Motivation of Master's Level Tharu Speaking Learners in Learning English

635 (S)

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for Master of Education in English

Submitted by

Asarphi Lal Tharu

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2022

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Recommendation for Acceptance

This is to certify that **Mr. Asarphi Lal Tharu** has completed his M.Ed. thesis entitled **Motivation of Master's Level Tharu Speaking Learners in Learning English** under my guidance and supervision.

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

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Dedication

Affectionately

dedicated to

My parents who have devoted their whole life to make me

what I am today.

Declaration

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

Date: 19/09/2022   …………………………..

Asarphi Lal Tharu

Acknowledgements

Abstract

The present research work entitled **Motivation of Master's Level Tharu Speaking Learners in Learning English** is an attempt to explore the state of Tharu speaking students' motivation towards learning English and to explore the factors affecting Tharu speaking learners' motivation in learning English. The research design of this study was narrative research design. The study was carried out by using both primary and secondary sources of data. In order to fulfill the objectives of this study, five students belong to Tharu ethnicity were purposively selected. An in-depth interview was employed as a research tool for eliciting the data for the study. It was found that the status of English was the major motivating factor among other factors. The factors were: expecting better job, deserving good reputation, English teachers' inspiration, creating global friendship and learning target culture and literature.

This thesis consists of five chapters. The first chapter presents introduction including the background of the study, statements of the problem, objectives of the study, research questions, relevance of the study, delimitation of the study, and operational definition of the key terms respectively. The second chapter presents literature review both theoretical and empirical, and its implications. In addition, it also includes the conceptual framework. The third chapter presents methodology such as research design, method of the study, population, sampling strategy, and research tools, source of data, and data collection procedure as well as ethical considerations. Similarly, the fourth chapter deals with the analysis and interpretation of the data, findings, and results. Finally, the fifth chapter incorporates a conclusion and recommendations based on the study which is related to policy, practice, and further research. Likewise, the references and appendices are also included for the validation of the research at the end of the study.

Table of Contents

Chapter I

Introduction

The present study is about **Motivation of Master's Level Tharu Speaking Learners in Learning English**. This section consists of background of the study, objectives of the study,research questions, significance of the study,delimitations of the study and operational definitions of the key terms.

Background of the Study

With the rapid progress of information and communication technology during recent decades, a vast amount of knowledge has been spreading through the borderless world. In the trend of globalization, the most important language being used among countries, institutions and individuals all over the world is the English language so that English has been using as the global language and language of different sectors. Because of the importance gained throughout the world, people are highly interested in learning English rather than learning mother tongue and Nepali.

Motivation is the one of the powerful factors that influences the total learning environment. English is the global language because of its globalization people is likely motivated to learn English. Motivation is the process through which individuals are driven to increase their action or performance either by internal or external factors.

According to Yu-mei (2009), 'motivation is one of several important factors that may influence students 'English achievement.' Li and Pan (2009, as cited in Choosri & Intharaksa, 2011, p.291) say that motivation is very important factor which determines the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning. Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 1991, p.51). As stated by Dörnyei (2001, p.8), motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it ".According to Brown (1994, p.152) motivation is a term that is used to define the "success or the failure of any complex task". As stated by Good(1959,p.354), motivation means "the process of

arousing, sustaining and regulating activity, a concept limited to some aspect such as the energetic of behavior or purposive regulation or the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way".

Similarly, Gardener (1985, p.50) stated that motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes towards the activity in question. It is important because it determines the extent of the learner's active involvement and attitude towards learning. Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Many researchers consider motivation as one of the main elements that determines success in developing a second or foreign language. In addition, Harmer (1991, p.983) defines motivation as; "At its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something".

As a whole what we conclude is that motivation is a related term with psychology which is, in general, thinking and inner drive that maintains or influences the learners' behavior. It is a kind of internal drive that arouses the interest and readiness of the learner toward a particular goal where previously there was a little or no attraction to that goal. In another words, motivation creates a kind of enthusiasm and curiosity to learn. Learning cannot take place without the motivation. It creates a kind of hunger to learn something. That's why it has great role to play in any kind of fields.

Statement of the Problem

Nepal is the multilingual country where we find diversity of languages. Tharu language is one of the languages spoken in this country. It is the mother tongue of Tharu caste. Tharu is one of the Indo- Aryan languages spoken almost in every district of Terai region. According to the census report (2068), 5.8 percent i.e. 15, 29,875 people speak Tharu language (source: CBS,2068). The majority of Tharu speakers are found in Dang, Bardiya, Kailali, Kanchanpur, Chitwan and Morang districts. The Tharu language varies from place to place (idiolect) as well. In the same way, Tharu community is one of the main pillars of development. They almost engage themselves in the field work in producing crops. However, this community is

backward in every aspect. They are socially isolated and economically poor. English language is the determining criteria for people to get involve in each and every sectors. These Tharu people are the one who are much more backward in learning English. Their efforts are countless and cannot compete with modern society. So, considering these things, many ELT teachers can find from this study how the students can be motivated. This is the main concern to select this topic.

English is a standard language which is spoken all over the world. Because of its standardization, it becomes lingua franca, too. In some countries people use English as an official language and in some cases English is used as a medium of instruction in the classroom, even in institutes. Because of its importance and use, people of any caste and corner are motivated to learn English. However, they feel difficulty if they are not highly motivated in learning English language. It is said that motivation is the gate way of learning something. Especially, in case of language learning it has vital importance. Without motivation, language learning is almost impossible. Regarding learning of English as a second/foreign language by Janajati, especially Tharu, students' motivation plays a crucial/judgmental role. Everyone says that for them to be better learners of English they should be motivated. A number of researches have been carried out under the very topic motivation but how they become motivated is shadowed. So to find out the state of Tharu speaking students' motivation to learn English is my main concern of this study.

Objectives of the Study

The objectives of the study were as follows:

⟩ To explore the state of Tharu speaking students' motivation towards learning English.
⟩ To explore the factors affecting Tharu speaking learners motivation in learning English.
⟩ To suggest some pedagogical implications.

Research Questions

Following were the research questions:

⟩ What are the roles of motivation in learning English language?

⟩ How are students of secondary level motivated in learning English language?

⟩ Which kind of motivation (whether integrative motivation or instrumental motivation) has greater influence among students of secondary level in their second language learning process?

⟩ What kinds of factors attract Tharu learner for learning English?

⟩ What are the factors which affect Tharu learners in learning English?

Significance of the Study

English is the medium of instruction in the classroom. So, it is a compulsory subject in our academic institutes. Every student should study it and gain better achievements in future. For the better achievement, there should be high level of motivation towards learning English. So the role of motivation is crucial to L_2 learning. This present research aims at revealing the integrative and instrumentally motivated Tharu speaking students. It will, thus, be useful to language teachers, especially ELT teachers to understand motivation status of the learners and plan their teaching accordingly. They also can utilize the finding of this research to make their practice effective. Material producers can also guide teachers in motivating their students.

Delimitations of the Study

This study had the following limitations:

⟩ It was limited to Master's level English Tharu students of Department of English Education.

⟩ It was limited to four students.

⟩ It was limited to in-depth interview.

⟩ It was limited to qualitative research design, especially narrative inquiry.

Operational Definition of the Key Terms

Extrinsic motivation. It is the motivation that comes from outside the learner's, such as motivation resulting from reinforcement in the form of high test scores or teacher compliments.

Instrumental motivation. The desire to achieve proficiency in the second language for utilitarian or practical reasons.

Integrative motivation. The desire to be like valued members of the Target Language community.

Intrinsic motivation. Intrinsic motivation is the motivation that comes from inside the learners.

Language. The system of communication in speech and writing that is used by people of a particular country or area.

Lingua franca. A shared language of communication used between people whose main languages are different.

Motivation. Motivation is the internal drive which pushes someone to do something in order to achieve something.

Second language acquisition. Learning of language additional to the first language.

Target language. The language which an individual is trying to learn.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter consists of a review of theoretical literature, a review of empirical research, implications of the review for the study, and a conceptual framework. The literature related to the study is reviewed under two broad topics: theoretical and empirical are discussed in detail below:

Review of Theoretical Literature

This section consists of: Motivation, relation of motivation to learning and performance, types of motivation, role of motivation in language learning and demotivating factors for learning English.

Motivation. The term 'motivation is derived from the Latin verb 'movere' that means 'to move.' Thus, the commonsense of motivation is something that gets us going, keeps us moving. It is thought to be responsible for why people decide to do something, how long they are willing to sustain the activities and how hard they are doing to pursue it. It is some kind of internal drive which pushes someone to do something in order to achieve something. Because of this activating and stimulating force to motivation, students learn language in an amazing way.

Morgan (1978, p.196) views that there are "several hundred words in our vocabulary that refers to motivation 'wants', 'striving', 'derive', 'need', 'motive', 'goal', 'aspiration', 'drive', 'wish', 'hunger', 'ambition', 'thirst', 'revenge', to name few."

Motivation is one of the most important factors related to learning. Motivation plays a dominant role in learning language. It is studied deeply by many psychologists and linguists and it is defined by many scholars.

Harmer (1991, p.98) defines motivation as: At its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something." In his discussion of motivation, Brown includes the need for ego enhancement as a prime motivator. This is the need 'for the self to be known as to be approved of by others' (Brown, 2000, p. 169). This presumably, is what causes

people to spend hours in the gym such a view of motivation also accounts for our need for exploration ('the other side of the mountain').Similarly, Gardner and Lambert (1972) define motivation in terms of overall goal and orientation of the L_2 learners to acquire the L_2. Gardner (1985 as cited in Gass & Selinker, 2009, p. 426) agrees that motivation involves four major aspects: a goal, a desire to attain the goal, effortless behavior, and favorable attitudes to L_2 acquisition.

The important of motivation in enhancing second/foreign learning is undesirable. It is motivation that produces effective second language communicators by planning in them the sees of self-confidence. It is commonly believed that individual who are highly motivated will learn on L_2 faster and to a greater degree. In this regard Brown (2000, p. 160) states that "it is easy in second language, learning to claim that a learner will be successful with the proper motivation."

To characterize a non-theoretical view of motivation, Skehan (1989 as cited in Ellis, 1994 p. 509) puts forward four hypotheses:

The intrinsic hypothesis. motivation derives from an inherent interest in the learning tasks the learner is asked to perform.

The regulative hypothesis. learners who do well will preserve and those who do not do well will be discouraged and try less hard.

The internal cause hypothesis. The learner brings to the learning situation a certain quantity of motivation as given.

The carrot and stick hypothesis. External influences and incentives will affect the strength of the learner's motivation

Ellis (1994) says that "these hypotheses have their correlated in the study of motivation in SLA research, but one of them(s) has received the lion's share of researcher' attention."

Most researchers and educators would agree that motivation "is very important, if not the most important factor in language learning" (Van Lier 1996, p. 100, as cited in Abisarma 2002), without which even 'gifted' individuals can not

accomplish long term goals, whatever the curricula and whoever the teacher. Thus the concept of language learning, motivation has become central to a number of theories of L_2 acquisition (eg. Clement 1980; Kroshen 1981; Gardner 1985' Spalsky 1985; as cited in Abisarma 2002), and motivation has been widely accepted by teachers and researchers as one of the key factors influencing the rate and success of second/foreign language (L_2) Learning often commencing for deficiencies in language aptitude and learning (Tremblay and Garderner 1995,p. 505, as cited in Abisarma 2002). It could be said that all other factors involved in L_2 acquisition presuppose motivation to some extent.

To conclude, motivation is very important in any sector, especially it is the most important in language learning. Without motivation even the gifted individuals can not accomplish long term goals. Thus, motivation has become central to a number of theories of second language acquisition in the concept of language learning. Finochiaro (1981) puts motivation as:

> Motivation is the feeling nurtured primary by the classroom teacher in the learning situation. The moment of truth- the enhancement of motivation- occurs when the teacher closes the classroom door, greets his students with a warm, welcoming smile and proceeds to interact with various individuals by making comments or asking questions which indicate personal concern (as cited in Ellis (1994, p. 516-17).

Motivation is the keystone in learning. It is an internal process that activates guides and maintains behavior. It influences the rate and success of second/foreign language acquisition. The students who are motivated work purpose- fully and energetically. Because of this, the rate and success of learning dramatically soars up.

Relation of motivation to learning and performance. Learning and performance are interrelated words used in the field of pedagogy. There is deep relation of motivation to learning and performance. Motivation refers to the process whereby goal directed activity is instigated and sustained. Motivation is an important quality that affects all classroom activities because it can influence both learning of new behaviors and performance of previously learned behaviors. Learning and

performance are related in a reciprocal fashion to motivation because what one does and learns influences one's subsequent task motivation.

Motivation can influence what, when and how we learn. Students motivated to learn about a topic being discussed by a teacher are apt to engage in activities they believe will help them learn. Thus, they are likely to attend carefully to the teacher's instruction and mentally organize and rehearse the material to commit it to memory.

They also are apt to take good notes to facilitate subsequent studying, to check their level of understanding frequently and to ask for help when they realize they do not understand the material. (Zimmerman & Martinez- Pons 1992, P.23) Collectively, these activities improve learning.In contrast, unmotivated students are not apt to be as systematic in their learning efforts. They may be inattentive during the lesson and not organize or rehearse material. Note taking may be done haphazardly or not at all. They may not monitor their level of understanding or ask for help when they do not understand what is being taught. It is little wonder that their learning suffers.Teachers who motivate students to learn often find that subsequent learning helps to develop intrinsic motivation in students to learn for the sake of knowledge (Meece, 1991, as cited in Pintrich & Schunk 1996, p.6).

Motivation plays great role in the field of learning and performance. Students who feel self-confident about learning and performing well in school seek challenges, expend effort to learn new material, and persist at difficult tasks.

Types of motivation. Motivation means the combination of effort plus desire to achieve the goals of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and or physical effort in order to attain previous set goals.

Gardner and Lambert (1972) make a basic distinction between an integrative and an instrumental motivation. Integrative motivation is defined as the desire to be like valued members of the target language community. On the other hand, instrumental motivation is defined as the desire to achieve proficiency in the L_2 for utilitarian or practical reasons (as cited in Rawal &Joshi, 2010, pg. 166).Similarly, Brown (1981) distinguishes three types of motivation: global motivation, which

consists of a general orientation to the goal of learning an L_2: situational motivation, which varies according to the situation in which learning takes place; and task motivation, which is the motivation for performing particular learning tasks. To investigate and realize the effect of motivation on L_2 (second language) learning, the different types of motivation; instrumental and integrative motivation should be identified.

   Instrumental and integrative motivation.The motivation, which is linked to various modes of achievement, including acculturation with L_2 and so on, is known as integrative motivation. On the other hand instrumental motivation refers to the orientation of L_2 learners to learn the L_2 for obtaining utilitarian goal such as getting a job, getting an academic degree, or getting admission in the university.

   > Brown (1994) states Instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical materials, translation and so forth. An integrative motive is employed when learners wish to integrate themselves within the culture of the second language group to identify themselves with and become a part of that society (p, 153).

   Stern (1983) mentioned that Gardner originally thought that, with some exceptions, an integrative motivation was needed for successful language learning (pp. 373- 374). However, the empirical studies showed that in some setting successful learning was associated with the instrumental orientation.

   Gardner and Lambert (1972) make a basic distinction between an instrumental and an integrative motivation. Instrumental motivation is defined as the learners desire to acquire a new language for utilitarian reasons and to reflect the practical value and advantage of learning target language. Putting it in another way, instrumental motivation occurs when the learner's goals for learning the second language are functional. This type of motivation is based on the advantages that can accrue if the second language is known. For, examples, professional advancement, passing on examination, do good job, ability to read useful materials in the target language etc. Whereas, integrative motivation is defined as the learner's desire to learn more about the cultural community of the target language or to assimilate in the

target community. In other words, the learners wish to identify with the culture of the second language group. The people who would like to resemble the native speakers of the target language, to understand their culture and to be able to participate in it are integratively motivated. Learners can, of course, have both instrumental and integrative motivation.

*Extrinsic and intrinsic motivation.*According to Harmer (1991) motivation can be of two types. They are extrinsic and intrinsic, that in motivation which come from outside and from inside (p, 98).

Extrinsic Motivation is the result of any number outside factors, for example the need to pass an exam, possibility of future travel. Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Intrinsic motivation is motivation that is animated by personal enjoyment, interest or pleasure. As Deci (1999) observe, "Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration and challenge seeking that people often do for external rewards" (p.658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci. 1999).

Most researchers the methodologists have come to the view that intrinsic motivation processes better results than its extrinsic counterpart. Extrinsic Motivation is the motivation that comes from outside the learner, such as motivation resulting from reinforcement in the form of high test scores or teacher compliments. Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know and feelings of competence or growth.

Role of motivation in language learning. Language is a means of communication. People express and share their feelings, happiness, pleasure, sorrow grief, experiences and thoughts through the means of language. But people used to

communicate using gesture and signs before the human languages were discovered. It was very difficult to express the feelings and ideas at that time. Human beings have been developed because of the language. It was impossible today's progress and development without language. Even people cannot think and make decision without language. It has played crucial role in human development and civilization.

According to Oxford Advanced Learner's Dictionary (8th, Ed). "Language is the system of communication in speech and writing that is used by people of particular country and area". So, it is the system of communication in which written and spoken form is used by human beings. To be at the centre point people, anyhow, should know each and every language especially standard language. Motivation is only the powerful factor which makes sudden change in people. It affects any kind of learning and language learning too. Better motivated learners learn effectively and less motivated learners learn late and learning may not be effective. It is a kind of inner desire which drives learners to get success and reach the goal.

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

Motivation has played great role in any kind of learning and teaching if the students are not motivated, they are not ready to learn and teachers cannot teach. Motivation creates a kind of enthusiasm and curiosity to learn. We cannot think of learning without the motivation. It creates a kind of thrust and hunger to learn something. Thrust and hunger automatically leads to gain knowledge. That's why it has vital role to play in any kind of teaching and learning. So, we should not ignore and avoid the role of motivation in any kind of learning. It plays the marvelous and significant role in English language learning too.

Demotivating factors for learning English. Much research has been conducted on language learning motivation but less or no on the demotivating factors in the learning the second language learning. Dornyei (2001, p. 143) suggests that demotivation concerns "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (as cited in Gas and Selinker 2009, p. 431). A demotivate person is thus someone who initially has had

motivation to accomplish a goal or to engage in an activity and has lost his/ her motivation to do so because of the negative external influences. Demotivation may occur on the part of learner when there is poor concentration, lack of belief in own capabilities, lack of co-operation, disruptive behaviors, produces little or no homework and so on.

Furthermore, Dornyei (2001) categorized nine demotivating factors in order of most common to least:

- The teacher personality, commitment, competence, teaching method.
- Inadequate school facilities- group is too big or not the right level; frequent changes of teachers.
- Reduced self-confidence-experience of failure or lack of success.
- Negative attitude towards the L2.
- Compulsory nature of L 2 study.
- Interference of another foreign language being studied.
- Negative attitude towards L2 community.
- Attitude of group members.
- Courses book.

Thus, the personality of the teachers; teaching methods; learning contexts in addition to the learners' attitude towards L2 could play a vital role in students' motivation or de -motivation towards learning English language.

Review of Related Empirical Literature

A number of research works have been carried out in the field of motivation. But no research has been carried out focusing the Tharu speaking students. Hhere I have made an attempt to focus Tharu speaking students who are studying at secondary level. Thus, it can be a new topic regarding motivation. Some of the related major research works are mentioned here below.

Gyenwali (2007) did research entitled "English Teachers' Motivational Techniques: A case for selected public schools in Dang". His main objective of the research is to explore the existing techniques of teachers to create motivation in the

English language class room in the fifth grade. He used tools like observation, checklist and interview. Following purposive sampling procedure, five schools have selected for his research. Also he has selected five primary teachers teaching at fifth grade from each school and students were altogether 40 among them 20 boys and 20 girls. He found out that most of the teachers taught English language without warm - up activities and materials. Teachers did not make students participate in teaching learning activities. Teachers of English are found untrained. He has mentioned motivation techniques or strategies in his objective but there is no findings of techniques used by the teachers to motivate their students.

Chand (2008) conducted a research entitled "motivation towards learning English by the teenagers in Nepal" and the objective of his study was to investigate the teenager's motivation towards learning English. He collected the data using questionnaire. The population of his study was the teenagers and sample population was forty in number. Sampling was done non-randomly (Purposively). The findings of this research work in that students learn English for different purposes like: to get a good job, to pass an exam, to be a complete person because English is an international language.

Singh (2008) had done a research on 'Role of Motivation in English Language' and the objective of his study was to investigate the role of motivation in English language proficiency. The researcher collected data through questionnaire and text items. The sample has taken from four colleges from which one hundred students were selected using random sampling procedure. The study was based on the Bachelor first year students of Faculty of Education and found that the motivation has some sort of positive and direct role in language proficiency.

Similarly, Bhattarai (2009) carried out a research entitled 'Teachers' practices of motivation in Teaching English', and main objective of her study is to find out the ways of creating motivation in the English language classroom. She used the tools like observation, check lists and questionnaires. The sample has taken from eight secondary schools in which researcher observed 32 classes of the English teachers teaching at grade ten. The finding of this study is eleven, out of sixteen; teachers used questioning method mostly to motivate their students. The students were found active and interested in their teaching/learning activities.

Negi (2009) conducted a research on "Teachers' non-verbal communication and its impact on learners' motivation. The main objective of this study is to find out the impact of teachers' non-verbal communication on learners' motivation. He used the tools like questionnaire and observation for the collection of data. The selection has done through purposive non - random sampling. The sample consists of ten teachers and their 80 students who were teaching and studying at 10 different higher secondary schools of Kathmandu valley. And the finding of his research is students were encouraged to speak in front of those teachers who encouraged their students by nodding their heads. In this regard, male students' motivation to teachers' head node was greater than the females.

None of these studies touched on the state of Tharu speaking students' motivation towards learning English.

Implications of the Review for the Study

Reviewing the related literature is the central and most important task for researcher in any research. It is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which you intend to your research. The literature review helps to bring clarity and focus on research problem, improve methodology and contextualize the findings.

Reviewing varying existing research works by different researchers, I got many ideas or ways how to reach to my destination. I had also developed my insight from the research works which are conducted in international and national scenario. All those reviewed literatures described about motivation towards learning English language and also shows that teaching learning only become a reality if learners were highly motivated on the very specific topic/subject/area.

After reviewing existed literature. It becomes clear that there was not a single research and articles which described the role of learners' motivation in learning English language. Therefore, it is really important to study the students' motivation towards learning English.

Conceptual Framework

The study on **Motivation of Master's Level Tharu Speaking Learners learning English** will be based on the following conceptual framework.

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            ┌──────────────────────┐   ┌─────────────┐   ┌──────────────────────┐
            │ Relation of Motivation to │   │  Motivation │   │  Role of Motivation in │
            │ Learning and performance  │   │             │   │  Language Learning     │
            └──────────────────────┘   └─────────────┘   └──────────────────────┘
                                              │
                                     ┌─────────────────┐
                                     │ Types of motivation │
                                     └─────────────────┘

        ┌──────────────────────┐              ┌──────────────────────┐
        │ Instrumental Motivation │              │ Integrative Motivation │
        │ (Dependent variable)    │              │ (Dependent variable)   │
        └──────────────────────┘              └──────────────────────┘

                        ┌──────────────────────┐
                        │  State of Students'   │
                        │     Motivation        │
                        └──────────────────────┘
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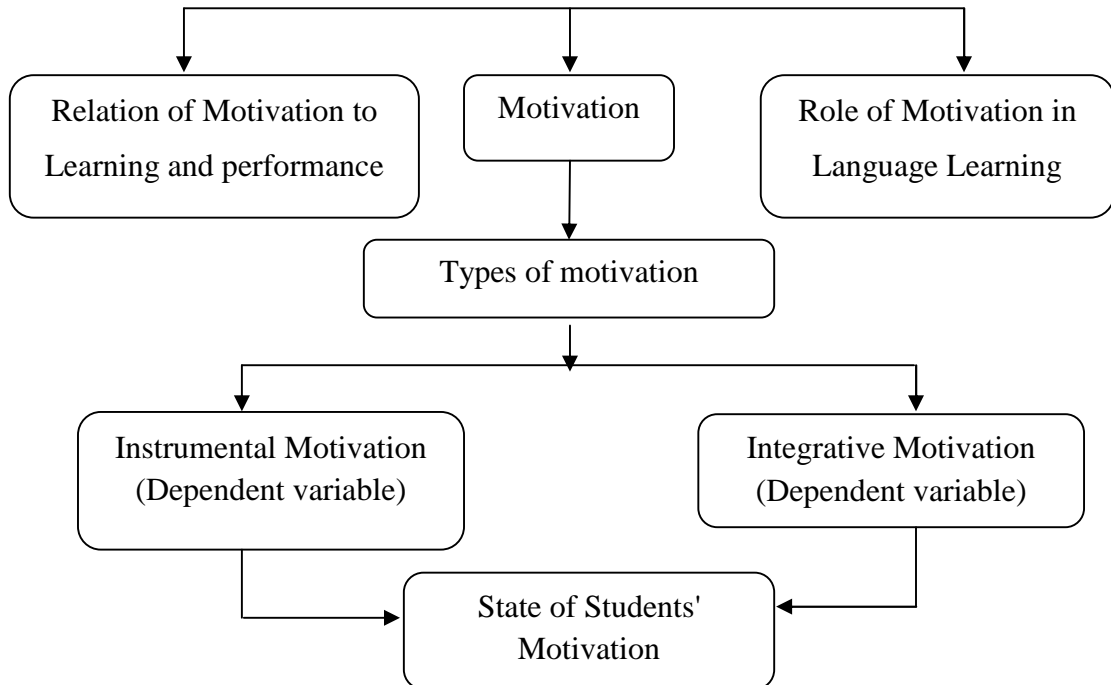
Chapter III

Methods and Procedure of the Study

This chapter mainly includes the design, selection of research site and participants, tools and techniques of data collection procedure, data collection procedure, data analysis and interpretation and finally ethical considerations.

Design and Method of the Study

Narrative research is a term that subsumes a group of approaches that in turn rely on the written or spoken words or visual representation of individuals (Kumar, 2009). These approaches typically focus on the lives of individuals as told through their own stories. The emphasis in such approaches is on the story, typically both what and how is narrated. Narrative research can be considered both a research method in itself but also the phenomenon under study. Narrative methods can be considered "real world measures" that are appropriate when "real life problems" are investigated. In a basic linear approach, they encompass the study of the experiences of single individual embracing stories of the life and exploring the learned significance of those individual experiences. However, in most cases one is created an aggregate of narratives each bearing on the others.

Narrative research is set out by the validation of the audience. It is a useful part of the social science investigation, but may not always stand alone for evidence and support for the conclusions of a report. Whether it is a part of a great presentation or it is a standalone piece of research, it has to be acceptable on its own merits as individual experience and the interpretation of thereof. The question arises as to the accuracy of the story looked at objectively even though it must be viewed in its socio-cultural text. The narrative gives one's individual view to be accessed on its merits. Such validation is possible by corroboration from another narrative.

A number of data collection methods can be used in the narrative research. However, the researcher and the research subjects work together in collaborative dialogic relationship in narrating resource. Data can be in the form of field notes; journal records; interview transcripts; one's own and other's observations;

storytelling; letter writing; autobiographical writing; document such as school and class plans, newsletters, and other texts, such as and principles; and pictures. To this list, one should add audio and video recordings, as these are also useful data in narrative research.

In conducting narrative research, the following are the procedures to be implemented:

- Deciding the objectives.
- Selecting the sample.
- Preparing the tools.
- Collaborating with the participants
- Collecting the data.
- Transcribing, developing the themes and sub-themes.
- Making the analysis and interpretation.

(Source: Creswell, J. W. (2002). Qualitative inquiry. London: McMillan)

In my study, I followed the following steps:

a) At first, I selected the participant according to the objectives of my study.
b) Then, I met the selected students and establish the rapport with them.
c) Next, I informed them about the processes and objectives of my study.
d) Then, I consulted and explained them about the purpose of the study and requested them to take part in it.
e) After that, I conducted the in- depth interview with them.
f) Likewise, I took in detail about personal factors, professional factors, working place factors, etc.
g) Then, I talked for more details based on objectives and research questions
h) After that, I kept the record of the interview.
i) At last, I thanked the participants for their kind co-operation.

Population Sample and Sampling Strategy

Population is any group of individual that have one or more characteristics in common and that are interesting to the researchers. The group selected for the purpose

of research is called population. Sample, here represents a small proportions of the population. Sample are not selected haphazardly rather systematically. Sampling strategy, on the other hand, is the process of selecting few from the total population.

The population of the study includes the students of 4th semester from Tribhuvan University, Kirtipur, and Kathmandu. But this is the small-scale study, it is difficult to collect data from each and every respondent. So, I selected four students belong to the Tharu ethinicity who were selected applying purposive non-random sampling strategy.

Research Tools

There are different tools to collect data for the research. The data plays very crucial role to the solution that comes from the analysis and interpretation in order to collect the data for this study. To accomplish the objectives of the study, I employed in-depth unstructured interview for the students as the research tool to collect the data. I took interview for eliciting the respondents' personal feeling, attitudes, opinion, perceptions and experiences about the targeted research problem. I selected participants and develop rapport. In addition to interview, informal talk, written stories and diary notes were also used as the data collection tools.

Sources of Data

Data were collected by using by various sources: primary and secondary. In this study, I collected data by using primary and secondary sources. The respondents will be primary sources of data and the books, the articles, diary notes, written stories and other documents will be the secondary sources of the data.

Data Collection Procedures

Data collection is considered as the important part in the sense that without data the whole activity will become incomplete. The researcher should focus on the certain and systematic procedures while collecting data.

To accomplish the objectives of the study, the stepwise methodological procedures will have been adopted. Primarily, I will prepare interview scheduled,

then, I will visit the field and distribute those above mentioned required materials to the selected and respondents. After getting permission, I will take interview based on the questions and recorded the data. And recorded data will have been transcribed and I will visit field again to maintain accuracy and validity.

Data Analysis Procedure

Here, systematically collected data were analyzed and interpreted descriptively by using thematic analysis. Firstly, the analyzed data was presented thematically using a thematic approach which helps me to manage the huge amount of data effectively and also to reveal the shape of research findings. Secondly, themes were developed incorporating data directly addressing my research questions. Finally, sub-themes were also developed, analyzed, and interpreted qualitatively.

Ethical Considerations

While collecting data and after the completion of the study, the ethical consideration will keep in mind which is essential in research works. My search will make for academic purpose. Thus, the findings and data will not misuse. Before taking interview, I look inform consent from my respondents. I clarify my purpose and built rapport with them. I will give attention on honesty, accuracy, truthfulness and credit for ownership to researcher participants and advisers.

Chapter IV

Results and Discussion

This chapter consists of the analysis and interpretation of the data. The data has been gathered from the four participants who have been studying English Education in Masters' Level at Tribhuvan University. Their stories reflect the motivating factors of learning English. Interview, written stories, and informal talk were the chief sources of the presented information in this section. The collected data are described based on the following major themes:

Background of the Learners

All people have their own background which plays a key role in determining their future profession. All the participants come from different family backgrounds: social, political, and economic backgrounds which also play a key role in learning a language. The participants that I have selected here were from Tharu linguistic background where Nepali is used as the second language. Regarding the background of the participants:

Sanjay articulated:

I am from Banke where the community speaks totally Tharu. I have passed my school level from the town where I was born and earned B.Ed from MPMC campus. Currently, I am doing my masters in English Education from T.U. aiming to run my own private school.

Similarly, Lila said:

I am from Bardiya and belong to Tharu ethnic group where mostly Tharu is spoken. I passed schooling education from the born town. I did my bachelor's from BMC and now, doing my masters in English here at TU.

These two extracts show that the participants are from somehow monolingual dominant community and trained in Tharu language during their childhood days. This

incident makes us clear that even they did not receive good exposure in Nepali language except in schools.

The other two participants are also from western Terai : Kailali and Bardiya districts respectively. One of them, Bikki said: *"I also belong to Tharu community but the community is mixed where I get good exposure in Doteli as well as in Nepali language."* The talk done with them, disclosed that they got enough amount of exposure in multiple languages from multiple communities. Thus, I can conclude that the background also has a vital role in receiving exposure to learning languages. But, the surprising fact is that English is supposed to be the language of reputable personalities which encouraged them all in learning English. It is in the sense that power holding personalities and scholastic personalities often use either English or code mixing even in their daily lives events so that lay men have paid their interest in learning English.

Learning Experiences of the Participants

Learning experiences of the learners play key role in future learning and selecting the discipline of learning. There are several factors that they add positive as well as negative profile in learning. The participants whom I selected here shared common type of experiences such as; schooling environment, motivational and demotivating factors and so on. Thus, one of the themes that emerged from the discussion is the learning experiences of the participants as a student and as well as the teachers. I present here their current and past learning experiences of English. To receive the information about their learning experiences, I went through their schooling experiences.

Regarding this,Bikki said:

I was educated in a government school where English was taught from class four. In class four, we were taught the alphabet and some basic questions like what is your name,........................? The medium of instruction was of course Nepali, even English in school and university was taught by translating in Neplali. Still, I don't have a good command of English and have been delivering content translating it into Nepali.

This extract shows that English is a foreign language and he did not receive good exposure in in English in his schooling life but due to his intrinsic as well as extrinsic motivation, he got attraction in learning English. It is because learning resources, sites, employed institutionsmostly use English and even code-mixing is often used in daily lives. Thus, English is taken as the language of technology, language of education, language of travel, language of business and so on.

Likewise, another participant, Reman said:

I was schooling from private school where I got good exposure in English. Due to the reputation of the language, I went there but somehow I felt difficulty in learning English because of differences between languages and surrounding environment.

But another participant, Lila said:

I have also a bitter experience of learning English. I didn't get adequate exposure in English in schooling life but later I started teaching in a private school where I felt English have value like a value of breathing in our life. Thus, I paid continuous effort in learning English and now, I have comparatively good command over English.

These extracts disclose that all participants have different learning experiences and different motivational factors that helped to enhance their proficiency in English. The common story is that although they are supposed to be belonged to poorly facilitated ethnicity, English is supposed to be the language of the reputed people so that English must be learnt.

Better Job Expectation

Another theme emerged from the interview taken from them is better job expectation. English is one of the important aspects which make people easy for getting good job. This era is the age of English speaking people. English language is too valuable rather than others. It is also obliged to learn to help in business or obtain good income.

Regarding this, Sanjay told:

I think if I have good command over English, I can easily be sold in market or I can get better job in foreign place too. It enhances my economic status, family necessities and social reputation so that I paid a lot of time in learning English.

Similarly, Reman articulated:

If I have good proficiency in English, I can get desired job or can establish my own business i.e. tuition center, private school or travelling consultancy. I opened one coaching center about five years ago in my locality and good income from there.

Likewise, Lila shared why she got motivated in learning English:

Learning English is necessary for future career and particularly for every prestigious job. Those who know English have a big advantage on the labor market and they easily establish reputed career.

These aforementioned extracts show that due to the better job expectation, better future and enhancing their income status, Tharu learners got motivated in learning English. I found similar kinds of motivational factors from other participants whom I interviewed. Other two participants also shared similar kinds of views for learning English.

Broaden the Knowledge level

English is spoken all over the world. Those who know English obviously, they broaden knowledge. In other words, people can use English language in any field, register, like media, battle, politics, and so on. In the same way, news information, articles and so on are updated in English language in hard and soft mode. Hence to be up to date we must know English language. And it is also easy to search information on the internet which widens the level of our knowledge.

Regarding this Lila said:

Without learning English I can't enhance my knowledge level. Most of the subject matter that I have to learn is available in English so that to broaden my knowledge, English is must.

Another participant, Bikki said:

Whatever I want to learn, I can easily found in online platforms in English easily or in printed form. Our teachers also provide us different websites for seeking content relevant to our subject matter. Thus, to enhance our knowledge level, English must be learnt primarily.

Similarly, Reman shared:

I have good command over the subject matter now which became possible due to my good proficiency in English. I always used to listen to BBC which enhanced my language proficiency so that I can easily compresence and handle difficulties faced in the subject matter. Now, I always read the books, and literature in the target language which also proves that widening the knowledge level, English is must.

These all extracts prove that English is must at present time to learn something new, to become professional as well as to widen the knowledge level. In addition, to enjoy by reading, English must be learnt.

Dealing with Varied Contexts

Definitely, learning English one side makes feel happy and, on the other hand, we can solve several problems occurred in our daily lives using it. If we have the knowledge of English language, we easily can solve many problems. If we became the victim of problem and its solution, obviously we feel admiration and satisfaction so that we easily can deal with varied people or context.

Regarding this,Bikki told:

Life is not static and we may have to tackle different conditions. The problem aroused in our life can be solved by dealing with varied context. For example, problems in subject matter, dealing with the tourist, dealing with international business activities and other problems.

Similarly, Sanjay articulated:

English is needed to discuss in different forums and dealing for several purposes. I cannot stay within the boundary of the particular house or even a nation. I may have to deal with different national as well as international contexts where English can function as a lingua-franca.

These extracts of the interview demonstrate that proficiency in English can assist us to deal with a number of contests that may occur in our life. Therefore, dealing with varied contexts function as a motivational factor for Tharu learners for learning English.

Establishing Good Reputation

English is the far most way to develop academic skills and help to negotiate their identities as bilingual learners. If learners study English and earn good competence, they get good position in their life. Similarly, it becomes the lingua-franca too in the most of the cases. In modern era, people are educated and want to be updated with the time and so to gain more and more knowledge which enhances their reputation everywhere. It is the language which has more power of opportunity which is somehow impossible without learning English. It makes learners smarter, more decisive and reputed.

Regarding this Reman said:

When I met people with having good tone in English, I imagine that they belong to a high class and must have a good reputation wherever they visit. Then, I started to learn English. Once when I recorded my voice in which the tongue was twisted, I got surprised and felt proud to have such a tone in English.

Similarly, next participant, Lila said:

Once I went to attend one conference where one of the participants shared his views in English with like a native speaker, and everyone desired to know about him in detail. The situation made me that if I had good command in English, I also might have good reputation here in the conference.

These extracts make clear that the Tharu learners are motivated for learning English to establish a good reputation wherever they go. The other participant students also shared similar kinds of stories regarding learning English.

English Teachers' Inspirations

Motivation is applied in each and every sector, fields, situations, and so on. It plays a great role in learning English. It arouses the interest and readiness towards a particular goal. Motivation can be intrinsic and extrinsic. Without motivation even the gifted individuals cannot accomplish long term goals so that it has become the central in the concept of language learning. English teachers' inspiration became the one of the motivational factors which is emerged one of the themes in this study.

Regarding this, Bikki said:

I got inspiration from English teacher who always used to tell me that an English teacher has distinguish status because of the power and opportunity of the language. I personally also think that the English teacher has of course high reputation in non-native countries looking the status of the English teachers around there.

Similarly, Reman articulated:

Of course, being engaged in any field each and every people has the source of inspiration and guide. I wished to learn English because of the continuous support and encouragement of my English teacher.

The above displayed extracts show that the Tharu learners got motivated from their English teachers' inspiration for learning English. Being inspired by someone's work is one of the most important aspects of having productive and successful events.

Creating Global Friendship

English is very important in each sector especially to travel in English speaking countries. People learn English in order to fully enjoy and appropriate travel which enhances creating global friendship. In the same way, travelling is important to have a positive experience and makes it easier for lodging and food services, and other things. It also bridges the gap between friends and acquaintance and regular communication leads to their intimacy. This really, occurs in foreign friends and acquaintance only if there is the better English.

Regarding this Sanjay said:

Once upon I met a tourist whose English made me surprise. I thought he was from foreign country but he was actually from central part of my native country. Later I introduced myself with him when he asked about our culture. While talking, he told me that you could share in Nepali if you felt difficult. Then, I knew he belongs to Nepal and we have mutual friendship at present because of English.

Next participant, Lila said:

I have a number of friends from foreign countries with whom I talk in English. About four years ago, I went to Dubai in one program where I met some Chinese who are good at English too. Later they came to visit Nepal and contacted me. I worked as a guide and visited so many tourist places in Nepal. These all took place due to competence in learning English.

Similarly, next colleague; Bikki told:

The present world is the world of globalization and technology so that it is taken as the global village. There aren't any boundaries around us but to be global citizen I must have good command in English. I have a few friends from different nations whose mother tongues are different but we talk in English.

Thus, these all extracts helped me to generalize that today's world is a boundary lessand people are global citizens where everyone's mother tongue cannot

connect them interactively. Therefore, English is must so that Tharu learners are also motivated in learning English.

Learning Target Culture and Literature

Learning a foreign language draws our focus to the mechanics of language: grammar, vocabs and syntactic structures. This makes us more aware of language and the ways it can be structured and manipulated. This skill can make us effective communicator. The learners can easily participate in the cultural activities without any confusion if they have good proficiency in English. Language speakers also develop a better ear for listening, better understanding of English programs as well as literature. In the same way, it makes people able to understand their culture in a better way.

Lila articulated:

English is compulsory for learning target culture and literature. I have about a dozen of books on literature and all are in English. Most of the famous books of other languages are also translated into English. Thus, I got motivated learning English for better comprehension of target language and culture.

Next participant, Bikki said:

The rich body of literature is available in English and it provides knowledge, recreation and motivation. Thus, to learn target language and culture, I got motivated in learning English.

These aforementioned extracts show that literature and culture are inseparable entities which provides knowledge as well as recreation. The rich body of knowledge is available in English in both soft and hard form. Thus, English must be learnt is the view of the Tharu learners which motivated them to learn English.

Mother Tongue Influence. One of the influential factors in learning English is mother tongue influence. Mother tongue interference can be either positive or negative. Tharu language is the first language of the Tharu learners where Nepali is taken as the second language. In the context, English is taken as a foreign language

which of course is different from first and second language learning. Regarding this, Sanjay articulated:

> *I started learning Nepali at the age of 6 when my family sent me to school. It was really difficult and the case was not differ for English. Structural difference, language distant and less amount exposure, etc. are the factors that affect second and foreign language learning.*

The above mentioned extract shows that L1 acquisition is differ from L2 learning. In the same way it is differently viewed by the different school of thought: behaviorism, mentalism, cognitivism, interaction analysis etc. Therefore, mother tongue is one of the affecting factors of Tharu learners in learning English.

Age Factor. Age factor is another factor that affects foreign language learning. Age especially impacts rate and route of the learning. Regarding age factor, Ellis (1985) states that starting age does not affect the route of SLA but it affects the rate and both number of years of exposure and starting age affects the level of success. In the same way, Lila said:

> *I started learning English at the age of ten and which really made it difficult. Even though, I felt difficult learning Nepali but much difficulty in English esp. in rate of the learning.*

To support this,Bikki also stated:

> *I also have faced same problem when I was enrolled at school. Later, when I started learning English, I was good in generalizing but learning rate is really slower that the earlier stage.*

Based on the extracts mentioned above, it can be said that age is the one of the factors of language learning which affects in different ways. Ellis (ibid) developed the critical hypothesis that states there is a period when language acquisition takes place naturally and effortlessly. Penfield and Roberts (1959, as cited in Ellis 1985) argued that the optimum age for language acquisition falls within the first ten years of life.

Amount of Exposure. Based on the date collected for this study, it was found that amount of exposure is another influencing factor in learning English. It is

believed that there is high amount of exposure in L1 acquisition in comparison to L2 learning. In this context, Sanjay said:

> *I always speak Tharu at home, at school with my colleagues and Neapli with non-Tharu colleagues but English is only spoken in classroom with the English teachers if needed.*

The extract clearly illustrated that the mother tongue gets high amount of exposure in its acquisition in comparison to second language learning. The mother tongue is used for day to day communication and Nepali is used with non-tharu speakers. In the same way, English is only used in academic circle for academic purposes. Thus, amount of exposure is considered as the influential factor of language learning.

Learning Strategies. A learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings. Individual learners do not use same kind of learning strategies while learning. Cohan (1998, cited in Ellis, 1985) defines learning strategies as '…..those processes which are consciously selected by the learners and which may enhance the learning and use of L2, through storage, retention, recall, hypothesis making , hypothesis testing. Etc.' Regarding this,Bikki articulated:

> *I employed different strategies while learning English. I repeated so many things several times, translation activities, recombined activities, elaboration, evaluating exercises, etc. have applied. For example, I imitated a language model or deduce the rules of language from the available exposure.*

Like the aforementioned extracts, other participants shared similar kinds of strategies while learning English. They said that they used repetition exercises, use of different resources, translation activities, note-taking activities, deduction, elaboration, summarizing activities, questioning, discussing, interacting, and selective attention. Therefore, learning strategy is another influential factor of language learning for Tharu learners too.

Chapter V

Findings, Conclusion, and Implications

This chapter has presented brief conclusion made from earlier chapters. Saying particularly, the analysis and findings of the study help me to draw the conclusions. In the same way, some points of recommendations have been made from the findings. So, it includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

Findings

Motivation means the combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and or physical effort in order to attain previous set goals. It is applied in each and every sector, fields, situations, and so on. People who are motivated greatly they do their work properly, sensitively and successfully. But with the absence of it (motivation) they mundane to do the works, at last they reach to failure. By this what we can say is motivation is the keystone. It is an internal process that activates guides and maintains behavior. This present topic of research is about the state of Tharu Speaking Students' Motivation towards Learning English. My research in fact, is about motivation in the field of language learning. To reach the goal learners ought to be motivated either through instrumentally or thorough integrative.

Many learners have an instrumental motivation, that is, they want to learn L2 in order to achieve some other goal, such as completing a school graduation requirement, furthering a career or being able to read scientific publication but not really for any social purposes. In the contrary those learners who an integrative motivation want to learn the 12 for social purposes, in order to take part in the social life of a community using that language and to become an accepted member of that community.

As the objective of this research was "to find out the state of Tharu speaking students' motivation towards learning English", it is found that almost all the

respondents were attracted by instrumental motivation in course of gaining pragmatic gain rather integrative motivation of assimilating and associating in foreign culture and for foreigners. In addition, this study was descriptive in nature which made use of semi-structured interview and informal discussion to elicit required information from the respondents. The detailed discussion of the responses from the respondents were included in the research with major finding that majority of the respondents were in favor of instrumental motivation that they were encouraged to learn English language for getting diversity of benefits such as, furthering a career, securing good marks, getting a good job, able to search for English information on the internet, to mould in fluency and so on. And very less number of respondents was in favor of integrative motivation that they were attracted of being valued members of the target language community.

In the same way, there are several factors which affect language learning. Mother tongue interference, age, amount of exposure, nature of learners, aptitude, intelligence and learning strategies are some noticeable factors but it was found that mother tongue interference, age, amount of exposure, learning styles, aptitude, social distance and learning strategies were the major factors which affected them while learning English. Additionally, age and amount of exposure especially affect rate of language learning whereas mother tongue interference and learning strategies influenced both rate and route of language learning.

Conclusion

Motivation is very important in any sector; especially it is the most important in language learning. Without motivation even the gifted individuals cannot accomplish long term goals. Thus, motivation has become central in the concept language learning. Motivation plays a great role in the field of learning and performance. Students who feel self-confident about learning and performing well in school seek challenges, expend effort to learn new materials and persist at difficult tasks. It is found that the students were more motivated by instrumental motivation by integrating motivation. Most of the students considered, English is very important for their future. The importance that they attached to English gave them a variety of motivations to learn English rather to be associated with English speaking countries or with their culture.

From the findings, the results stated that instrumental motivation played great role rather integrating. Students were extremely attracted by instrumental motivation because of desire to learn second language for pragmatic gains. In addition, mother tongue interference, age, amount of exposure and learning strategies were the affecting factors in learning English especially which fall under non-language factors.

Therefore, motivation in general is the way to lead or to achieve the goal. Hence, both types of motivation ought to be applied in the process of language teaching. Results of this study also pointed out the similar facts and suggested that teachers are requested to apply both types of mean instrumental and integrating motivation when they in their profession especially in the English language class room.

Recommendations

Every educational research will have any recommendations for further implication in area of education. So, this study's findings have also some implication. The findings may be utilized in the various levels viz: policy level, practice level and further research. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The implications on this level have been presented separately below:

Policy level. In policy level this study will be implied or utilized for the following purposes:

➢ The government should provide teacher training program time and again.
➢ School level program should be made in accordance with both types of motivations.
➢ Teacher should bring the ways of integrative motivation into the class.
➢ There should be the provision of pre service training, refresher training etc. so that teachers can get the idea of how to motivate their students either by instrumentally or integrative.
➢ Specific language learning policy should be formed for marginalized groups.

Practice level. In practice level this research will be implied for the following purposes:

➢ The curriculum designer should be conscious about both types of motivation while designing the curriculum.

➢ There should the inclusion of 'how to motivate learners', suggested topic in the syllabus.

➢ ELT teachers need to be linked the updated knowledge and modern world of techniques and technology.

➢ Teachers ought to be very familiar with foreign cultures and with the foreigners.

➢ Schools should make the English speaking zone environment so the learners have opportunity to converse with foreigners whenever they meet them and get information what they need.

Further research. As this study has also prepared with the help previously carried out studies, it will also use or consulted while carrying out the research on students' motivation towards learning English. Its finding and conclusion can also be utilized as the document for literature review and many more.

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Appendices

Appendix A

Consent form

Dear informant,

My name is **Asarphi Lal Tharu.** I am a researcher from Tribhuvan University, Department of English Education, Kirtipur Kathmandu. I want to carry out this research, entitled "**Motivation of Master's Level Tharu speaking Learners in Learning English"** to fulfill the partial requirements of my graduation at T. U.

The purpose of my study is to explore the state of Tharu speaking learners' motivation in learning English. Similarly, I wish to explore factors affecting Tharu speaking learners' motivation in learning English. For this, I am interested to interview the Tharu students who have been studying at the Department of English Education, at University Campus. The interview will take about 1-1:30 hours. Informal discussion can be done before and after the interview, keeping notes in a diary. The information shared during these sessions will be kept confidential. In the same way, pseudonyms will be used to refer to participants, and institutions, where you have been working, will not be identified by name. In addition, any characteristics that could be used to identify will be altered. Your participation is completely voluntary and you are free to deny or discontinue participation at any time.

Thank you for your kind cooperation!

Name: ………………………………..

Signature: ………………………………..

Date: …………………………………

Appendix B

General interview guidelines.

The following guidelines were used to collect stories for my research

- ➢ Students' Background: (Family and educational background)
- ➢ Future Aim in childhood (Aim at school level)
- ➢ Learning Experiences
- ➢ Reasons for learning English
- ➢ Motivational factors for learning English
- ➢ Time spending in learning English.
- ➢ Teachers' responses in the class.
- ➢ Satisfaction of learning English.
- ➢ Future plan to learn English.
- ➢ Current status of the learners.
- ➢ Difficulties the have been facing while learning English.

Interview Transcript

Participant D (Reman)

Researcher: Good morning. I hope everything in time with you.

Respondent: Good morning I am fine and I hope you are also fine.

Researcher: I am too fine sir. I would like to welcome you in the interview session for my thesis. I hope you will share your motivation openly so that I will easy to make my research worthly.

Respondent: Thank you sir. I will try my best to share my experience.

Researcher: I guess your story is interesting as you choose English for your further study. Could you please share your brief family and educational background?

Respondent: It's me Reman Tharu. I am permanent residence of Bardiya. I was born in 2050 B.S. I was a student of government school and I was good in study from my school life. I was from poor family. My parents are literate so they guide me to study when I was a child. This is my family and educational background.

Researcher: What was your future aim when you were a school level student?

Respondent: When I was a school level student. I wanted to be a teacher because my teachers in the school loved me. So I set my aim as a teacher. After my SLC I started my study in the English.

Researcher: What made you motivated to learn English?

Respondent: There are many factors those made motivated to learn English. One of my motivational factor is my teacher, teacher was my idol, so my intention was to be like him and get honour in the society. In the same way being a tharu speaking learner my Nepali was my second language and I how problem in pronouncing Nepali sounds so, I was motivated to learn English more than Nepali.

Researcher: Who motivated you to learn English?

Respondent: My school lend English teacher motivated me to learn English. He always used to council me about important of English across the world, Being English language is global language.

Researcher: From how long you have been learning English?

Respondent: I have been learning English from 13 years. Soon after passing S.L.C. I choose major English and I felt very interesting while learning English I continued up to master degree.

Researcher: What sorts of difficulties you have been facing while learning English?

Respondent: Mainly I faced difficulties in economic and some academic sector too. I mean being a poor family I had no sufficient money while reading in intermediate then I joined teaching in primary boarding school. And in academic area I used to feel very difficult in pronouncing some English sounds.

Researcher: How does your teacher response on your error?

Respondent: My teacher response very positively in my error. My teacher always help me in my study and motivate me a lot.

Researcher: Are you satisfied learning English?

Respondent: Yes, I am satisfied learning English now a days. I am teaching three different college and school as a part time teacher.

Researcher: What's your future plan by learning English?

Respondent: My future plan by learning English is to be a lecturer and run my own boarding school make my society more easily on English because English is much essential subject in national and international level.