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Motivational Factors Influencing Female Students' English Language Learning at Bachelor's Level in Nepal

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Abstract

The present study, entitled *Motivational Factors Influencing Female Students' English Language Learning at the Bachelor's Level in Nepal*, attempts to explore the motivational dimensions shaping female students' engagement with English language learning. To achieve this aim, five students enrolled in B.Ed., B.B.S., and B.A. programs at Bhairahawa Multiple Campus in Rupandehi district were selected through non-random sampling procedures. Data were collected using in-depth interviews guided by a semi-structured interview protocol, allowing participants to articulate their lived experiences of learning English during their undergraduate studies. Thematic analysis of the coded data revealed that motivation plays a pivotal role in sustaining students' learning trajectories. The emergent themes highlighted five major sources of motivation: teachers as inspirational figures, text as a motivating resource, teaching methods as influential practices, teaching materials as supportive tools, and tests as evaluative drivers of effort and persistence. These findings underscore the multifaceted nature of motivation in English language learning and provide insights into how pedagogical practices and academic contexts shape female students' learning experiences at the Bachelor's level in Nepal.

Keywords; motivation, personalities, hierarchy, lived experiences.

Introduction

Motivation is widely acknowledged as the cornerstone of successful language learning, shaping both persistence and achievement. Scholars such as Harmer (1991) describe it as an internal drive that compels learners to act, while Gass and Selinker (2009) emphasize its socio-psychological role in explaining differences in second language acquisition. Without motivation, even well-designed pedagogical strategies may fail, as learners require eagerness and interest to sustain their efforts.

In Nepal, where English is taught as a foreign language, motivation becomes particularly critical for female students in higher education. Many encounter financial constraints, household responsibilities, and family pressures, which contribute to higher dropout rates compared to male students. National statistics illustrate this challenge: while school enrollment has reached 97 percent at the elementary level and 60 percent at the secondary level, the transition to higher education remains limited, with only 14.9 percent enrollment in 2019/20 (Issues with Education Sector in Nepal, 2022). These figures reveal a sharp decline in participation, disproportionately affecting female learners who often struggle to balance academic demands with socio-cultural expectations.

Within this context, English language learning presents additional hurdles. Female students frequently experience hesitation in English classes, even at advanced levels, due to inadequate resources, limited exposure, and insufficiently supportive teaching strategies. Such barriers not only heighten dropout risks but also undermine confidence and engagement in language learning. Yet, those who persist demonstrate the transformative power of motivation in overcoming systemic challenges. Their perseverance highlights how motivational factors such as curiosity, self-confidence, self-directed learning, and supportive pedagogical practices enable female students to sustain their efforts in English despite structural inequalities. This study therefore focuses on identifying and analyzing the motivational influences that sustain female students' engagement in English learning at the bachelor's level. By examining their lived experiences through in-depth interviews and situating them within broader educational statistics, the research seeks to illuminate how motivation functions as both a personal resource and a social force, enabling female learners to persist in higher education despite systemic barriers.

Objectives

The study had the following objectives

- To explore the motivation factors of female students to learn English language in Bachelors level.

- To draw some pedagogical implications.

Review of Theoretical Literature

Introduction to Motivation

Motivation is an inner force that compels to do something in a better and positive way. It is a key ingredient in language learning. Gardner defines “Motivation as the extent to which an individual works or strives to learn the language because of a desire to do so. ‘The expected outcomes cannot be extracted when there is lack of proper motivation. Similarly, motivation is also mandatory in learning English as in the statement.’” If the students are motivated to learn the language, they will.” (Maslow, 1943, p.11). In the case of female students, they achieve success if they get proper motivation and sound academic assistance. This is important because authentic engagement may lead to higher academic achievement throughout student life. Likewise, it is meant to arouse the interests in the students. The students who are highly motivated may learn better and faster as they participate actively. Gardner (1985) claims that motivation drives an individual to put in effort to achieve a goal; it makes the individual persistent and attentive. Thus, the importance of motivation is inevitable for teaching learning activities.

Types of Motivation

According to Harmer (1991), there are two main types of motivation. They are: intrinsic and extrinsic motivation.

Intrinsic Motivation

Intrinsic motivation refers to motivation that arise from inside an individual rather than from any external forces or influences. Basically, intrinsic motivation is the motivation comes from the pleasure one gets from completing that task itself. In other words, it is a kind of act of compelling someone to do something by own or having inner desire. For instance, interest, purpose, etc.

Extrinsic Motivation

Extrinsic motivation refers to that type of motivation which is gained not from inner soul but external forces. Rewards, money, scholarship, grades, incentives, etc. are the motivating factors that include in this type of motivation. This motivation is very helpful where there is little interest in person. These motivating factors play vital role in completing the task. For instance; A student with little interest or no interest work hard with hope of good grades in exam. Extrinsic motivation is sub-divided into two types:

Integrative motivation

Integrative motivation refers to the desire of the learner to learn an L2 in order to integrate himself with the culture of the target language community. other words, integrative motivation, defined as the desire to be like valued members of the community that speak the second language, is predicted to relate to proficiency in terms of the two functions. The presence of integrative motivation should encourage the acquirer to interact with speakers of the second language out of sheer interest and thereby obtain intake. (Krashen,1981,p26)

More specifically, a learner is instrumentally motivated when s/he has the desire to learn a language “to pass an exam, to use it when visiting a foreign country and to get a well-paid job.” (Wilkins, 1972, p. 184)

Instrumental motivation

Instrumental motivation refers to the desire of the learner to get something (e.g. a better job, position, etc.) by learning the target language. Integrative motivation refers to “an openness to identify at least in part with another language community.” (Gardner &Margoret, 2003, P. 126). In other words, instrumental motivation, defined as the desire to proficiency in a language for utilitarian, or practical reasons, may also relate to proficiency. Its presence will encourage performers to interact with L2 speakers in order to achieve certain ends. (1981, p.26)

Importance of Motivation

In teaching and learning, motivation is vital character which insists learner to conceptualizing particular theme of the lesson. It is regarded helpful in learning something more quickly. It is a kind of encouragement to achieve desired goal and learning outcomes. Students pay more attention when they are motivated. It is one which serves in active participation of learners in classwork and provide enthusiasm for completion of guided task. The highly motivated individual will score high in integrativeness while simultaneously being intrinsically as well as instrumentally motivated to learn the L2 because of a formed L2 speaking ideal self that she or he can anticipate as a reference point and that links L2 success with a promotion focus. (Ortega,2013,p.203)

Ways of motivating the learners

Learner-friendly environment should be created. The teacher should make the students feel comfortable and confident to tackle with positive as well as negative comment. As there is diversity in the class, students with different abilities should be addressed. The environment should be forged an encouragement for learner autonomy in the class. The appreciation for small efforts of the students can be carried out. There should be provision of sufficient number of opportunities for extrovert and privileged students. Use variety of teaching materials according to the learning abilities of the students is also one of the ways to motivate learners.

Empirical Literature Review

The studies you've shared converge on a central theme: motivation in learning is deeply shaped by teacher behaviors, personal attitudes, and contextual factors. Carr (2009) highlighted how students perceive teachers' verbal and nonverbal cues as crucial in shaping both the learning environment and their willingness to engage. This resonates with Nainggolan's findings that teacher roles and classroom surroundings significantly influence English learning motivation. Similarly, Ali et al. (2017) and Limbu (2020) emphasized intrinsic and extrinsic drivers—self-realization, willingness, and early experiences—as pivotal in sustaining motivation. Across these

works, the teacher emerges not just as a facilitator of knowledge but as a central figure in cultivating learners' confidence, interest, and persistence.

Another recurring theme is the interplay of social, cultural, and personal factors in sustaining motivation across disciplines and contexts. Studies like Thapa & Poudel (2021) and Oppong et al. (2022) show how parental education, teacher encouragement, and reward systems bolster female students' self-efficacy and perseverance. Mahat (2022) and Rahman (2023) further illustrate how family engagement and broader socio-economic conditions shape reading motivation and persistence in higher education. Meanwhile, Ladjal (2020) and Mohamad (2024) reveal how attitudes, climate, and gender differences affect English language learning outcomes. Taken together, these studies underscore that motivation is not a static trait but a dynamic process influenced by teachers, peers, family, and broader cultural contexts—making it both a pedagogical and policy concern.

Theoretical Underpinning

Theories of motivation proposed by psychologists and educationists highlight both internal drives and external influences in shaping learning. Harmer's distinction between intrinsic and extrinsic motivation emphasizes that learners may be driven by curiosity, enjoyment, or self-improvement (intrinsic), while external rewards, recognition, or pressure (extrinsic) can also push them toward achievement. Maslow's hierarchy complements this by situating motivation within a progression of human needs from physiological and safety requirements to social belonging, esteem, and ultimately self-actualization. Together, these frameworks suggest that motivation is not one-dimensional but layered, with both inner satisfaction and external reinforcement playing vital roles in sustaining learning.

Gardner's theory of multiple intelligences provides an important lens for understanding how motivation operates in language learning. By recognizing that learners possess diverse strengths—linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences—the theory highlights that students engage with knowledge in varied ways. This diversity directly influences how they respond to English

language learning tasks and the kinds of motivational triggers that sustain their persistence. For instance, students with strong linguistic intelligence may be motivated by reading texts and writing exercises, while those with musical intelligence may find rhythm, songs, or phonological patterns engaging. Learners with interpersonal intelligence often draw motivation from collaborative activities and teacher encouragement, whereas those with intrapersonal intelligence rely on self-reflection and personal goal-setting. Gardner's assertion that teaching should present materials in multiple ways underscores the motivational principle that pedagogy must be tailored to learner profiles to sustain engagement.

When combined with Maslow's hierarchy of needs and Harmer's intrinsic/extrinsic framework, Gardner's model enriches the motivational foundation of this study. Maslow emphasizes the fulfillment of psychological and safety needs as prerequisites for learning, Harmer distinguishes between internal and external motivational drivers, and Gardner extends these insights by showing how individual intelligences shape the pathways through which motivation is activated. Together, these perspectives suggest that effective motivation in English language learning requires not only meeting learners' fundamental needs but also leveraging their unique intelligences through varied teaching methods, materials, texts, and assessments. Thus, Gardner's theory connects directly to the motivational experiences of female students in Nepal's bachelor-level programs. It explains why some learners persist despite systemic challenges: their motivation is reinforced when teaching strategies resonate with their dominant intelligences, making English learning personally meaningful and sustainable.

Methods

Philosophical Consideration

A paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field (Willis 2007,p.8). From a philosophical perspective, a paradigm comprises a view of the nature of reality (i.e., ontology) ; and a relative view of the type of knowledge (i.e. epistemology); and a disciplined approach to generating that knowledge (i.e. methodology).

The researcher adopted an interpretative research paradigm to conduct this study because it assumes a relativist ontology, a subjective epistemology, and a naturalistic set of methodological procedures (Creswell & Poth, 2018). To explore the lived experiences of female students studying in Bachelors level. The researcher critically thought before assessing the responses of the teachers. The information regarding the experience of using CLIL will be generated by analyzing and interpreting individual teachers' responses. While interpreting the data, I assumed the multiple truths of social realities. In this sense, this study was guided by an interpretive research paradigm.

Ontology is one of the branches of the philosophy which is related with the nature of existence. Ontologically, I believed in subjective knowledge and multiple realities. Since knowledge is socially constructed. While carrying out my research I dealt with multiple realities. In my work I examined the findings using appropriate tools.

Epistemology is related to the nature of knowledge i.e. how knowledge is acquired. My study is related with multiple nature of acquiring knowledge. In my study, I communicated with participants building good rapport with them. I discussed collaboratively and work in the field with participants. Epistemologically, I interacted with participants in the natural setting. I followed insider perspective.

Axiology refers to the theory of value. My research is value-laden. Since I respect the value of participants. I had informed concepts to my participants. Being qualitative researcher, I followed the perspectival writing in my writing. In my whole research I had written from perspective view.

Methodology refers to the systematic procedure of completing the tasks. The research methodology chosen for this study is qualitative. Research methodology is defined by (Leedy & Ormrod), the researcher takes in carrying out the research project (p.14), 2001) as the general approach. I have chosen qualitative research design since my study is related in cultural phenomena and my research title demands qualitative study. My research paradigm is also non-positivist.

Research Design

This study is based on an interpretative research paradigm because it assumes a relativist ontology, a subjective epistemology, and a naturalistic set of methodological procedures (Creswell & Poth, 2018). This qualitative study is based on phenomenological study that is based on the lived experience of the female students who have been studying English in Bachelors level. 'Phenomenology study describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon. Phenomenologists focus on describing what all participants have in common as they experience a phenomenon. Phenomenological research can broaden our understanding of the complex phenomena involved in learning, behavior and communication that are germane to our field. (Neubaur, 2019). The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence. (J. Creswell, 2013, p. 108) due to which this design was selected for this study.

As a qualitative researcher, I chose hermeneutic phenomenological research design as the goal of hermeneutic phenomenological research is to develop a rich or dense description of the phenomenon being investigated in a particular context (van Manen, 1997). A purposeful selection method was chosen, as recommended by several authors for this type of research, in order to select information-rich cases for detailed study (Denzin & Lincoln, 2000; Patton, 2002); these were participants who could illuminate the phenomenon of learning to communicate clinical reasoning. This method of sampling is consistent with interpretive paradigm research (Llewellyn, Sullivan, & Minichiello, 1999).

Sampling Procedure

To explore the motivational factors of female students to learn English in Bachelor level, I had selected five of Bachelor level students purposively who have been studying English for a long time as the participants. Phenomenological samples are nearly always purposive (Clark, 1988 as cited in Whitehead, 2002 p. 499). The participants were from the Rupandehi district.

Data Collection Method

The data were collected by taking the in-depth interviews with the participants. They were informed beforehand and taken the interview in non-threatening manner. The good rapport with the participants was built before taking the interview. The interview was taken in different stages as per the requirement.

Data Collection Tool

To explore the lived experience of the participants, the in-depth interview was used as a tool for the research. For this some interview guideline questions were prepared.

Data Analysis Procedure

In order to ensure that information obtained from the informants would not be missed or misinterpreted, the interviews were transcribed verbatim, words by words. The following six steps mentioned by (Braun & Clarke, 2006,) was used as a method of transcribing the data:

Step 1 – Familiarizing yourself with your data: The first step in any qualitative analysis is reading and rereading the transcripts. The researcher should be familiar with entire body of data before going further. The whole interviews was transcribed verbatim without leaving a single word or comments.

Step 2 – Generating Initial Codes: In this phase we start to organize our data in a meaningful and systematic way. The transcripts were carefully read and examined to validate its accuracy and clarity.

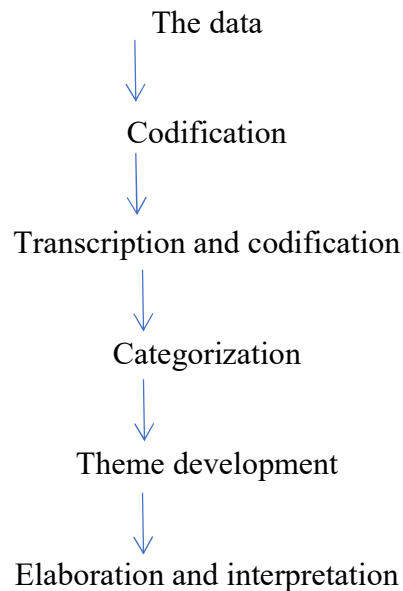
Step 3 – Searching for Themes: A theme is characterized by its significance. we examined the codes and some of them clearly fitted together into a theme. At the end of this step, the codes had been organized into broader themes that seemed to say something specific about this research question. The transcripts was be re-read to find out special statements, key words and phrases which point to an aspect of phenomenon that reveals something essential about informants' experiences.

Step 4 — Review Themes: The transcripts were re-read more closely to figure out the context of the statements. It aimed to interpret essential meanings from key words or phrases to formulate the main ideas.

Step 5 –Defining and Naming Themes: The main ideas were elaborated to identify the themes. To generate a theme, interview questions, key words and main ideas were carefully compared. Several themes from other studies were also compared for a better result.

Step 6 – Producing the Report: The themes were extracted to match the main ideas and sought elaboration from experts or inter-raters. Finally, the findings were presented in the discussion and analysis.

The analysis framework was as follows:



Quality Standards in Qualitative Research

After completing the formation of the research tools, we needed to maintain quality standards of the research. For maintaining the quality standards in qualitative research Guba and Lincoln (1998) suggests four criteria which are: credibility, transferability, dependability, conformability. Therefore, I followed to make quality standard according to these areas for qualitative part same as Guba and Lincoln.

Credibility. Credibility is the key criteria of the quality standard in qualitative research. According to Guba and Lincoln (1985), “Credibility is similar to internal validity in positivist research, confidence in the ‘truth of finding’.” “To maintain credibility of my research I have spent more time for interview, two weeks classroom observation. I also gave special focus on document analysis.

Transferability. Transferability is in preference to external validity in the positivist approach. Guba and Lincoln (1985) “Transferability showing that the finding have applicability in other contexts.” To maintain transferability, I took photos of classroom teaching and voice recorded while taking interview from participants.

Dependability. Dependability is in preference to reliability. It shows that findings are consistent and could be repeated. For this I took rational idea to select the people. Also, I tried to ensure credibility and transferability to maintain dependability.

Conformability. Conformability focuses on objectivity. Guba and Lincoln (1985) “conformability refers a degree of neutrality of the extent to which the finding of a study are shaped by the respondents and not researcher bias, motivation or interest. So, to maintain conformability, the findings were based on the participants’ data. The participants’ idea and experiences were highly respected and focused.

Ethical Consideration

I followed Murphy and Ding Wall’s (2000) five basic principles of ethical issues as cited in Flick,2012,p.324)

1. Informed consent: Approaching to the participants permissions through the concerned authorities
2. Confidentiality: Will develop honesty and respectful relation
3. Protect privacy through anonymity: Using pseudonyms and place of work

4. Respect for autonomy: Valued participants' views
5. Maintaining social justice: Treating all the participants equally.

People think of ethics (or morals) as rules for distinguishing between right and wrong, Ethics = norms for conduct that distinguish between acceptable and unacceptable behavior.

In this way, I maintained the ethical consideration in our study. I have tried our best to maintain our study error-free and relevant.

Results and Findings

Inspirational Personalities as source of motivation

Motivation is key to learning. Students are motivated by different personalities. They take some people as their models or idols. In the classroom, teachers are the source of motivation and at home parents can motivate their children for learning. Motivation is internal drive that pushes someone to do things in order to achieve something.

In the line, one of the participants of my study, Preeti (pseudonym) explained her source of motivation

I am highly motivated by English teacher. He teaches very well and he seems to be anxious for future. He is well-planned. He takes account of our interest and uses the variety of materials and methodologies. He is the source of inspiration for our whole class. Everyone in the classroom are very curious and happy to take his class. Sometimes we request him for the extra-classes and he happily provides us time.

Extracting the above statement, teachers' duty and responsibility is not only to empower the knowledge and information but also to motivate and inspire the learners for learning. Here, one of the important roles of teacher is to motivate the learners According to Harmer, motivation is "some kind of internal drive which pushes someone to do things in order to achieve something." (Harmer,2008). There is a beautiful saying that the poor teacher tells; an average teacher explains; a good teacher demonstrates and a great teacher inspires (Narasimhaiah). In this connection, the next participant of my study, Alisha (pseudonym) said

My brother helps me to speak English and also motivates me to learn English. He always supports me by providing materials such as audio and visual that helps me to practice English. He motivates to speak and express my feelings in English. He says if you learn English, you will get many opportunities in any field

Extracting from above saying that family members in the family also support them and motivate them not just suggesting them by providing materials and equipment that help to learn English. These activities of parents motivate them to learn Parents also guide them for opportunities in future. Care, support and positive criticism gradually develop interest in their study. Seniors who are highly influenced by education, can give right direction to their siblings for better future and study excellence. People develop excellency in their work who are constantly supported by their siblings. The feedback about their ability will make a great impact on the learners and the learning will be effective.

In the similar manner, another participant Kriti (pseudonym) responded *While talking about personality who inspires me to learn English, there are my teachers, my parents and successful persons. My parents' and the successful person story always inspire me a lot.*

Analyzing the above statement, everything that parents' suggestion and guidance that influence me. They appreciate me and that appreciation help learners to learn more and improve the learning. The guidance, love and care assist the learners to concentrate in their study and lead them to right path towards success in learning. Likewise, teachers are second parents so they always motivate them to learn, give strength to perform well continuously, especially to learn English. Family members who have higher qualification are seem to be supportive and their children's education and always motivate them to learn English.

Text as motivational tool

There are various texts in Bachelors Level in English. We study varieties of genres in English. Some are stories and some are biographies. Either they are poems or they are fictions. The text is designed in such way that students are influenced by the contents in it. Text may

spread positive message that encourage learners to learn more English texts. The more they read the more they develop confidence and consistency in learning. Poem helps to evoke inner feelings and make ways to express them. Similarly, biographies include real life experiences that give knowledge about the different aspects of life. These actual events inspire people to deal with such situations and get success in life. Content helps to learn English. It generates interest and encourage learners to practice and learn more. It also promotes passion and get motivated to learn. Pictures, videos allow students to make understanding and develop skills such as speaking, reading, writing as well as improve aspects such as vocabulary building, grammar, etc.

In this regard, one of the participants of my study, Preeti (pseudonym) responded, *In my course of study, we read many stories, biographies, poems, extract from some famous books, essays. These varieties of text motivate us to learn English. Especially, I like to read biographies because the behavior, attitudes, way of life, way of thinking, problems and difficult situations, the overall experiences of someone's life really inspire me to be like him or her. The lessons that I read in the subject English helped me to develop my interest in learning English. The content that are provided in the curriculum emerged curiosity as well as influence me.* From this response, we can deduce that the life experiences that will guide the reader to make clear path towards his or her goal. It gives insights through their experiences in life. It helps to choose what is right or what is wrong. The real-life experiences empower our self-esteem. It continuously motivates students to learn English. Specially those female students who have extreme desire to study as well as have hardship during their study.

In this same vein, the next participant of my study Abha (pseudonym) responded, *Reading literary text, I feel very much attached to these. The contents in the text tempt me to read more and more. Reading with vocabulary helps us to drench in the text. It feels joyful when we are in English classes, I read books for better English. I note down the new words. Reading new text helps to remember old vocabularies and to learn new ones*

Extracting from the above statement, the purpose of reading different texts vary person to person. Text contains various vocabularies that may be new to learners. Some learners are very curious about new vocabularies that are in various texts. For those learners, texts can be important tool to

add new words and phrases in their writing and speech. It really helps them for better communication and also in advance writing.

In this same line, one of the participants of my study Kriti (pseudonym) responded, *When our English teacher teaches stories, we learn various aspects of language, language functions, language skills. Moreover, we learn life lessons from the story. These themes and the contents of the story create interest in such stories. They give us background information about place, culture. It also motivates us to learn English. I like stories very much.*

Extracting the above statement, we can get a massive information from the content provided in the story. Stories create imagination about the place, time and emotions. We get various information such as about the particular culture, place, history, etc. from stories. Mart (2012) further emphasizes the importance of storybooks. The author says that storybooks are part of the country's culture, stories connect language learning and cultural awareness, they challenge the imagination, expand the children's world, help them cope with reality. Storybooks provide grammatical structures of authentic language and language in a meaningful context. Storybooks provide language and topics in a child-oriented way and they help children develop creativity.

Teaching Materials as motivational factor

Teaching materials, also known as instructional materials, are those materials that are used by the teachers to facilitate learning in the classroom. Teaching materials are key factors in creating effective teaching and learning environment. In addition, Hyland (2003, p.94) states that one of the most important advantages of using authentic materials, is that it increases learners' motivation and reflects positively on their learning process." Brian Tomilson believed that materials should have varieties of illustrations and activities so that they can get ideas through these illustrations and by participating in various activities. The teacher should use innovative materials that can break the monotony of regular kind of activities. Materials and text that have pictures with colors which provide attractive presentation which manipulates students to read and concentrate to the real topic. The contents should be arranged in such a way that we should identify the topic of interest to target learners and that are something new so the contents are

arranged in such a way that are appealing to learn intensively. The teachers should design such materials that prescribe these kinds of tasks that challenge learners to think.

One of the responded of my study, Preeti (pseudonym) responded,

My English teacher often uses English magazines, cutout as teaching materials. Specially, cutout is used to brainstorm in the beginning of the text. I really enjoy this phase and very much excited to see the materials and ready to answer.

Extracting the above statement, teaching materials such as cutout, magazines attract the students and make them engage deeply in the activities that can motivate to learn English as well as achieve goal in the particular subject. These materials help the students to enhance skills such as speaking and reading. In addition, it also helps to improve grammar and enrich with new vocabularies. This builds up self- confidence and achieve success in learning foreign language.

In this context, one of the participants of my study, Alisha (pseudonym) responded

Our teacher talks about famous personalities. They may be either international or local one. Sometimes, he manages to show short videos on the projector or may be in his laptop. I love to watch them. I wish our teacher would bring it every day. The videos really encourage me to work hard and give lessons to overcome obstacles and to win.

Analyzing the above statement, videos can be effective teaching materials to motivate learners to learn English. These educational videos are rich in varieties of content so, these are sources of multiple platforms of learning. The short videos in English help in improving fluency, pronunciation and also grammar. It also enhances the vocabulary intake. These materials make classroom lively and encourage active participation and easy to understand by stimulating cognitive processes. These reinforce students to learn English as videos help students to self-driven and personalization and these videos also encourage students to learn as they are student-centered and focused on students' activities and participation.

Test as a source of motivation

Teaching and testing go side by side. In learning, test is a crucial aspect of it. Test may be constructed primarily as device to reinforce learning and to motivate the students or primarily as

a means of assessing the student's performance in the language.(J.B.Heaton,1988). It serves as an influential tool for the learners who learn foreign language i.e. English. Test is a reflection of what we learn. Hence, test provides feedback on language proficiency and figure out the areas where we have to work more and find the strengths and weakness while learning English. It empowers the foreign language learners with strength and ability to success over the language learning difficulties. In addition, it provides correct and clear guidance about whether they should stick to the practice routine and improve their practice.

In this regard, one of the participants of my study, Preeti(pseudonym) responded

When I achieve what I expected like good marks it really influences and motivate me.As I have rank in my class, I obviously feel good and happy when I achieve expected marks because when your hardwork becomes your achievement, it feels very good.

In this line, Preeti mentioned that the marks which she gets in the exam makes her to learn and study intensively. The numbers in the grade sheet are the consequences of her deep knowledge, hard work and continuity in her study.

Another participant Abha (pseudonym) responded

What happened that in my first year, I did not take my classes regularly because I have just joined my part-time job. It was difficult to study but I managed it and I study regularly with a well plan. But at the end, I got what I expected. So, I felt very good. It teaches you to expect more than you get. So, you achieve at least what you expect. It also teaches you to work hard and encourage yourself to study.

Extracting the above line, although the students who are not regular in the class, also achieve success in their exams. If they have better plan and stick to their plan and study continuously, they never get fail. These results encourage students towards study and make them to be more laborious in their studies. The lessons they get from these results to expect more and study more and obviously they get good marks. The results are the reinforcement for the learners to actively participate in learning process and labor hard.

Test is a good source of. as test results with good marks has positive impact on learners.They are motivated to learn more English in future and expected to achieve success in

academic field. They become more competent and eager to get knowledge and understanding in English. Test helps students know the academic potentials and capabilities. Hence, they are more focused in their studies and energizes their self-esteem and confidence.

Teaching activities as a source of motivation

Teaching activities are those kinds of activities that facilitate the learning and promotes to achieve goal in future. Activities must be fun, interesting and clear to understand. Moreover, these should be learner- friendly and as per to age, interest of the learner and the objectives of the lesson. These should be meaningful and comprehensive so the learners can engage actively in these activities. Activities that teacher should select, must be innovative so they avoid monotony and boredom. Games, roleplay, videos and presentation, debates, discussion, brainstorming which are fun to learn as well as interesting. They have inevitable role in motivating learners to learn English. The activities that are designed on the basis of learner's psychology as well as cognitive ability participate in teaching and learning activities. Furthermore, it helps to attract the students to increase curiosity in learning foreign language.

In this context, one of the participants of my study, Preeti (pseudonym) responded, *My English teacher often starts the class with brainstorming. I get excited that what the teacher would give question or something. I always get ready to answer the question or solve the puzzle. This activity is my favorite one as I am very curious and interested in it. It really motivates me to teach me to learn English as it is related to English language.*

It is seen that brainstorming is innovative and effective activity to get ready for the whole activity. It arouses interest to the main activity and students actively participate throughout the whole activity. Students are very attracted to it that help in developing imagination and creativity in them as they think and reply in their own words using their own ideas. It is inevitable to shape own individuality, personality that motivate learners to learn English.

In this context, one of the participants of my study, Abha (pseudonym) responded, *My English teacher uses conversation in the class to practice English. I actively participate in this*

activity. The teacher divides the class in pairs and he gives prizes to the winning pairs. The conversation is based on everyday talks as well as according to theme of the lesson.

Analyzing the above statement, practicing conversation is a very good and interesting activity to learn English. Students participate oneself and interact with their pairs. It breaks learners' monotony and more participation help them to learn English with self-confidence and they gradually become aware of grammar, vocabulary and sentence. By exchanging the dialogue that are already prepared by teachers. With conversation and repetition, the learners become fluent in English and with different kinds of idioms, phrases and sentences. They gain confidence in their communication. They improve their English by positive feedback from their teacher.

In this context, one of the participants of my study Salini (pseudonym) responded, *Although teacher bring varieties of activities in the classroom to learn English, I prefer debates. He gives a certain topic according to the theme of the lesson. I enjoy it because it helps me to learn new vocabulary and improve speaking skills. It enhances my confidence level because I have to perform in front of all students.*

Analyzing the above line that debate is an activity conducted to enhance speaking skills. It also enhances the other elements of oral communication including fluency, accuracy. In addition, it also expands the knowledge in reasoning skills. It also encourages curiosity and enthusiasm for learning English. Public speaking skills and critical thinking are the other skills which are gradually developed in learners through participating in debates. Hence, debates are the powerful and spontaneous activities that motivate learners by developing self-confidence in them.

Teaching activities are source of motivation to learn English. Activities in the classroom actually involve students in learning. In consequence, the activities that are prepared in accordance to students' need, interest and cognitive ability intensify students towards learning English. The activities that are fun to do and indirectly related to the theme and objectives of the text develop participation as well as motivate learners to learn particular language function and aspect of English language from these activities. Students interact with each other and share their ideas about the particular question or topic and the corrective feedback that teachers provide

during these activities build up confidence and encourage them to participate more in such activities. This provides motivation to learn English and engage in English learning activities.

Teaching methods and techniques as source of motivation

Teaching method refers to the strategies, approaches and techniques that teacher uses to facilitate learning. Klafki defined teaching methods as the methods and procedures for the planned and organized formation of the processes of science and therefore methods of organizing and implementing teaching and learning (Ahmed,2005) Methods are the significant aspects of teaching. The whole teaching and learning depend on the selection of appropriate teaching method. The learning of students, engagement of students in activities and cognitive ability of students are related to teaching methods. These methods indirectly increase participation and make more attention in learning. This helps students get involved and motivated in learning English and impart knowledge to students.

On the other hand, techniques are the actual classroom strategies to apply in teaching and learning programs. These techniques are designed in such a way that they engage students in learning by various activities such as speaking, reading, discussing, presenting, demonstrating and creative thinking. These techniques require a lot of active participation and involvement of students in learning. With these skills, the students develop competency in the particular content. Thus, it motivates learners to involve in such activities such as to learn English.

In this regard, one of the participants, Preeti (pseudonym) responded

To teach English, my English teacher uses communicative language teaching. I like this method personally as it provides real life situations and actual communication. I like to participate in this situation and role play. I am motivated by this method because it gives ample speaking exercises in real life events.

Analyzing the above line, as we know that communicative language teaching focuses on language skills for communication and provides various activities include real life situation. Communicative Language Teaching (CLT) aims broadly to make communicative competence the goal of language teaching. One of the basic assumptions of CLT is by learning to

communicate students will be more motivated to study another language since they will feel they are learning to do something useful. (Dianna et.al.,2011,p.163)The most obvious characteristic of CLT is that almost everything that is done with communicative intent. Students use the language a great deal through communicative activities such as games, roleplay and problem- solving tasks. (Dianna, et.al. p161).In addition, learners are provided with authentic practice and build fluency in speaking. This motivates students to learn English. The goal is to enable students to communicate in the target language. (Dianna, et.al.2011,p.163)Moreover, this method offers more practice rather than just acquiring grammatical knowledge. Thus, the learners are able to speak fluently and it encourages students to learn English.

Likewise, one of the participants of my study, Abha (pseudonym) responded, *My teacher often uses PPP model for teaching English. I really excited to participate in practice session. He provides to practice me along with my friends a lot of exercises practice and become perfect in language learning. He presents the examples at first with explanation, this helps us of how to do. Then, in practice session, I enjoy a lot as he gives us ample time to practice and lastly, he gives situations to express the language.*

Extracting the above statement, as we know that PPP model is the popular and effective model of teaching in learning language as EFL. In this method, learners are provided lots of exercises to practice in target language i.e. English, that boost up their confidence by revising and practicing the certain structures in target language. The confidence that they produce their own sentences really motivate them to learn English.

In this context, one of the participants of my study, Salini (pseudonym) responded, *My teacher gives a lot of tasks to do in the classroom and we do as per our teacher instruction. After that, he provides us feedback. That motivates us to involve in the English learning task. Moreover, the tasks help us to interact each other and time to discuss. It also enhances co-operation and collaborating skills.*

Extracting the above statement, task-based learning is very effective and interesting technique in teaching and learning foreign and second language. Teachers already prepares tasks for teaching and these tasks are based on the students' need and interest. These tasks involve students'

interaction and develop concentration that help students to encourage to learn English. Hassan & et al., (2021) they agree that task-based learning enhances pupils' English-speaking achievement significantly because this method supplies students get the advantage of interacting with their classmates and teachers to promote self-confidence to acquire English language skills.

Teaching methods and techniques play vital role in motivating students, especially female students who have different issues. Techniques and methods that are sensitive to female students encourage them and flourish their self-esteem and self-confidence engaging them in various activities to learn English. Teaching activities are based on teaching methods and techniques. Hence, teacher selected methods according to students' needs and interest become motivation for them to learn English. Dornyei (2001) also highlights classroom strategies which are needed to maintain motivation- these include making the learning stimulating and enjoyable, presenting tasks in a motivating way and building learners' self-esteem and confidence.

Conclusions

The present study entitled "Motivation of Female Students to learn English in Bachelors Level" aims to explore the motivational factors of female students who have been studying English for a long time. To meet the objectives of the study, five students from Bachelor's level were chosen purposively as a sample of students. In-depth interview was taken in the different phases after building the rapport with the participants. Hermeneutic phenomenological design was chosen to carry out this research. It is because the objective of the study was to explore the lived experiences of the participants regarding the motivational factors. After collecting the required data through in-depth interview, data were transcribed, coded, grouped and drawn the different themes.

After analysis of the data, six themes were generated. The first factor of motivation for female students was inspirational personality. Inspirational personalities include teachers, parents, sibling, motivational speakers. The second factor of motivating female students is text. Texts such as biographies, poems, novels, etc. encourage learners to learn English. In the similar manner, another factor is teaching materials. Materials like magazines, cutouts, videos, pictures

have major role in motivating female students studying in Bachelor's level. Likewise, teaching methods and techniques are the essential factor in motivating factor to learn English for female students. Additionally, teaching methods and techniques play crucial role in motivating female students to continue their study. Lastly, test also acts as motivation to the students in learning foreign language i.e. English.

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