why? And, for how long? Is it always going to be this way, or does it need to be this way?

similar to Hindi or Bengali for that matter, but, it might be so that all languages borrow from one another and this is true of Nepali as well. I am especially happy when I can converse in Nepali in a foreign land because that is where it really matters that I have my own language. If I could I would go on about Nepali; I cannot tell how much I am indebted to Nepali as a language and as a source of literature. It is just that I found myself more with English, but Nepali is my “own language,” somehow I own it and that makes it mine. I guess that is a privilege and no matter how much I adore English, I guess it will never really be my language.

Nonetheless, not being able to own it makes me want it even more, just like a person who is never really going to get what they really wish for. Yes, this is what English does to me, I feel like I can say anything I want, anything that needs to be said and without any hesitation I can spell it out. I guess the language provides me with the freedom that I want in life; it equips me with the wheels that let me ride and with wings that let me soar. It is this freedom of expression that I enjoy a lot; I enjoy being me without really being me; this I get to do with this language. It has made me comfortable with myself and with others as well; this I will always credit to the English language. And, I love how you can just play with words and the language; I bet this you can do in or with any language in this world; language is such by nature I guess. But, I can use this quality of the language to my advantage in English and that is an added advantage. This is also what makes me love the language and want to learn and be in contact with English.

As said earlier, I cannot determine the beginning of my story, and I cannot even begin to see its end. I feel that I could write forever if I had the chance to and talk about the journey of mine, but I think a lot more is yet to be written as my journey has not even reached halfway, in my opinion. And, I also have to keep in

mind why I am writing this chapter: for the purpose of research. What I do want to say is that finding English as a solace has been an incredible journey. It has not always been a straight path, but it has made me what I am today and if I am to follow my heart I think this journey is going to be a long one, not always smooth, but hopefully worth it.

Binding the tales

This chapter is my heart; I say this because I have written my story and laid my heart bare regarding a topic that I am passionate about. I have explored myself in this chapter, and I have narrated how I was motivated to learn English, what were my confusions, dilemma and how I tried best to overcome them. I have also expressed my love for writing, which has made me think of English as a career field. All in all, this chapter is about my journey of learning English and my relationship with it.

CHAPTER VI

IN BETWEEN HIS STORY AND MINE

The Outline

In this chapter, I have tried to discuss and interpret some similarities and some differences in the ways that Yatri and I are motivated to learn English and think of it as a career prospect. I have used American psychologist, David McClelland's Needs Theory of Motivation to interpret the discussion that ensues in this chapter. I have divided the similarities and the differences in themes and like the previous chapters, I have included my own views in the text boxes and have continued the narrative fashion of writing the chapter.

Making Meaning

Stories speak themselves, they paint pictures themselves; they show the relative reality and they also show the vision. Stories have been told from ages, they will be told in the ages to come; they were seen and heard and will be in years to come. Stories are unique, they have a genes of their own; two stories are not alike, even if you "steal" from one story and try to make it your own, there are chances that the other story is going to have a flavor a tad bit different. And yet, if you have the patience to look closely enough, or see through, you can tell that stories are intertwined. In some, the surface maybe of different colors, but the depth will be of the same brush; in others, the content may be different, but the theme may be of the same lot.

After having written down the story of the journey of motivation in English language learning and having or aspiring for a career related to the field of English, I

feel there are some elements that are similar in his story and mine. I also see that maybe in some fundamental ways our stories are different. In other words, I see that the colors of the palate of our stories maybe the same, but some of the strokes are different. Therefore, I have written this chapter as a discussion on the similarities and the differences of our respective stories. And, though stories speak for themselves, as a researcher there are times when I have to make meaning out of these two stories; I have tried to do so in this discussion.

Knowing Each Other

It is not necessary to know each other through meetings; sometimes, it is the stories that connect people and make them know each other. In doing this research, I will say that I have the upper hand in knowing Yatri and myself, and through our stories we know each other. Though he is older than me in age and in experience regarding the learning of English language and taking up a career in the same field, I can sense that there are similarities in our stories. I can also see that in some ways how we perceive the English language and what we think of learning the language is quite different. I have tried to categorize these perceptions, which I have presented as follows.

Literary Influence and the Love for Writing

For me learning the English language has been synonymous with gaining exposure to English literature. As I have written in my story earlier, I grew up with stories and books which grew into a passion for literature, so much so that I intended to study English literature for my Undergraduate education. For Yatri, according to his story, he came into loving English literature much later in life when he was studying literature for his Bachelor and Masters Degree. However, the passion was no less than what I felt, as much as I gathered from him. And when I asked him to name

a few writers who he likes, he had quite a few to name; but, like myself, he named Laxmi Prasad Devkota as his best pick. And, I don't know if it is an irony, but of all the English writers we could have named, we came full circle to our own Nepali writer. If I am not wrong, we both seem motivated by the Need for Achievement as in "persistence" (Nelson and Quick, 2012, p. 168). We both have had patience in our liking and love for literature; sometimes it is not easy as English literature can be daunting for speakers of other languages, but we have made literature the source of motivation for us to learn the English language.

And then comes writing; I cannot even remember when I started writing (creative writing) on my own. As far as I can go, it was in grade three that I had written a poem without any help. But it was in grade six that I started engrossing in creative writing, thanks to the activities that were planned in the English class periods. That was the beginning and this has only continued to date. I sensed some success and satisfaction while writing, which is why I continued the activity and that in turn motivated me (Ebata, 2008). And, what can I say; the interest in learning the English language has been intertwined with the interest to write. For me, I see that it was the Need for Achievement, especially the need for "excellence" (Nelson and Quick, 2012, p.168). I think that writing helps me excel in English; it motivated to learn English then, and it motivates me to move towards my career aim. For Yatri, writing came as a habit of scribbling for school based competitions as he puts it. He means that he was not conscious of writing as an artistic habit back in school. When he gained the

For both of us, the influence of literature and writing has come about our interest in the English language. Yatri suggests that English literature actually garnered his interest in writing. Whereas, I would like to think that both English literature and writing came hand in hand for me.

exposure to the world of literature then the writer in him unleashed. The interest to learn English led him to English literature and that in turn pushed him to produce his own writings. I see that for him the Need for Affiliation (Nelson and Quick, 2012, p. 169) motivated him to write, as he wanted to establish a relationship with the writers that he had read that exposed him to the world of English literature.

Material Gain and Power

Yatri did not deny that when he was learning the English language and later on pursuing his education in English, he thought that getting a good job or going abroad was an option due to his knowledge of the language. English, being a language that both job providers and seekers think highly of, he was no exception. When he settled with his career here itself, then the idea of going abroad did not appeal to him. And, if the language provides you with perks then there is no harm in it. The Need for Achievement was high on Yatri's list, I can especially sense the need to "overcoming difficulties" (Nelson and Quick, 2010, p.168) which motivated him learn English despite the distractions of good job and possibility of going abroad. For me, I am not trying to sound idealistic, but I think that the material gain that I have had from knowing the English language has always been secondary to me. It was never my priority to learn English so as to have the tangible gains. Having said this, I am thankful for all the benefits that I have got by my knowing English.

And then there is the issue of power that is associated with learning and knowing the English language. Yatri suggests that English as a language, it commands much respect and position in our society. He bluntly agrees that there is a feeling of having more or knowing more than others because of learning and knowing the language. This in turn bestows the learner with power over others in terms of knowledge as well as skills related to the English language; for Yatri, this became a

motivating factor for him to learn the English language. I have similar understanding of power associated with learning and knowing the English language. I think that because of the favorable situation around us in the society and the favorable position that English enjoys, those who learn the language definitely enjoy power over those who are not as competent. Need for Power, as McClelland suggests and as I feel is vital in motivating learners to learn the English language. “Personalized power, which is used for personal gain that makes a difference in life” (Nelson and Quick, 2012, p.169) is what makes some learners appreciate the English language more, as both Yatri and I have felt the influence of power in our English language learning journey. But when two people meet who are both somewhat well versed in the language then the power is somewhat cancelled out; when Yatri and I met for the interview, I felt the same way.

Power is not always conscious; I feel that most of the times, power takes hold of you even before you realize it. I mean with learning English language you are not learning it, so that you can be powerful, but when you think about it that is what language brings you. And it is up to you what you do with this power.

Passion and the decision to pursue the study of the language

What Yatri means by passion and what I mean by passion is not worlds apart. I think that both of us feel that passion is more than liking something. For him, passion is beyond liking in the sense that you dedicate yourself to the pursuit of something. For him, English language learning became something that he wanted to be engaged in; it was not something that was for a passing time. The need to devote his time and energy in learning English is what, I think, that Yatri means by passion. The Need for Achievement suggests that the learners like to excel at what they do, which is beyond material gains (Nelson and Quick, 2012), and this is what passion

means, which is similar for Yatri and me. For both of us, learning English was more about our need to excel in the language by hard work and dedication. It became something that was central to us, as our goal in life; English became something that we most cared about and we became emotionally attached to the language (Rost, 2006). And what more, for me, learning English was always a matter of passion; from the very early years. I was never really conscious about learning it in any other way than by enjoying the process. It came quite naturally to me that I would enjoy and love learning English; as I have already mentioned there was no perks or benefits of learning the language that pulled me towards English. The enjoyment and the fulfillment that I got from learning English is what I would call passion.

Choices are not always easy to make, but if someone tells you that there are some choices that will affect you for the rest of your life then you should take heed. But no matter what, you should always believe in the decision you have taken.

For the two of us, the passion that we felt for learning English played a major role in our pursuing of English for further studies. Though, in some ways, Yatri had an easier path pursuing English in Bachelors and Masters level than I did, I think that he still had a decision to make. He had the choice between pursuing Mathematics or English in his Undergraduate education, and he went with the latter. Yatri made the choice to go with English, as he was highly inspired by his American teacher to teach. He was passionate about learning English as well as about becoming a teacher which made him choose English as a subject for further studies. I, on the other hand, had science and English to choose from and without the help from my British Principal, I would not have been able to pursue English further. The decision to pursue English for further studies was a situation of constant persuading my parents as well as others for me. Yatri had his parents support

in this matter, which I managed to secure slowly over time. Though our situation regarding choosing English for higher studies was slightly different, I still feel that we were both motivated by the Need for Affiliation, as we were both encouraged by our teacher/mentor and in some ways supported by our parents. Need for Affiliation suggests that learners are “concerned with maintaining warm, close and intimate relationships with other people” (Nelson and Quick, 2010, p.169), which we both adhered to while choosing English over other subjects for our higher studies.

Utility of the Language vs. Aesthetic Beauty of the Language

Like with other concerns of life, learning a language and continuing or aspiring to continue your career in a similar field is repeatedly questioned, regarding the utility of that language. This is very much the case with English; for me it was not a concern when I started my Bachelors studies. I was ecstatic about the fact that I could now actually pursue my studies in English, and I always knew that I would be able to do one thing or the other with my degree. Nonetheless, after some coaxing from my parents and after much consideration on my part, I decided to do the graduate level studies in Education, which I believe will allow me to showcase the practicality of English language. For Yatri, he was clear about why he was learning English and wanted to pursue it for a career. In other words, he was extrinsically motivated as he wanted an outcome that was separate from the act of learning English (Lucas et al, 2010). I would argue that the Need for Achievement was what motivated him towards this career goal; he wanted to achieve a goal and had a clear view about it that was in keeping with English (Nelson and Quick, 2012). He knew that learning

Being idealistic is what people might say when I say that I am motivated by the beauty of English, and there is no way that I can prove it. All that I want to say is, if you could look into my heart, you would know that I couldn't be any truer.

English was the path that would lead him to be a teacher; he saw the utility of English beforehand I did.

There is no doubt that Yatri had passion for learning the English language and he was fascinated by it as much as I was. His story is a wholesome picture of what he considers the English language to be and how much he was influenced by it to become what he is today. However, when the issue of whether utility of a language is more important or the beauty of the language is raised; I think he sways towards the utility of the language. When asked what he word he would use to describe the English language, he replied “a ship.” What he suggests is that like a ship which carries people on a voyage around the corners of the world, the English language does the same making the world a smaller place. For me, I would rate the beauty of the language above its utility just because I feel that English is rich, beautiful, deep and an ever updating language. I value its aesthetic beauty, which is “motivating intrinsically” (Lucas et al, 2010). It is like a colorful butterfly that roams the world, is delicate and still has the power to mesmerize people. I think that the ‘Need for Affiliation’ (Nelson & Quick, 2012) is what guides me to think of English in such a way; it is not merely the companionship with people, but with the language which binds people all over. However, Yatri would never pursue the English language for its aesthetic beauty alone; and I would never pursue the language for its utility alone.

Inspiration from the Teacher (Mentor) and Stories

Both of us, though coming from two different backgrounds, have been inspired and motivated to learn the English language because of similar inspirations and reasons. Of these many inspirations, I believe that being inspired by our teacher(s) or mentor(s) has been consequential. For Yatri, his American teacher was a force that shaped his life essentially; he was the one who drew him to the world of

English language learning and played a major role in deciding what he wanted to do in future. For Yatri, his teacher played the role of, “initiator, facilitator, motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter” (Kaboody, 2013, p.48). This is not just evident because he mentions this in his story, but because he repeatedly exerts the importance of his teacher in his life. For me, I have already poured out my heart about the role that my English teachers have played in my life, including being a mentor to me and giving me the confidence to pursue English as a subject for my higher studies. This has also shaped the road that I travel for my career in the field of English language. For both of us, the Need for Affiliation is what motivated us in this front, we both formed “close and personal” (Nelson and Quick, 2012, p.169) cordial companionship with our mentor/ teacher(s), which inspired us to learn English. However, if I have to be honest about who has been inspired more by the teacher(s) or mentor(s) then Yatri takes this honor.

I think that my inspiration, definitely did come from my teacher(s) or mentor(s) without any reservation, but moreover it came from the stories that I have heard and read ever since I was a small child. The stories have played such a vital role in engaging me and drawing me into the world of English language. If it had not been for the stories, which I am fond of more than anything, I would not have enjoyed the hearing or the reading process which is essential in learning a language, nor would I have been interested in writing which is again instrumental in learning a language. Of course, I would have learnt English due to many other reasons, but I would not have been passionate about it if it had not been for the

What would life be without inspirations? Obviously, it would be dull, it would lack meaning and it would be even more uncertain than it already is. Inspiration does not come from big things, but from the simplest things and if you get it, you have to cherish it.

stories. The stories were like people for me, I had an affiliation with them and I still continue to feel that bond, which once again makes me think of Need for Affiliation (Nelson and Quick, 2012) as a motivating force. For Yatri, the stories also come into play as an inspiration as he also got attracted to English literature, he also started reading avidly and writing his own creations. However, once again being honest with myself, I believe stories have played a pivotal role in my case than in Yatri's as an inspiration.

Becoming a Teacher and becoming a Writer

Learning and knowing the English language has been an experience of a lifetime for both of us. It has played an impact in our lives that is beyond words at times; most importantly learning the English language has shaped our career dreams and aspirations. I feel that when your passion meets not just your heart, but also your work then that is the best combination. For both of us learning the English language and knowing it has been a passion and dreaming of a career in it has been even more passionate. Though both of us have the knowledge of teaching, he being a teacher himself and I learning to become a teacher through my Masters' level course, I think Yatri's aim in life was to become a teacher. With the Need for Achievement, he "hoped and planned for success" (Nelson and

Quick, 2012, p.168) as a teacher of English; he planned ahead for what he wanted to do for his career, and that is important for an achiever.

Learning the English language and taking English as his major subject in college, and most importantly his meeting with his American teacher

Whether teaching or writing, whether translating or editing, no matter what you choose to do, the knowledge of English language can take you far, and if you are passionate about it then it can take you for a long ride.

molded him into the teacher that he is today. Becoming a teacher was his dream and English language more or less helped him fulfill his dream.

And then, Yatri is not just a teacher but also a writer; from short articles to writing a textbook for school children he has taken writing quite seriously. He started writing after he got access to some of the best writers. But, I want to contest him in this regard and say that my dream is to become a writer, just as it was his dream to become a teacher. I have dreamed of becoming a writer as long as I can consciously remember. All my feelings and emotions are how I portray them in writing, and I have to say that I am a better writer than I am a reader or a speaker. The Need for Power, the need “to influence others” (Nelson and Quick, 2012, p.169) is what I think encouraged me to dream of becoming a writer; I want people to read me and at least gain something from what I write. The passion is there of course, but it is also a want to be known and recognized, the need for power (Nelson and Quick, 2012). I am indebted to the English language for making me expressive in terms of writing, had it not been for the language I would not have harbored the dream for becoming a writer.

Closure

This chapter is my attempt at interpreting the similarities and differences in our stories. Using a single theory, I have discussed what the themes mean to me as a researcher and as a participant in life history research.

CHAPTER VI

BRINGING IT ALL TOGETHER

The Outline

This is a chapter that is a conclusion of this research writing; I have tried to include what I have found during the research and how my views have changed regarding intrinsic and extrinsic motivation. I have also incorporated some of the implications of this research and what more can be done in this topic. And most importantly, I have expressed how I felt at the beginning of doing this research and how I feel as I come to an end of writing this research.

Where do I Start?

Is it easy to start or is it easy to end; I am thinking about this as I write this chapter. Is there really an easy way to start or end things; is there a need to think about all this? And I don't have the answer laid out for me; nonetheless, the whole journey of doing this research project has been an incredible one. It has been a 'roller-coaster ride' in the literal sense of this phrase, as I was not sure of myself when I began the research and am not completely convinced with the research coming to a closure. I did not know if this would be a good topic, or a topic that would suit the English Language Teaching and Learning parameter, and I don't know if I have been able to produce the

A renowned person once said that to begin something is to half finish that thing. And, I wonder if he was not correct; probably to begin anything, including a research, is half the work done because after that the flow begins. Though you will face challenges along the way, you will still feel that you will come to your destination sooner or later.

work that meets the demands of ELT. Still, doing this research has opened up ways of

looking at my own and another person's story, regarding learning the English language and having or aspiring a career in English. I think that has been significant for me because going into this research, I was convinced of certain issues but coming out, I have once again learnt that not everything is in black and white.

Thinking Back

When I first conceptualized this research, I was thinking about myself. When I say this, I mean that I was thinking only about my story. I have always felt the need to write out my feelings and experiences, regarding the motivation for learning the English language and choosing it for my higher studies. I have forever wanted to tell it not just to myself but to the world that I made a right decision by choosing English as my studies and a prospective career field. In a way, writing this research has been quite therapeutic for me; I had issues of my own regarding this topic and I have been able to explore them. However, deciding to take life history as a research strategy, I knew that I had to look at someone else's story as well to know how different learners get motivated to learn English differently and how much are their experiences similar. I did exactly that; I know that I have not been able to capture all in all of Yatri's life, regarding the motivation to learn English language and his career in teaching English, but I definitely feel that I have tried to portray his story (as far as possible) as he would tell it.

Also, it was relatively easier to come up with the proposal; I could write as much dreamily (as I would like to put it) as I wanted. I didn't have to think about the practicalities of doing a research while writing the proposal; once I was in the field, the whole process felt ten times more difficult. It was enough trouble for me to manage time and resource for one person's interview; I can imagine what my friends must have gone through with their research having more participants. And then the

process of transcribing the data was tedious; I had to keep listening to the same interview five to six times to get all the details correct. It was not an enjoyable experience, but what has to be done has to be done; after all, research work is not just fun that is what I have come to know. Also, for quite a long time, I didn't know how to start writing my chapters; I didn't have a model to follow and was apprehensive about not being able to do the right thing. However, once I got advised on how to tell the stories (Yatri's and mine) from the data that I had collected, writing the stories came naturally to me. I really feel that writing comes naturally to me as I have been interested in writing since I was a small girl. And, I have mentioned in the fifth chapter, which is my story that I have always wanted to be a writer.

Why am I doing this? This is the question that I asked myself as I transcribed the data from the interview. Today, after seeing my chapter on Yatri's story, I know why I was doing it...

How do I address my research questions?

Before I talk about anything else, I have to address my research questions. The answers come not as a surprise for the first question: How are two different learners motivated to learn English and consider English as a career option? Though our socio-economic backgrounds and the time period that we began learning English were different, Yatri and I, both were motivated by our teachers/mentors, first of all. Then, we both were intrigued by the world of English literature and the charm of writing in the English language. We were inherently interested in the learning of the language, as we both talk about our passion for the language. Likewise, the practicality of the language motivated us as well; I wanted to study M.Ed. in ELT, while he considered English as a get way for better job prospects. More importantly, we both were unconsciously motivated by the power that we exercised due to our knowledge of

English. I was concerned with stories, and that has motivated me to consider writing as a career. For him, teaching the English language and literature was something that motivated him. And, Yatri does not deny that he was motivated by the money factor, obviously making a living by learning English motivated him to learn the language. On the other hand, I have never thought about money as the motivating factor for me in learning English.

Now, the answer to the second research question is as twisted as the question: How is it different to learn English being motivated extrinsically or intrinsically, and how can the distinction be made. At times, I could not tell if either Yatri or I was being intrinsically motivated or extrinsically motivated. For example, we both were motivated by our teachers/mentors, did they add to our intrinsic interest in the language learning or did they motivate us to become like them? And, basically, I found that he was as passionate as I was about learning English, despite him saying that he would not have learnt English only for its intrinsic value. And, after all, I who I thought was intrinsically motivated, cared about the practicality of the language as well. So, I am in a dilemma as to whether there are any such distinctions that showcase that it is different to learn English being extrinsically or intrinsically motivated.

Shades of Grey

It is not a notable thing to be biased, most of us would agree, but then it is unbelievably inevitable. And no matter how hard we try not to be objective; it just isn't in our nature to be so. And, if a researcher claims that they are unbiased then there is something fishy about it, I feel so. I am talking about being biased because I went into this research being biased; I had a certain mind-set about how I was motivated to learn the English language. And, I have often felt that the way I was

(am) motivated to learn the language is not the same for most of the learners who learn English. I have always felt that I am more intrinsically inclined towards English than most other people, and I carried out this research thinking that my belief would turn out to be true. However, what I found out during the research process is that not everything is spelled out as you want. You expect one thing to come out of the process but it does not, because people's experiences and feelings are not in black and white. Like with the overall characteristics of people, feelings and experiences are also in shades of grey.

When I started talking to Yatri about his life in regards to motivation in learning English and thinking of it as a career, I gained an insight into how similar our stories are. I could feel like he was me at times when he talked about how he was motivated to learn the English language, especially when talking about the inspiration from the teacher(s), love for literature and the passion for writing. I saw that how he perceived learning English was not far from how I perceived it to be: a passion more than anything else. And, when he was referring to passion for learning the language, his eyes did all the talking; I almost felt as if it was me who was talking about passion and not him. It was incredible to see how similar we can be to someone else. I connected to him readily during our interview, as I sensed similarities in our stories. And, as I wrote his story from the collected data, I felt the connection even more evident. Nonetheless, I was not happy with only the similarities; we had to be

I think there is so much hype about us being unique as individuals that we forget we have many similarities. That is why we feel surprised that someone is so like us; I felt the same way about Yatri's experiences when compared to mine; we have some quite similar experiences surprisingly.

different in one way or the other. As I had a slight upper hand as a researcher, I tried to pry and find out the differences, more than the similarities, in our stories.

And I did find them, first of all, in our educational background: he comes from government schooling, whereas I have had private school upbringing all along. Second, in our formal exposure to the English language; I got it in the kindergarten, while he got it in the fourth grade. Third, his aim in life in relation to English was always to become a teacher, while for me, I have said this time and again that it was and is to become a writer. Fourth, he finds that earning is necessary along with passion; for me, I am a hardcore romantic of sorts and would think that even if English would never pay me enough, I would still pursue it. Fifth, he merged into the world of English thanks to the inspiration from his teacher; I was also motivated by my teachers and mentor, but it was the stories that attracted me to this world. Also, his parents and others were with him in his pursuing of English, while I had to convince my people to pursue English. And, of all the other differences, the fact that he would not have pursued English only for the sake of learning it whereas I would have done it happily, is a significant one.

The Light

So, what have these two stories taught me? Of all the other things, they have taught me that the motivation to learn English and continue your career in the same field comes from different sources. These sources may be the same for two learners of the English language, but the extent to which they affect the learners may be dissimilar. If this is the case with two learners then it can be assumed that in a classroom where there are more than twenty students, the ways that learners are motivated to learn English may be similar, but their effect may be quite different. This suggests that if a teacher is aware of how learners are motivated to learn English,

though it may be difficult to provide individual attention, at least they can help the learners open up their potential. And, not to forget, teachers themselves can be a source of motivation as with Yatri's and my case. Also, as for the learners, they can also see how much they are similar to each other and help each other in learning English. And, they can also think of ways by which learning English becomes fun and enjoyable to them, individually.

The stories have also taught me that to understand myself I have to understand other people as well. As I have mentioned earlier, I wanted to know myself through this write-up, but if I had not looked into Yatri's life I would not have been able to know myself better. I realized this as I was writing my story after finishing with Yatri's story; I was not self-absorbed as I knew that there was someone who had had some similar experiences as mine and some unique experiences. When there is someone who you can compare yourself with, then you see that you are not the only one who has stories to tell. You feel a part of the other through their experiences and feelings, but you also try to maintain your own individuality; I got to feel this while writing these two stories. Also, I came to an understanding that there is no such distinction that the one who is intrinsically motivated learns better the one who is not. I would say that sometimes you cannot even decide if you are intrinsically motivated or extrinsically. Motivations get intertwined, as in the case of me choosing M.Ed. in ELT for higher education as I thought it would be practical, but I also enjoyed studying the course. And Yatri, though he would not have pursued English if it was not productive, he still was

They say no man's an island, and yes, they say it right. We all would like to believe that we are unique and that is also right, but we are also part of similar experiences and feelings which help us connect with each other.

passionate about learning it. And, I think this issue is something that can be studied further: the distinction or the lack of distinction between intrinsic and extrinsic motivation in English language learning.

Feelings Then

Feelings change and so do people, I think so, it is not just the physical change that occurs but a change in the mentality and thinking as well. I am saying this as I go back to the class of Research Methodology when we were asked about what issues interested us the most. I came up with at least three issues that bugged me regarding English language teaching and learning, but what kept me hooked was the subject of motivation regarding English language learning. I wanted to explore this subject with the help of research; I knew that a lot of researches must have been conducted on this topic, but what I wanted to do was to know people's stories. I had thought that I would look at two different people and their journey about learning English. And, I did write the proposal keeping in mind the idea. However, I also wanted to learn about my own journey of learning English and thinking of it as a career choice. I still thought that I would be able to talk to two different people, but then with time and with other limitations I had, I decided the best thing would be to look into the stories of two people: one of Yatri's and one mine.

So, how was it to go to the field and actually carry out the research? It was a state of confusion for me from the very start; I was not exactly sure what I was about to do. I guess a lot of other researchers, if I am allowed to call myself that, feel; there is no such certainty as to what you will get, what kind of stories you will hear and what will stick to your mind keeping in mind your research questions. But then it is that ambiguity that keeps you going; of course, there is a lot of patience at stake. I didn't know what to expect from Yatri, as I didn't even know if he would be willing

to be my participant. I almost had to wait for a month in between two interviews which cost me a lot of time; I was quite frustrated at that point. I felt that maybe I would not be able to finish my research project, or maybe I would have to think of another participant to continue. But I kept my patience, thanks to all the support from my friends and colleagues, and finally I did manage to go through with the original participant. I thought that there would be problem keeping my journal for my own story, but it was much harder than I had thought.

And people think that it is easy to write an auto-ethnography; I got to know that it is not at all so. I had so many incidents and ideas in my head while keeping my journal; however, I knew that writing haphazardly would not be a good idea. I had a key issue that was motivation while learning English and I tried to maintain my journal accordingly. When you write out your thoughts, feelings and experiences, you are not concerned about the grammar or the punctuation; the words just flow out on paper, even though at the back of your head you have an issue to address. With the best of intentions, I had to leave out some of the events that might have elucidated motivation in learning English for me as I knew that they would not add to the variety of my writing later on. These are the choices you have to make while doing research that even if you want to pour out your heart, you want to make sure that your readers don't feel irritated reading your work.

Challenges are what make any journey interesting; this is what I felt while doing this research. It was challenging, at times confusing, and that is what made the research worth pursuing.

Feelings Now

It is amazing how time flies; it feels as if it was just a few months back that I came up with a proposal for the research that I wanted to conduct. And, today, I am

finishing up writing the last chapter of my research; of course, there is still a lot of work to do to bring out the final product. I would like to go back a little and talk about how it was writing the chapters prior to the last chapter. When I was writing Yatri's story, I felt as if I was writing a story that so resembled mine, but still held its own. I could feel him while I wrote his story; in a way, I learnt more about him while writing the chapter than when I interviewed him. I think that I interacted with him while writing his story in the form of words and that was an interesting experience for me. I felt as if I was flowing with the words, and there were no restrictions as to how I could analyze his story. I felt a little restricted while writing the second last chapter where I had to interpret some of the aspects of our stories. I could not just write what I wanted, but had to support the interpretations with theory; still, I think I had fun writing both these chapters.

And then, what happened when I wrote the chapter of my story? Yes, I had a lot of fun; I enjoyed talking about myself, but then I also understood that what I thought earlier did not come handy. It was not at all an easy thing to talk about my own story; there were events and experiences which had me confused as to whether I was intrinsically motivated or extrinsically motivated to learn English. And all my life, I was thinking that I must be the only one who was truly intrinsically motivated to learn English. I came to know myself better while writing this chapter of mine; I came to see myself as a person who could be extrinsically motivated with nothing being wrong about it. I also felt emotional writing some parts of my story, and I had never thought of those things making me emotional. Sad events, unhappy times are hard to think about and usually

Have I reached my destination? Have I met my purpose? I have travelled far and wide; I have seen things and been places; I have met people and heard stories...Have I met my purpose? Have I reached my destination?

we try not to bring them back to the forefront of our memory. And then, I learnt that happy and everyday memories are even harder to think about because they make you feel sad at the good times you had as you miss them now.

Yes, feelings change; I have already talked about how I felt as I decided to take up the topic and carry out my research. I have also already laid out what I got and how I felt as I was conducting the data collection and writing the analysis and interpretation of the data. And, now as I write this last chapter of my research work, I feel that I have come full circle with my feelings. I was nervous when I started the research; I feel a little less nervous as I come to an end with it. I was not so sure of myself when I started, and though I am still not as sure, I definitely feel that this writing is a result of my hard work. I have invested words upon words and feelings upon feelings writing this research; I believe that in some ways I have exhausted myself. I am thinking that I have never ever written as many words for any one assignment before, and maybe for some time I will be giving my brain a rest. I have never really been this apprehensive about writing, and thinking, time and again, if what I am doing is right. Nonetheless, I am happy that I am feeling this way; because along with it I have this great feeling: a sense of accomplishment.

Saying Good Bye

This is the last chapter of my research writing and I have a bitter-sweet feeling writing these words. I actually do not want to write these words, but I have to, I am filled with surprise that I undertook this research and am writing the last words of this document. I say farewell and I hope that the readers that took their time to read this document have had as much interest in reading this as I had in writing it.

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APPENDICES

First Round Interview Questions for my Research

1. When did you first come in contact with the English language?
 - a. What can you remember about your contact with the English language for the first time?
2. Did you learn English letters (alphabet) when you were a child?
 - a. Did your parents (grandparents) or guardian teach you English letters when you were a child? If they did, how did they do it?
3. Did you go to an English medium school when you were small?
 - a. When was the first time that you formally learnt English as a subject?
4. How did you feel learning English in a formal setting?
 - a. Are there any incident/s that you can think of that describes your feelings?
5. How else did you learn English apart from taking classes in school?
6. What made you learn and be involved with English as a language and a subject in your early years?
 - a. Are there any incident/s that you would like to recall that made you feel that English was something that you needed or wanted to acquire.

Second Round Interview Questions

1. You said that English is not something that you like or dislike; in fact, it is your “passion.” What do you mean by that?
2. You also stressed on the fact that your American teacher inspired you in learning and aspiring a career in English; did you ever wanted to be like him?
3. Did you ever feel that you were better off because you learnt and knew English?
4. You mentioned that literature is something that you enjoy, how did that help you in learning English?

5. You chose your career in English, why? Was there a time in your life when you thought that you could have been better off doing some other subject?
6. How important is the money factor in learning English? Let me ask you, for example, there was no money or career prospects in English; would you still be motivated to learn English, purely for its aesthetic value?

Excerpt of the Interview with the Participant

R. I would like to ask you about how you first came into contact with the English language. And, what can you remember about the first time that you came into contact with English?

P. Actually, I went to school at my very early age. And, I was not exposed to English language in my first days of school, because it was a government school and we were supposed to start English later. But, I I come from a tourist infested area..like Pokhara and I used to hear people talk in English most of the times and that actually had some kind of influence on me and I had started imitating some English words, though I did not exactly know what these words meant. I had already started imitating those English words before I started learning formally in school. And it was in the fourth grade that I was first formally exposed to English language and it it was very general kind of course just like today's children start learning at the nursery level, so we started from ABC. But when I was a seventh grader then I fortunately met an English, sorry, an American teacher, who was from Peace Corps and after he started teaching English there in my seventh grade then it opened up so much avenues for me to get acquainted to English language and that was how I got fascinated to English language, how I excelled in English language. Within that year, I made significant progress in English and it was in..um..seventh grade itself, by the end of seventh grade, after I made that kind of progress in English, I got determined to continue aspiring English education in the long run too and this is how I got to major in English later on in my college.

R. Ok, that's great, so that means you never learnt English letters or alphabets when you were small or did you get any kind of informal English training...

P. Actually, it was English communication. I learnt English communication, I have my sisters, the sisters had already learnt English, so I I probably learnt something from my sisters also, but I started writing English alphabets only when I started going to school, only as a formal student.

R. As you said, like in grade four?

P. In grade four, yah, it was in grade four that I first started writing English.

R. Ok, that's great, and, so the school you went to, was that English medium or not?

P. No, it was not an English medium school, it was a Nepali medium school and English is a compulsory subject in all the schools in Nepal, so it is compulsorily prescribed there in the curriculum that's why English was a compulsory subject, and

we had to take English as a compulsory subject. But later on there was an additional English paper that's called English grammar; and the way we were taught English in our school level was all GT method that is called Grammar Translation method. And our teachers..umm..started teaching in English and they translated into our native language and this is how they taught us. But it was after my introduction with the American teacher, Jonathon Dinnet, that I started learning English very differently, so, it is..it is that-that time was the transition period of my life as far as learning English is concerned.

R. So, you say you started learning English differently, so how was it different than the G-T method?

P. Yah, it was different because he told us that learning English is not translation, it is not translation; you have to learn English as English itself. It is uhh it is better if we look for synonyms, if we look for other English substitutes and get the meanings of the words rather than translating them into our own language. And when he couldn't deliver that in English and couldn't clarify us in English then he usually used to take help from some of us in class and most probably me myself, who would translate that into Nepali to other friends also and they would learn later that is what he did. But most of the times, he used English itself and tried to communicate and this is what we learnt, actually learning English is not translating it into our own language, that is not the best way to learn English. So, it was a different method that we learnt.

Excerpts from my Journal

Where do I start my story, in fact, does my story even has a beginning or an end? Still, I will have to start, and I will begin with this. I came upon the English language when I was a toddler, two-three years of age. My mind can picture my mom sitting on a chair with a simple, thin copy of English letters with their word formations and Nepali equivalents. And then there were my foreign acquaintances with whom I would go for activities that involved playing in a group, drawing and painting, singing nursery rhymes. In these gatherings, there was an exchange of fair amount of English and Nepali among us. Both these incidents that I have recalled take me back to Okhaldhunga, where I grew up partly other than Biratnagar and Kathmandu. This was when I was around three-four years old. Those were the days which really ignited the passion in me to know and understand the English language.

Then came my schooling period in Okhaldhunga, where my teachers did not have the best of pronunciation skills, but still tried to teach English to the best of their ability. I thank my time in Okhaldhunga during my schooling days that I got exposure to English in the form of text books, especially Headway English and Gulmohar; I

would read the whole book throughout even before the term started. I loved reading the stories and the poems in them, and would visualize them in my mind. I loved the feel of the words in my head, I do not usually read out aloud and that did not make any significant difference because I could read out in my mind. Also, we had great company of young Australians and Americans which made it necessary for us to communicate in English, I don't remember how well I spoke in English then but that certainly must have helped in my learning and acquiring of English. There was also a club by the name of "Fantastic Helpers Fun Club" which was initiated by a Scottish teacher/friend and in that club we had to converse in English and that helped us to get involved with English more.

My Reflection

23rd May, 2013

I usually think of English language learning as something that is associated with gaining popularity in your school or in your neighborhood. I feel this is what it has turned out to be more and more the case today; I see kids talking in English inside the school premises, which is quite common. Moreover, I even find more and more school going children talk in English in their neighborhood, especially those who go to elite schools. I guess talking in English makes them feel "cool" amidst their friends; this is what I feel sometimes. I could as well talk in Nepali to express my thoughts, but when I want to assert my point I usually go for English.

Why am I talking about this? Well, during the interview with my participant, I felt that he was more comfortable talking about himself in English and maybe would not have been able to make his point if he was talking in Nepali. The power of expression that the language provided him; and I feel, it provided me with the same power is unbelievable. I wasn't really thinking about the power of the language while I was taking the interview; I was moving around the topic of motivation and what likely might have induced the interest in English in the first place. However, thinking back, I can feel that the confidence that we both carried out during the interview was because we both felt that we could communicate fluently in English. This gave us the power over the other person, but because we could both communicate easily in English, the power balanced out.

Excerpt from Yatri's Story

A Woman's Woes

-Yatri

As drunken Khadak meandered around the village, very few children dared to continue their play in their courtyard. Naturally unable to suppress their juvenile fear caused by Khadak's menacing face and tone, the terrified children rushed either to the cowshed nearby or took refuge behind the haystack.

The children despised him from the bottom of their heart for ruining the bliss of their utopia. Their parents too hated him, but for a different reason. The elderly people could sense Khadak's contentious nature in him and they could also anticipate his invective to his wife and children. They also worried about their probable participation in the next day's congregation of the villagers to decide on whether Ram Kumari should continue living with Khadak.

The entire village had knowledge about Ram Kumari's difficulty in being yoked with this intractable stupor. The village also witnessed her hardships in raising her five children entirely on her lone shoulders. The village indeed engraved her sighs, sweats and scars that inversely contributed to relegate her to the lowest stratum of the social ladder.

Ram Kumari had to spring to the Mahajans' feet to ensure the perpetuation of her children's life. Her unfathomable toil and sweat was not even enough to feed her children, let alone to support their education. She put her youngest son, fifteen, into the hands of an Indian Army official who needed someone to cook and wash for him. Artless Ram Kumari knew very little about the disingenuous army official's intention to enslave her son. She knew very little about his false promises to guarantee his recruitment to the Indian Army, and Khadak deliberately took no interest in the army

official's apathy towards the distraught mother. Ram Kumari's tearful farewell to her son contradicted with Khadak's corroborating remarks to the official's assurance.

Ram Kumari didn't have to wait longer to eliminate her confusion. Immediately after the official left with their son, Khadak too hurried to the nearby tavern to soak his drought-hit throat as the two hundred rupee IC notes inserted into his breast pocket to bribe him for allowing his son to go to India with the official left him very impatient.

Khadak himself had passed more than a score of years in India working as a watchman and very well knew the plight of the Nepalese there. He sometimes shared with his fellow drinkers that he was exposed to drinking basically out of his despair during his service to his Indian masters.

Khadak had just swallowed his fiftieth year and had not indeed started the countdown of his last days. Modest height, average belly, bald head, half shirt or t-shirt, half pant or loin cloth, slippers except on some occasions like wedding ceremony and festivals; and smell of cigar, tobacco and alcohol were his identity markers.

A natural mixture of Hindi and Nepali added colour to his speech. And the naturalness as such was yielded by his long practice in various parts of the neighbouring country —Calcutta, Bombay, Gujart, Lucknow and so on.

“Lekin Bhai” he usually said, “Nepalma han basnai man chhainna”.

Poor Khadak, however, could not leave Nepal, not because he loved Nepal and his family but because he had a meager chance of being accepted as a watchman in 'his' India.

Nibedita Sharma

Eng 212: Introduction to Creative Writing (Sec 002)

Dr. Joanne Staudacher

22 April 2008

• Treasure Hunt Poem

Winter Woods.

Your long hair touches the cold floor of the woods,
swaying and waving in rhythm of your walk,
Mystery surrounds you as hoods are by the hoods,
hovering and closing in as you progress deeper.

I want to call out and breathe your name,
your fragrance races past the trees dizzying me.
Suddenly you stop as if you can feel the same,
here at the fence I wait for a magic to happen.

Turn back; come to me, to my arms,
if there are wounds in your heart let me heal.
The woods calls you to its charms,
hidden are the dangers do be warned.

I will wait like no other has ever for you,
there is no closed door for you to knock.
World maybe black but my heart has white hue,
let go the winter woods, race into my warmth.

Can you think of a 'metaphor/symbol' that describes what the English language is for you? Please provide with a brief narrative on why you choose this 'metaphor/symbol' for the English language.

⇒ English language for me is a 'ship' that enables you to circumnavigate. With overwhelming influence of mass media and technology, the world today is almost 'borderless' and it is the English language that most significantly blurs the boundaries between and among the nation states as ship (or voyage) made it possible to go beyond one particular territory during the Renaissance in Europe. The English language, like a ship, helps overcome geographical barriers and connects its user(s) with almost every geographical location that otherwise looked quite foreign. Moreover, like a voyage, people in today's world navigate through the English language, be it in real or virtual space.

CONSENT LETTER

23 May, 2013

Nivedita Sharma

Under the Supervision of Associate Professor Laxman Gnuwali

School of Education, Kathmandu University

Balkumari, Lalitpur

Dear Participant,

I am writing this consent letter to invite and inform you about my research on the motivation regarding English language learning. I am conducting this research as a part of course requirements for the completion of the degree of Masters in Education in English Language Teaching under the supervision of Associate Professor Laxman Gnuwali.

My research focuses on how people are motivated to learn English, including the factors that affect motivation in English language and what keeps people motivated in the present time to learn and use English. I will ask you questions that will help me understand how you were motivated to learn English and what keeps you going in the field of English.

As this is a qualitative research, I am following the interpretive paradigm and will be using the narrative inquiry method to collect my data. I will be having at least three interviews with you, for which you will have to give me around two hours of your time. With your kind permission, I would like to record the interview in the audio format and also take notes, which will later be transcribed for data analysis and interpretation process. The location and specific times of the interview will take place at our mutual convenience.

Your participation in this interview, though being valuable is voluntary. You may want to pass any of the interview questions or you may even wish to withdraw from the research at any time without any negative impact. In such condition, the data that has been collected up to the point of withdrawal will be used for the research purpose.

After the interview has been completed, I will provide you with a copy of the transcript so that you will be able to confirm the accuracy of our conversation and if you wish to add to or clarify any point of the discussion.

All the information that you provide is considered entirely confidential and will be used only for the purpose of writing my research dissertation. Instead of your name, pseudonym will be used. However, with your permission, anonymous quotations may be used. I will give you a copy of this consent letter and keep one for my own records. The only people who can see this consent letter (including you) and get access to the interview notes are me and my research supervisor.

If you have any questions regarding the research then you may contact me by email, shannidhi@gmail.com or call me at 9849-690-690. If you wish further clarification, you can also contact my research supervisor at 9841-285-284.

There is no known risk or harm to you as a participant in this research. I would like to thank you beforehand for participating in this research.

Yours Truly,

N Sharma

Participant Name: Maheswari Paudel

Participant Signature: 