

**Motivation and Attitude towards Learning English during the COVID-19 Pandemic in
Bangladesh: A Mixed Methods Study**

By

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**A thesis submitted to the department of English and Humanities in partial fulfillment of
the requirements for the degree of Bachelor of Arts in English**

Department of English and Humanities

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Declaration

I hereby declare that this dissertation is the result of my own efforts and that it is original. To the best of my knowledge, authors are properly attributed both in the text and in the reference list at the end. I further certify that this study has never been submitted somewhere else with the intention of serving any other purpose than this one.

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Abstract

The study examines motivations and attitudes towards learning English among a leading private University's undergraduate Computer Science and Engineering students. It examines whether the participants are motivated to study English either instrumentally or integratively. The study explores whether students are more or less enthusiastic about learning English due to the effects of the Covid-19 pandemic. The study also considers learner attitudes towards English language acquisition in Bangladeshi social, educational, linguistic, and cultural contexts. Forty-Five students were chosen randomly from the 'Computer Science and Engineering Department' of a top-ranked private university to participate in the study. The data were collected using a questionnaire and interviews. Quantitative data were analyzed using descriptive analysis with SPSS version 26. The quantitative analysis showed that a student's motivation to study English is highly integrative and instrumental. The findings also revealed that students have higher integrative motivation than instrumental motivation. During the interview, the majority of the students cited instrumental causes for their desire to study English. The data also suggested that, as a result of the covid-19 pandemic, students are now more eager to learn English. Also, due to online-based virtual learning, students believe that learning the English language is more essential now than in the pre-pandemic period. Findings also revealed that students have very positive attitudes towards the English based education system in Bangladesh. The findings also revealed that Students are also quite interested in the culture of the English-speaking world. Moreover, students have a positive attitude regarding the English language.

Keywords: Motivation, Attitude, Instrumental, Integrative, Covid-19 pandemic, Computer Science and Engineering students

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Table of Contents

Contents

Abstract	iv
CHAPTER 1	5
INTRODUCTION	5
1.1 Context	5
1.2 Historical Background of the study	5
1.3 Present status of English in Bangladesh	6
1.4 Goal of the Study	6
1.4 Significance and Scope	7
1.5 Overview of the Study	7
1.6 Research Questions	8
CHAPTER 2	9
LITERATURE REVIEW	9
2.1 Motivation and attitude for learning the second language	9
2.2 Integrative and Instrumental motivations	10
2.3 Relation between attitude and motivations	11
2.4 Related Studies	11
CHAPTER 3	14
Methodology	14
3.1 Research design	14
3.2 Participants	14
3.3 Instrument	16
3.4 Rationale for the Questionnaire items	17
3.5 Data Collection and analysis procedure	18
CHAPTER 4	20
Results and Discussion	20
4.1 Questionnaire results regarding the participant’s motivation to learn English	20
Table 1: Student’s result on their integrative motivation for learning English	21

Figure 01: Pie Diagram of Question no 01	22
Figure 02: Pie Diagram of Question no 02	23
Figure 03: Pie Diagram of Question no 03	24
Figure 04: Pie Diagram of Question no 04	25
Figure 05: Pie Diagram of Question no 05	26
Figure 06 Pie Diagram of Question no 06	27
4.2 Student’s enthusiasm towards learning English during Covid-19	28
Table 2: Student’s result regarding their motivation for learning English during COVID-19 Pandemic.....	28
4.3 Student’s result on their instrumental motivation questionnaire.....	29
Table 3: Student’s result on their instrumental motivation questionnaire	30
4.4 Descriptive view of instrumental items questionnaire results.....	31
Figure 07 Pie Diagram of Question no 01	31
Figure 08 Pie Diagram of Question no 02	32
Figure 09: Pie Diagram of Question no 03	33
Figure 10: Pie Diagram of Question no 04	34
Figure 11: Pie Diagram of Question no 05	35
Figure 12: Pie Diagram of Question no 06	36
4.5 Questionnaire Results regarding Attitudinal orientations towards the English language.....	37
Table 4: Participant’s results regarding their attitude towards English language	38
4.6 Interview results.....	41
4.6.1 The rationale for learning English.....	41
4.6.2 More or less enthusiast to learn English during Covid-19.....	42
4.6.3 Want to attend more English Courses & Why	44
4.6.4 Interested to learn any other foreign language	44
4.7 Interview result of Attitudes towards the English language and culture.....	45
CHAPTER 5	47
Discussion of the Findings	47
5.1 Motivation towards learning English.....	48
5.2 Attitudes towards the English language, education and culture in Bangladeshi settings	53
CHAPTER 6	56
Conclusion	56

References.....	59
Appendix A.....	63
Appendix B.....	67

CHAPTER 1

INTRODUCTION

1.1 Context

Due to the Covid-19 pandemic, like every other country, the educational institutions of Bangladesh remained close for a long time. However, after a while, the private Universities of Bangladesh shifted to the online version of education. Online education was entirely new for the students; therefore, coping with the online version of education was a completely new experience. This study investigated the essential changes that the students experienced in learning English. First of all, in light of the COVID-19 pandemic, the researcher aimed to find out the motivational and attitudinal orientations for the students of a leading private University to learn English. Another goal of this study is to see if the COVID-19 epidemic has had a significant impact on the students' interest in learning English, especially for students from computer science and engineering backgrounds. Previous research, particularly in this area, has indicated that English language is essential in the academic and professional life of engineering students. However, it is still uncertain what inspires Computer Science and Engineering (CSE) students to study English. Since the COVID-19 situation has been improbable to the world, this study will provide an exclusive and valuable contribution to the university's post-Covid-19 education policies. Therefore, it is clearly justified that such a study would be helpful to get the view of the students, especially during the ongoing Covid-19 situation.

1.2 Historical Background of the study

Historically Bangladesh, as a part of the Indian sub-continent, was occupied by the British. During British colonialism, colonial rulers and their local representatives utilized English for administrative, commercial, and educational purposes (Mannan, 1997). Later on, during the

Pakistan period, English was still the major language; however, the Bangla language kept East Pakistanis unified in numerous movements. Not many nations have struggled for their mother tongue as Bangladesh did. Because of the importance of Bangla language in the context of Bangladeshi social and economic prominence, the country was named after it when it was born in 1971 (Islam, 2001). After the independence, due to the nationalistic view, the Bangla language was highly used in every sphere of the country.

1.3 Present status of English in Bangladesh

Till 12th grade, most of the students are taught under Bangla medium of instruction. However, at the undergraduate level, almost all the study materials are written in English. Interestingly, due to the Private university act 1992, several private universities emerged in Bangladesh (Rahman, 2005). According to University Grants Commission (UGC), there are 107 private Universities in Bangladesh. These are all English-medium private universities hence these institutions have the natural extensions of the English-medium schools (Banu & Sussex, 2001). Moreover, Private universities with very well language labs and highly skilled teachers are now attracting large numbers of students, helping to raise the number of English speakers in the country (Rahman, 2005).

1.4 Goal of the Study

This study aims to see if computer science and engineering students of a leading private University of Bangladesh are motivated to learn English either instrumentally or integratively. Furthermore, the study intends to determine whether the COVID-19 pandemic had any impact on students' enthusiasm to learn English. Finally, the study aims to discover students' attitudinal orientations toward the English language, education, and culture.

1.4 Significance and Scope

This study is crucial because it discusses the components asserted to affect English language learning. Also, it is important to understand the motivational and attitudinal orientations of the students. Thus, this study will be helpful for the stakeholders to understand students' needs most notably during this improbable Covid-19 situation.

1.5 Overview of the Study

This study investigates the motivations and attitudes of a leading private University Undergraduate Computer Science and Engineering students toward learning English. It looks into whether students are motivated to study English for instrumental or integrative reasons. Apart from this, the research has been conducted to see whether the students are more motivated or not compared to the pre-pandemic period. Finally, the study investigates whether the students positively or negatively towards the English language, education, and culture. In the second chapter, the researcher has reviewed the related studies conducted in the last twenty years. Along with the review of other papers, brief definitions of several terms were also given. In the third chapter, the researcher has described about the methodology used for this research. Then, in chapter four, data analysis along with the findings are shown. Finally, chapter five discusses the findings of the results and gives a descriptive view. Moreover, it provides some suggestions as well as recommendations for future research.

1.6 Research Questions

The study is guided by the following research questions:

Research Q1: Are undergraduate CSE students motivated to learn English for instrumental or integrative reasons?

Research Q2: Whether the COVID-19 pandemic has any significant impact on students' enthusiasm to learn English?

Research Q3: What are the students' attitudes towards English as a language, as well as education and culture?

CHAPTER 2

LITERATURE REVIEW

The goal of this chapter is to look at prior research publications on similar topics. In addition, the researcher will examine the literature that surrounds this study. Moreover, the researcher will introduce and define some vocabulary terms which are essential to understand the current topic.

2.1 Motivation and attitude for learning the second language

It's difficult to define motivation because there are so many different definitions, perspectives, and theories. It is a multifaceted concept with many different aspects. As a result, a straightforward definition is impossible to provide (Gardner,2006). The cognitivists consider motivation to be more about the learner's choices as it relates to people's decisions about which experiences or ambitions, they will pursue or ignore (Keller, 1983). According to Heckhausen (1991), motivation is a broad notion that encompasses a wide range of objects or phenomena, the base of which is the recognition that an individual chooses a common activity based on estimated consequences and then executes that with some degree of effort across a specific route. However, the behaviorists believe that, motivation is all about the anticipation of reward (Brown, 2000). Moreover, it is an evolving aggregate aroused in an individual when initial needs and goals are chosen, valued, implemented, and carried out either effectively or otherwise (Dornyei & Otto,1998). To recap, motivation is still the driving force which initiates and guides our action and behavior, despite its conceptual and terminological complexity (Hovhannisyan, 2014).

Attitude, on the other hand, is a complex concept that is used to characterize individual interactions, intent, and consistency. It comes from the Latin word ‘aptitude,’ which means ‘aptitude for action,’ and Italian “*atto*” means tending specific actions (Allport, 1935). Furthermore, Allport (1935) opined that attitude is basically a psychological condition which is developed over a period of time through experience and imposes a directional or vibrant impact on an individual's behaviors. Apart from that, Gardner (1980) defined attitude as an assertion formed based on a set of ideas about the recipient of it. Over the years, many definitions of attitude have been presented, each reflecting a different theoretical stance. Furthermore, attitude definitions are surrounded by semantic issues and disagreements about the term's specificity and generality (Hovhannisyan, 2014). As Thurstone (1946) defined it as, a cognitive object's degree of beneficial or harmful impact. Similarly, according to Ajzen (1998), attitude is the capacity to react positively to an event, individual, organization, or occasion. Moreover, with respect to social issues, attitude is a long-term system of beneficial or harmful judgments, emotional responses, and either for or against action tendencies (Krech, Crutchfield and Ballachey;1962).

2.2 Integrative and Instrumental motivations

Gardner (1985) demonstrates how the motivations for learning a second language can be categorized to represent a bigger objective. Moreover, to maintain conceptual clarity, various categories should be labeled as orientations once classified. For example, research on motivation in second language learners seldom distinguish between integrative and instrumental motivation (Brown, 2000). Gardner (1985) defines Integrative orientations as the enthusiasm of individuals to know about the people and other cultural groups. On the other hand, while defining instrumental orientation is all about utilitarian values and benefits. Furthermore, there is a distinction to be made between instrumental and integrative motivation, which happens when the learner's purpose is to

function, such as gaining a job or passing an exam. On the other hand, integrative motivation comes when a learner seeks to identify with the culture of the L2 group (Brown, 1987) and (Ellis, 1986).

2.3 Relation between attitude and motivations

Attitude and motivation are intertwined when it comes to learning L2. As Fathima Sliman, Mustapha and Yahia (2014) described that, students' attitudes about learning and linguistic achievement can be enormously influenced by motivation. Similar to this, Ming, Ling, and Zafar (2011) proposed that students with intrinsic motivation are more likely to achieve since they can get motivated from their positive attitudes. Moreover, positive attitudes are required to succeed in language acquisition. According to Farooq and Shah (2008), students' interest and attitude toward the discipline are important determinants of their engagement and achievement in the particular area. Furthermore, there is a strong link among learners' attitudes regarding studying English and their motivation to learn English (FirdosFida & Ravindra, 2016; Mat & Yunus, 2014). Furthermore, according to Gardner (1985), attitudes have been associated to motivation because they provide a stable foundation for the learner's motivational orientations. In addition, motive differs from attitude as Gardner and Lambert (1972) differentiate between language and attitude by describing "attitude" as learner's endurance in pursuing a goal. Motivation, on the other hand, is defined as broad objective or orientation.

2.4 Related Studies

Much research has been done on the field of motivation and attitude. Rahman (2005) investigated Bangladeshi undergraduate private University students' socio-psychological orientation and

attitudes about learning English as a foreign language (Rahman, 2005). Furthermore, Rahman (2005) looked at the impact of linguistic realities in Bangladesh on socio-psychological motivation variables for learning English. The study aims to see if Bangladeshi undergraduate students are motivated to learn English by instrumental or integrative motivation. After conducting the research, Rahman (2005) states, “instrumental motivation is the major motivational orientations for the undergraduate students to learn English as a foreign language in Bangladesh.” Similar findings were obtained in Qashoa's (2006) study, which discovered that students had a greater level of instrumental motivations. Al-Quyadi (2000), conducted a thorough investigation of the psychosociological elements that influence English Acquisition. Al-Quyadi (2000) found that the students were significantly interested to study English in both integrative and instrumental ways. Veizi (2009) also looked at the impact of integrative and instrumental motivation on English language proficiency among Iranian undergraduate students who did not major in English. Iranian students showed positive attitudes and orientations regarding English. Furthermore, the students were more instrumentally inspired to study English (Veizi, 2009). Tambunan, A.R.S., & Siregar, T.M.S (2016) also found that the Electrical Engineering Department students are more instrumentally motivated than integrative motivation. Similarly, Al Tamimi and Shuib (2009) have also found that the Engineering students were more instrumentally motivated. Moreover, the researchers have observed that the students are instrumentally motivated because they are highly enthusiast to get benefits in their academic as well as job sectors (Al Tamimi & Shuib, 2009), similar to Vaezi's (2009) findings that earning a handsome amount of money is an example of instrumental motivation. In contradiction to these findings, (Maniruzzaman and Haque, 2000 & 2001), asserted that the key reason for learning English in Bangladesh is integrative motivation. In another study, Zangher (2012) found that, the students were surprisingly more integratively motivated to learn

English. Moreover, Libyan students recently developed positive attitudes about English-speakers and the West in general. (Zangher, 2012). Al Tamimi and Shuib (2009) also found that the students have positive attitudes towards the English language and culture. However, Karahan (2007) in his study, found that although English was taught intensively in private schools, students possess negative attitude towards the English language culture; moreover, the students reflected a highly negative attitude to the fact that Turkish people Speaking English.

CHAPTER 3

Methodology

3.1 Research design

The nature of the research is mixed-method research. For the data collection, the researcher has used a mixed-method for which quantitative data were collected first and then qualitative data were gathered for a better understanding of the quantitative results. According to Creswell (2014), this mixed-method design is considered as explanatory sequential mixed method design. Since the quantitative data and results usually provide a general picture of the research problem, the researcher has also collected qualitative data for extended analysis of the research problem. The explanatory sequential mixed method design is used because this design has the advantage of clearly identifying quantitative and qualitative parts while conducting the study. Moreover, since the quantitative data were collected randomly from the participants in the first phase, therefore, an in-depth qualitative exploration helps to elaborate the findings in the quantitative section. Apart from this, for maintaining the confidentiality of the actual institution, the researcher has used a pseudonym throughout the paper. The researcher has made up a name called “South Point University” and used it as a pseudonym. This particular name is used deliberately and to the best of the researcher’s knowledge, there is no University of this name in Bangladesh.

3.2 Participants

For the research, 45 students were randomly selected from the Computer Science and Engineering Department (CSE) of a leading private university of Bangladesh. This University runs an open credit system which allows the students to select the **COD** (Course outside Department) courses according to their preferences. Due to this policy, irrespective of the student's background,

they can choose any course. The reason for choosing the Computer Science and Engineering Department is that it is the largest department of this University. There are other major Engineering Departments for example ECE and EEE though the number of students is not adequate in these Engineering departments. CSE department, on the other hand, has the greatest number of students.

Among the participants, 32 (71.1%) of them are male and 13 (28.9%) are female. The participants are aged from 19 to 25 (Mean Age 22) and the first language for all the Participants is *Bangla*. This leading private University has a semester-based policy and since the participants were selected randomly, there were participants from various semesters. However, 60% of students were from the 4th and 5th semesters. The highest number of 16 students participated from the 5th semester. 11 students participated from the 4th semester. There were 9 students from the 12th semester and 4 students from the 11th semester. Apart from them, there were several participants from the 1st, 3rd, 6th and 13th semesters.

South Point University is a well-known private university in Bangladesh that offers four years of education to prepare students for their desired degree. It uses English like other private Universities to instruct the students. Moreover, every student must take at least two introductory English courses to graduate. Though, for most of the students, it is mandatory to take at least three introductory English courses. The University highly motivates the students to use the English language for communication.

3.3 Instrument

Firstly, A questionnaire was utilized as the major data gathering instrument in this investigation. There are four sections to the questionnaire. Then, in section A, the researcher asked the students about their age, gender, and current semester of enrollment. These three items were specifically chosen to gather background information from the students. Section B has a total of twelve statements. Six of the assertions are about instrumental motivation, while the remaining six are about instrumental motivation. Gardner's (2004) Attitude/Motivation Test Battery (AMTB) is used for the majority of the statements. Aside from Gardner, the researcher adopted two more questions from Al-Tamimi and Shuib (2009) and Veizi (2009), respectively. On a five-point Likert scale, students were asked to select their answers. The researcher modified Gardner's Attitude/Motivation Test Battery (AMTB) to develop a 5-point instrumental and integrative motivation scale spanning from strongly disagree to strongly agree (Gardner, 1985). On the other hand, the researcher invited the participants to choose between two possibilities in section C. The study's purpose was to investigate if students are more interested in learning English lately than they were before the Covid-19 Pandemic. During the interview, this question was also utilized as an open-ended question, allowing the students to discuss their ideas about their selected answer so that the researcher could acquire a wide understanding of the question.

The researcher created a set of questionnaires in section D to better understand the participants' attitudes toward the English language. The participants were given eight statements to respond to in this segment. All of the statements were based on Al-Tamimi and Shuib (2009). The statements were separated into four categories by the researcher: social setting, educational context, attitude toward the English language, and English-speaking world's culture.

Finally, the researcher interviewed random participants to get a broader view of students' quantitative responses and validate their responses in accordance with the questionnaire. The participants were asked questions on their motivation and attitude toward learning English during an interview. The randomly chosen participants were asked about 1) their motivation for studying English, 2) Whether the COVID-19 has influenced their motivation to study English, 3) Whether the students are interested in any other languages than English 4) participants' attitudes toward English language and culture, and 5) is there a desire among the students to take more English classes?

3.4 Rationale for the Questionnaire items

As mentioned above, the primary method for collecting the information from the participants, the researcher used a questionnaire which consisted of four sections. Section A was created to get some basic background information of the participants. Section B includes twelve statements in total. Six of which are regarding the integrative statements and the other six reflect the instrumental statements. All the six statements regarding integrative motivation were taken from Gardner's AMTB (2004). All of the statements except 1 and 6 regarding the instrumental orientations were also taken from Gardner's AMTB (2004). Question no 1 for instrumental orientation was adapted from Al-Tamimi and Shuib (2009). Another statement which is no 6 was taken from Zanghar, A. (2012).

In the third part, the researcher created a question to find out if the student's enthusiasm to learn the English language has increased or decreased due to the Covid-19 pandemic. The researcher believes that this is a very timely question to understand the students' view regarding learning the

English language during the COVID-19 period. Moreover, the researcher thinks that through the responses of the participants we would be able to know whether the students are more or less enthusiast to learn the English language during this pandemic.

All of the questions in Section D were adapted from Al-Tamimi and Shuib (2009) since the researcher also wanted to learn about the students' attitude toward the usage of English in social, educational, and cultural settings. In their study, Al- Tamimi and Shuib (2009) attempted to investigate students' attitudes on the usage of English in Yemeni social, educational, and cultural contexts. Similar to them, the researcher tries to investigate the student's perspectives in Bangladeshi social, educational, and cultural situations. Since, the participants are from Bangladesh, the researcher utilized 'Bangladesh' instead of 'Yemen' as the country name for the questionnaire. For example, the researcher changed the statement “*At least some subjects like physics and chemistry should be taught in English at the secondary level in Yemen*” to “*At least some subjects like physics and chemistry should be taught in English at the secondary level in Bangladesh*”. There were also three options provided by the researcher. The participants were requested to pick their answers from *agree*, *disagree* and *don't know*.

3.5 Data Collection and analysis procedure

Due to the COVID-19 pandemic, data was collected by using the online platform. The researcher made a *Google form* where all the questions were given. There were four questionnaire sections and before every section; the participants were briefed with adequate information. Moreover, while sending the ‘Google form’ link to the participants, the researcher explained the nature of the study to them. Several social networking sites were used to reach the participants. However, most of the

time, the link was sent while using messenger and email ID. The participants were well informed that the method of data collection was an anonymous survey and what the purpose of the data is. On top of that, the students were ensured that there were no risks involved hence they could freely express their answers. To make the process more credible to the participants, the researcher did not ask the students to reveal their names. Apart from this, the researcher made sure that the participants get ample time to read the questionnaire thoroughly and answer accordingly. However, since the questions were MCQ type, most of the participants submitted the Google form within 1 to 2 days.

For the part of the interview, the researcher chooses 8 random participants from the 45 participants. Due to the COVID-19 situation, the researcher couldn't take the interview in person. Therefore, the interviews were taken over phone calls where the researcher took permission to record the conversation beforehand. The interview sessions were taken while using the Bangla language for both the questions and answers. Finally, the researcher transcribed the conversation and translated the important points into English.

Initially, Data was analyzed using the Google excel sheet and then to find the mean and mode, the researcher used the SPSS version 26 software. Apart from this, the researcher also used the percentage method for analyzing the data.

CHAPTER 4

Results and Discussion

4.1 Questionnaire results regarding the participant's motivation to learn English

In this section, the researcher adapted six questions and participants were asked to pick their answers from the five choices given. Based on the answers selected by the participants, the researcher has calculated both the average and mean values for each question. **Table 1** is representing the questionnaire results for the Integrative motivation section. The overall mean score for this section is 3.88. Among the six statements, item no 1 received the highest mean score of 4.33. Then, the second statement, *English will allow me to meet and converse with more and varied people* got second highest mean score which is 4.29. Item no 3, *Studying English is important because it will enable me to better understand and appreciate English art and literature* scored a mean score of 3.71. The mean score for items 4 and 6, which are connected to English cultural activities and Cultural and Social Life of English-speaking people, was 3.73 and 3.76, respectively. Item 5, *I study English because it is enjoyable*, scored the lowest mean score of 3.44.

Statements representing Integrative motivation	N	Minimum	Maximum	Mean	SD	Overall Mean
01.Studying English is important because it will allow me to be more at ease with people who speak English	45	2	5	4.33	0.853	3.88
02.Studying English is important because it will allow me to meet and converse with more and varied people	45	2	5	4.29	0.757	
03.Studying English is important because it will enable me to better understand and appreciate English art and literature	45	1	5	3.71	1.121	
04.Studying English is important because I will be able to participate more freely in the activities of other cultural groups	45	2	5	3.73	0.837	
05. I study English because it is enjoyable	45	1	5	3.44	0.967	
06. Studying English is important because it will allow me to learn about the culture and social life of English-speaking people	45	1	5	3.76	1.090	

Table 1: Student’s result on their integrative motivation for learning English

On the first statement that states that *studying English will allow me to be more at ease with people who speak English*, less than 5 % disagreed, 11.1% students were neutral while 53.3% were strongly agreed with this statement, and the rest 31.1% agreed with the information. **Figure 1** shows that many participants think that studying English is essential to be more at ease with English people.

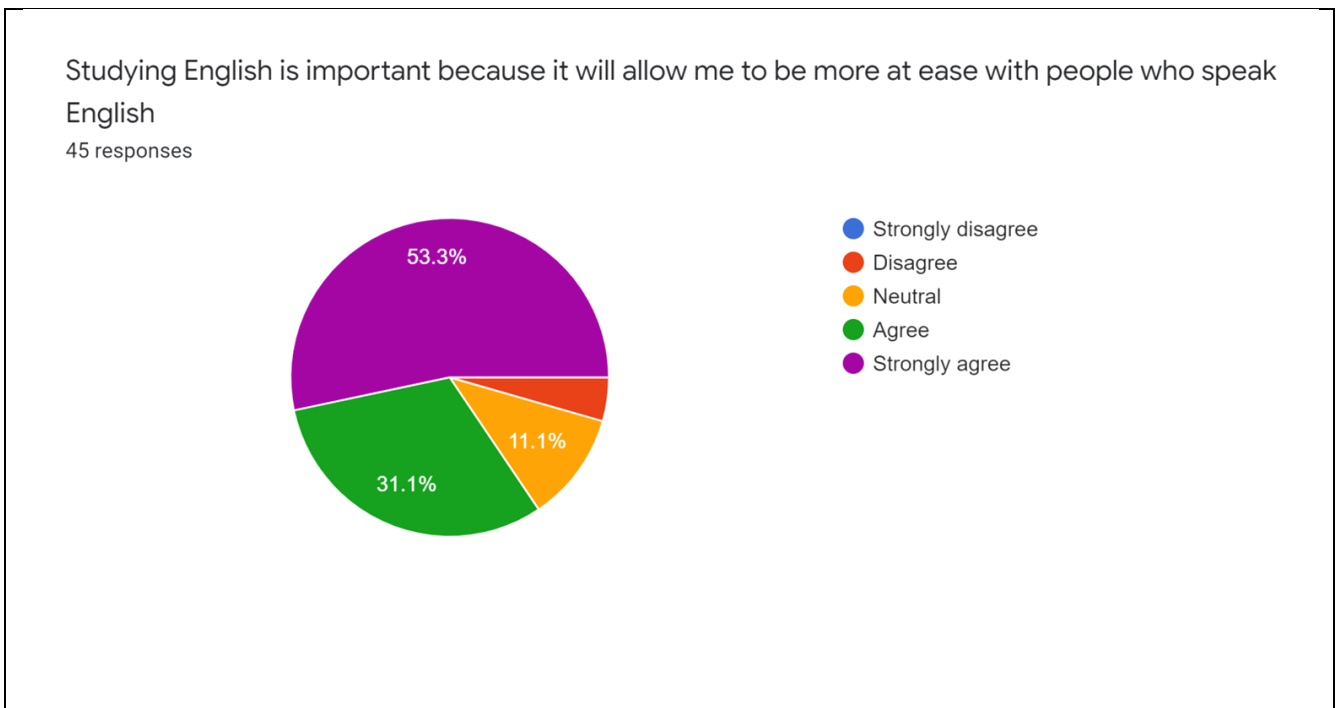


Figure 01: Pie Diagram of Question no 01

On the Second statement regarding Integrative motivation, 44.4% strongly agreed, 42.2% agreed while only 1% disagreed and rest of the students remain neutral. The results of **figure 2** strongly show that the vast majority of students believe that studying English will help them meet more and varied people. The participants also believe that English is a known language in most parts of the world. Therefore, through this language, they can communicate with the vast majority of people.

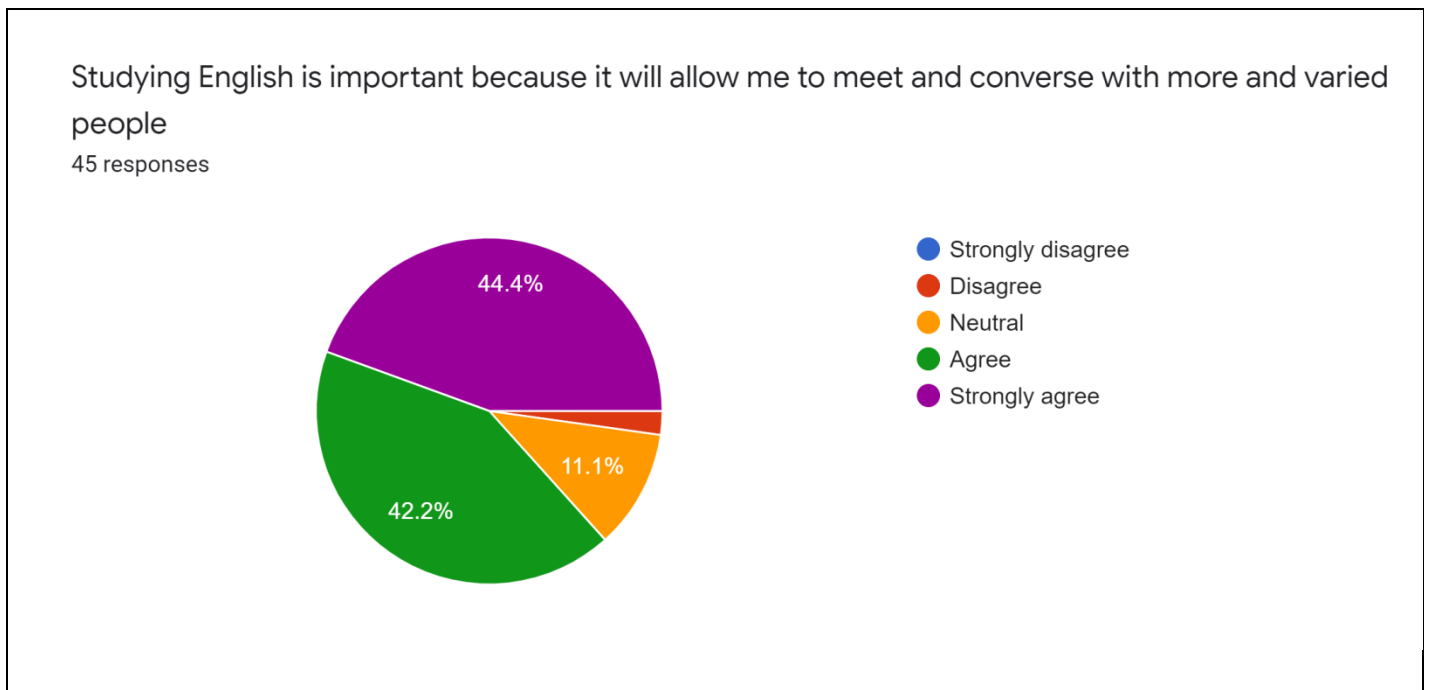


Figure 02: Pie Diagram of Question no 02

In response to the statement that studying English is essential for better understand and appreciate English literature, 26.7% strongly agreed, 37.8 % agreed, 20% of participants were neutral, and 11.1% disagreed. From **Figure 3**, again, it can be seen that most students are interested in English art and literature. And the rest of them chose to be neutral or disagreed with the statement.

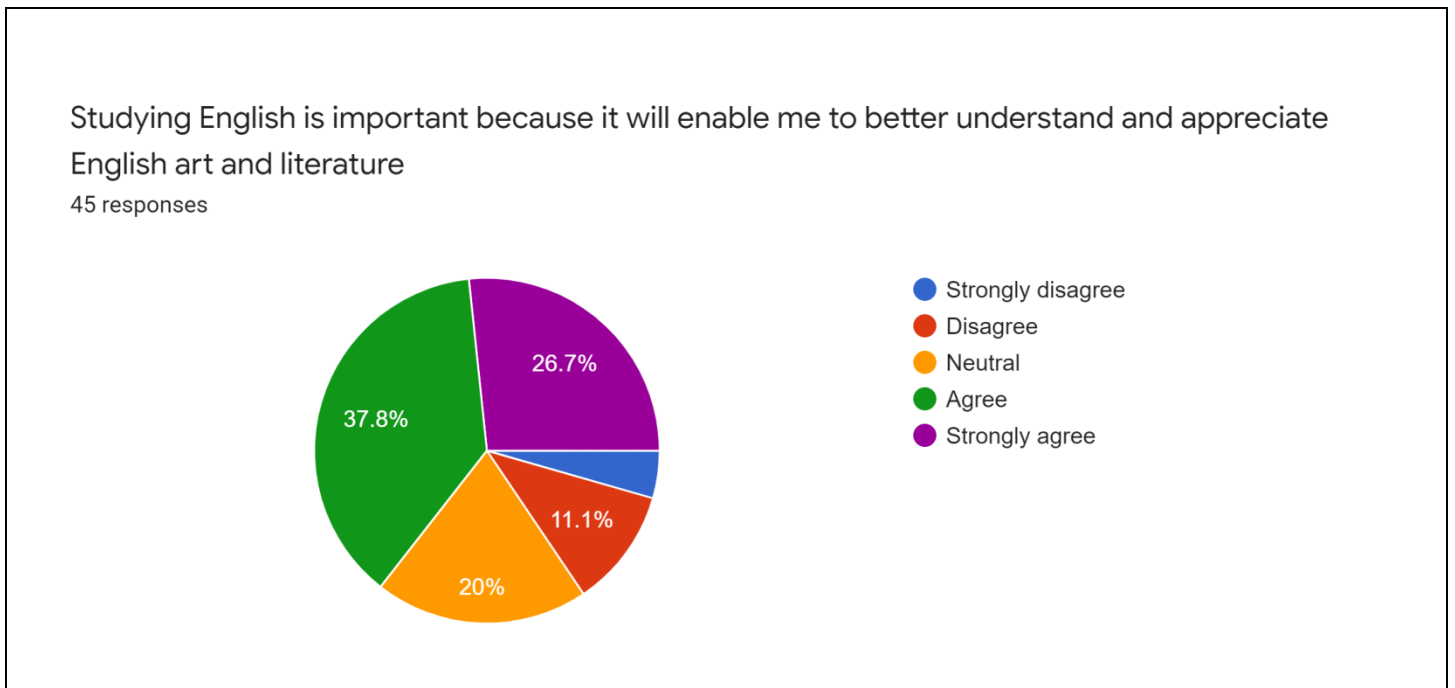


Figure 03: Pie Diagram of Question no 03

Figure 4 illustrates that most students want to participate in other cultural groups' activities. The participants, above all, believe that studying English will allow them to engage more openly in a variety of cultural events. In this statement, 51.1 % agreed, while 15.6% of participants strongly agreed. The other participants choose to be neutral (24.4%), and 8.9% disagreed.

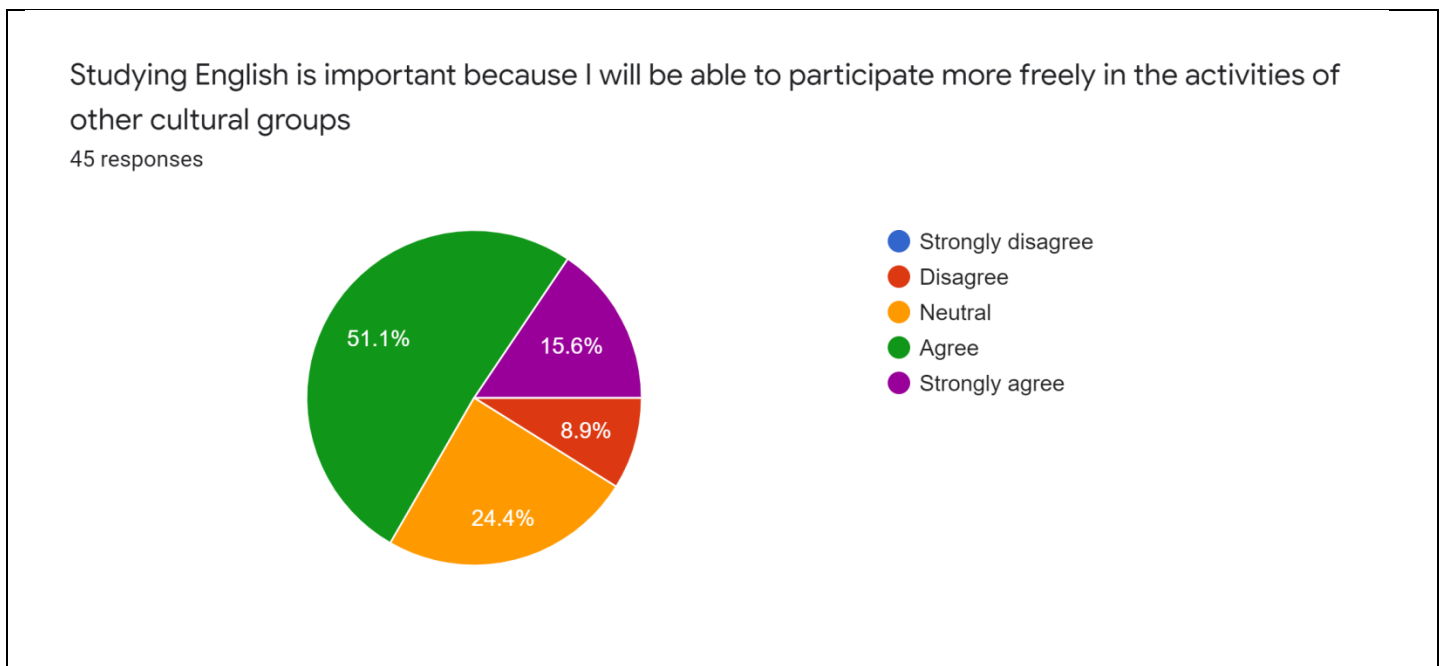


Figure 04: Pie Diagram of Question no 04

On the statement given, *I study English because it is Enjoyable*, 13.3% strongly agreed, 35.6% agreed, 35.6% participants were neutral, 13.3% students disagreed, and only 2.2 % students strongly disagreed. It is notable that, though most of the participants agreed that studying English is essential, a large portion (35.6%) of the participants remains neutral. From **figure 5**, the pie chart shows that participants were divided between the agreeing and neutral options.

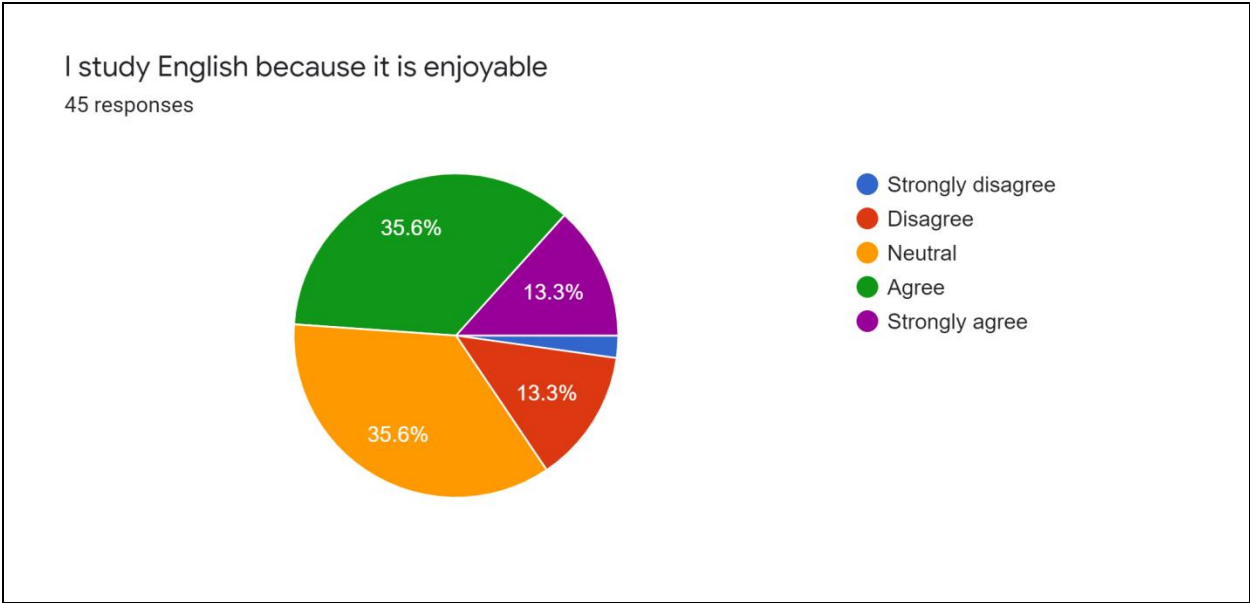


Figure 05: Pie Diagram of Question no 05

To the statement that *studying English will allow learning about English-speaking people's culture and social life*, 24.4% strongly agreed, 46.7% agreed, 13.3% of participants were neutral. Rest of the participants (15.5%) showed disagreements. **Figure 6** shows participants' eagerness to know about English-speaking culture and social life. Compared to figure 5, more than the English language, the participants are interested in English-speaking people's culture and social life. However, at the same time, it is noteworthy that the participants believe that the English language is a vital tool that allows the students to get closure to other cultures and social life.

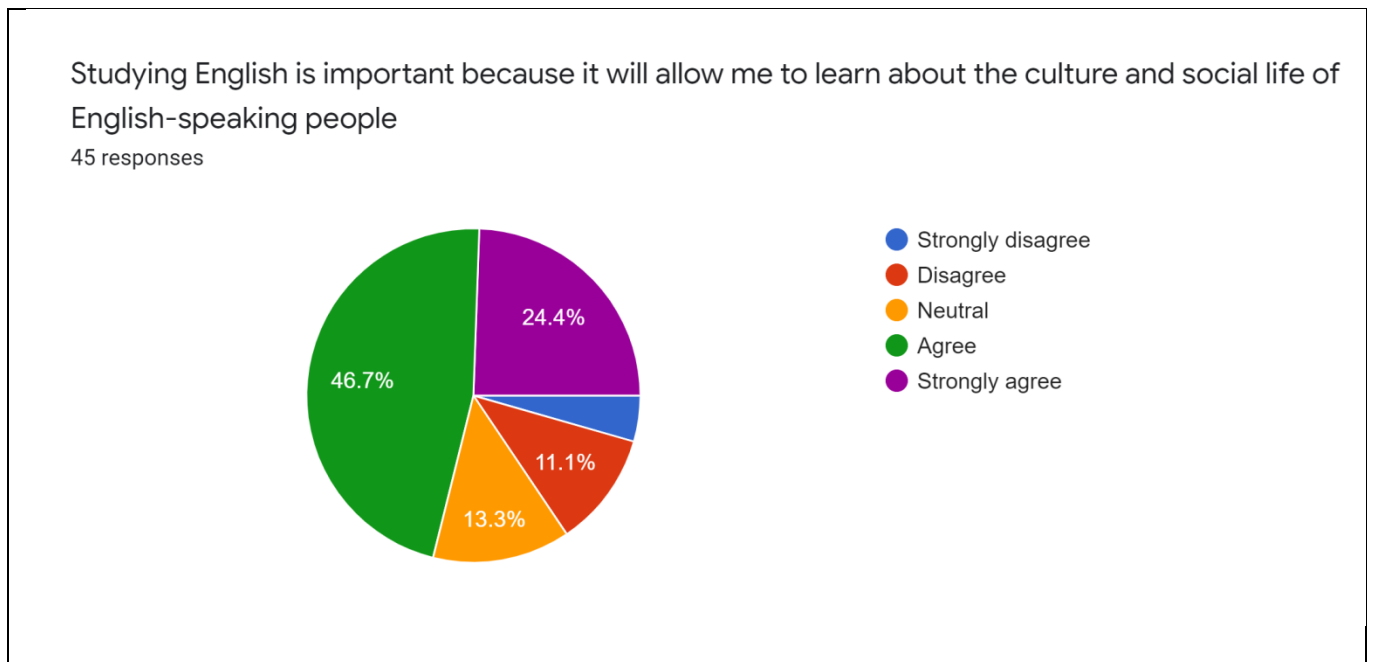


Figure 06 Pie Diagram of Question no 06

4.2 Student's enthusiasm towards learning English during Covid-19

Table 2 illustrates the responses to the issue of whether students are more or less enthusiastic about learning English now than they were prior to the COVID-19 period.

In response to this question, the majority of students responded that they are more interested in learning English lately than they were prior to the COVID-19 pandemic. Forty-five students responded to this question, out of which 35 students answered that they are more interested, while only ten students said they are less interested. In percentage, 77.8% agreed that they are more enthusiast and only 22.2% of students claimed less motivated. Descriptive results from Table 2 clearly show that students are more enthusiastic about learning English now than they were prior to the COVID-19 period.

Questionnaire Item	More enthusiastic		Less enthusiastic		Total	
	n	%	n	%	n	%
Are you More or Less enthusiastic to learn the English language than you were before the COVID-19 pandemic?	35	77.8	10	22.2	45	100

Table 2: Student's result regarding their motivation for learning English during COVID-19 Pandemic

4.3 Student's result on their instrumental motivation questionnaire

Table 3 is representing the questionnaire results for the Instrumental motivation section. The overall mean score for Instrumental motivation is 3.68. Among the six instrumental statements, item no 1, *I learn English since it is a university requirement*, received the second-lowest mean score of 2.82. Item no 2, *studying English will make me more knowledgeable and educated*, received a score of 3.93. Item number three, on the other side, scored a massive 4.38 mean score. This item had the highest mean score, indicates participants are extremely inspired to learn English because they wish to pursue their higher education abroad. After this, the 4th item, *studying English, will help get an excellent job with a good salary*, scored another higher mean score of 4.18, which is the second-highest mean score among all the instrumental items. With a score of 2.73, item 5 scored the least instrumental mean score. The last instrumental motivation item, *English is needed for technology use and the internet*, received a decent mean score of 4.02.

Statements representing Instrumental Motivation	N	Minimum	Maximum	Mean	SD	Overall Mean
01.I learn English since it is a university requirement	45	1	5	2.82	1.173	3.68
02. Studying English is important because it will make me more knowledgeable and educated	45	2	5	3.93	0.986	
03.Studying English is important for me since I want to pursue my higher degree from abroad	45	1	5	4.38	0.886	
04.Studying English is important because it will be useful in getting a good job with a good salary	45	2	5	4.18	0.777	
05.Studying English is important because other people will respect me more if I know English	45	1	5	2.73	1.136	
06.Studying English is important because I need it for technology uses and the Internet	45	1	5	4.02	0.941	

Table 3: Student’s result on their instrumental motivation questionnaire

4.4 Descriptive view of instrumental items questionnaire results

Figure 7 shows the descriptive average scores for each option picked by the participants. On the first instrumental statement that states, *I learn English since it is a university requirement*, 6.7% strongly agreed, 26.7% agreed, 31% disagreed, 13.3% strongly opposed, and the rest of the participants were neutral. Most of the participants disagreed with the statement, which suggests that the students not only learn English because it is a university requirement rather, they believe there are other reasons.

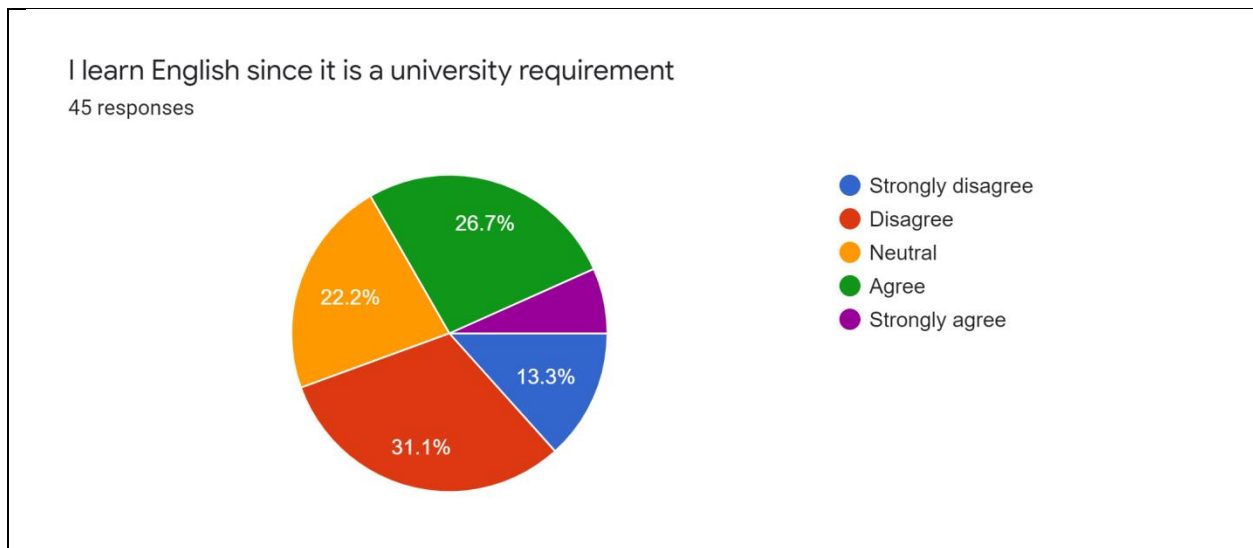


Figure 07 Pie Diagram of Question no 01

When asked *Studying English will make me more knowledgeable and educated* 31.1 % strongly agreed, 44.4 % agreed, 11.1% students were neutral, and 13.3 % disagreed. **Figure 8** demonstrates that the majority of students consider that learning English will help them become more intelligent and educated. From the results of figure 7, we can verify the results of figure 8. In figure 7, most of the students deny that they only learn English since it is a university requirement. The results of figure 8 also show that most students consider that they study English because it will make them more knowledgeable and educated.

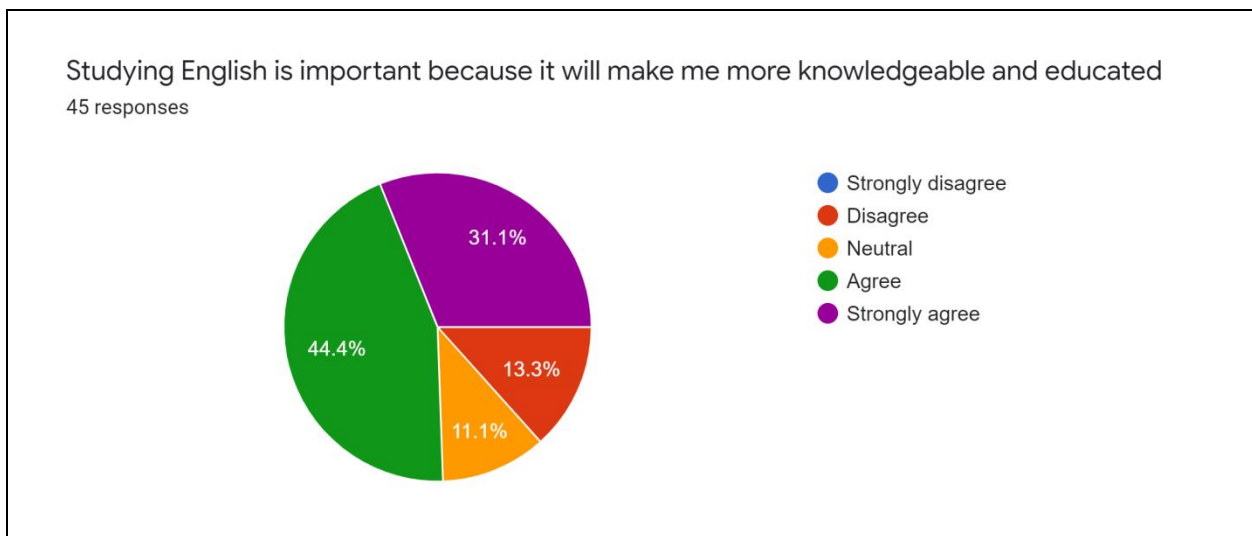


Figure 08 Pie Diagram of Question no 02

With the statement that I want to pursue my higher degree from abroad, an overwhelming 55.5% strongly agreed, and 33.3 % agreed. The rest of the 11% of participants were either neutral or disagreed. Figure 9 shows a descriptive view that the participants are highly interested in going abroad for their higher studies. The students are aware that since English is the international language, it would be mighty helpful for the students when they go abroad for their higher studies. The results also indicate that participants are well aware that since they want to go overseas for their higher studies, English will help them for their study purpose and help them cope with their living abroad. Apart from the fact that students are highly interested in going abroad, it is also worth mentioning that they have a very positive attitude towards the education system abroad.

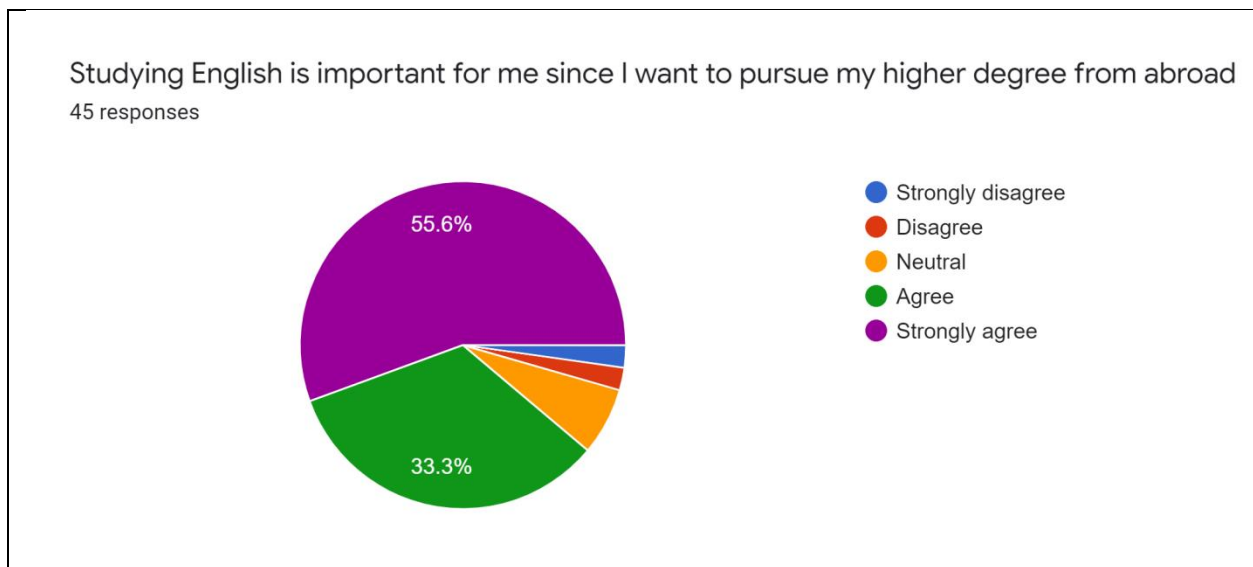


Figure 09: Pie Diagram of Question no 03

Figure 10 depicts the descriptive findings of the participants' responses to the assertion that learning English is necessary for obtaining a good job with a good income. 37.8% strongly agreed, 44.4% Agreed, 15.6% participants were neutral, and only 2.2% disagreed. The results indicate that the students strongly believe that English is an effective tool to get a good job in this modern world. The results also demonstrate the importance of the English language in developing countries like Bangladesh.

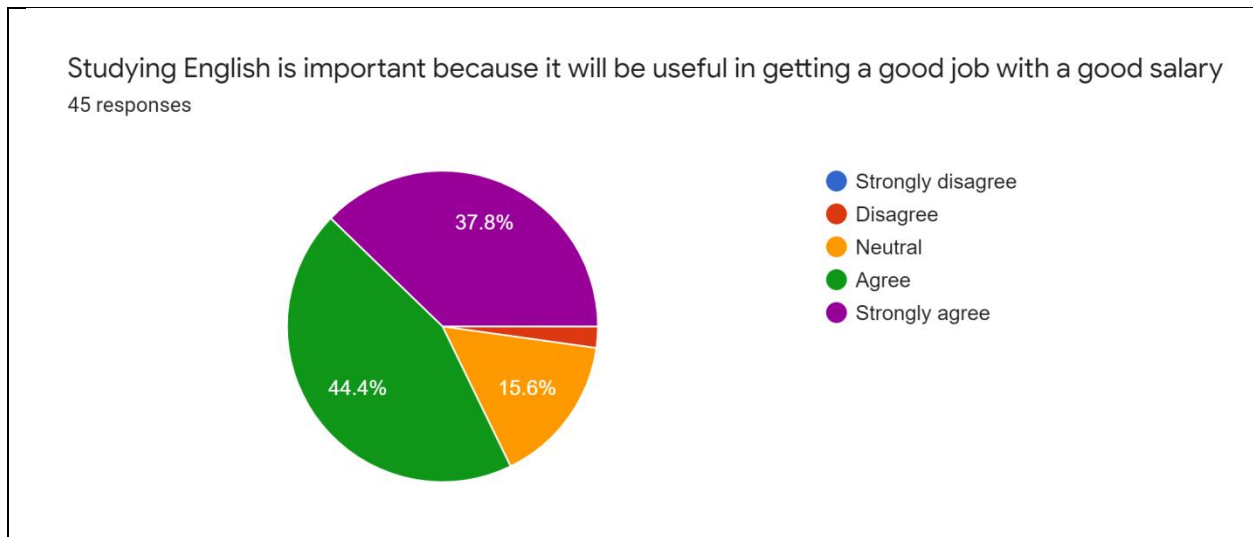


Figure 10: Pie Diagram of Question no 04

Students' reactions to the proposition “*Other people will respect me more if I know English*” were sorted into many categories. As shown in Figure 11, less than 5% strongly agreed, 24.4% agreed, 26.7% of students were neutral, 28.9% disagreed, and 15.6% strongly disagreed. As a result of these findings, the majority of students disagreed with the notion that knowing English will earn them more respect. The results in fig 11 also reveal that most students do not get motivated to learn English only because mastering English will earn them more respect from others. Therefore, this is not an important motivational factor to learn English for most students. However, a healthy number of students believe that it is a factor that motivates them to learn English. Apart from them, another 26.7% of students prefer to be neutral to the statement.

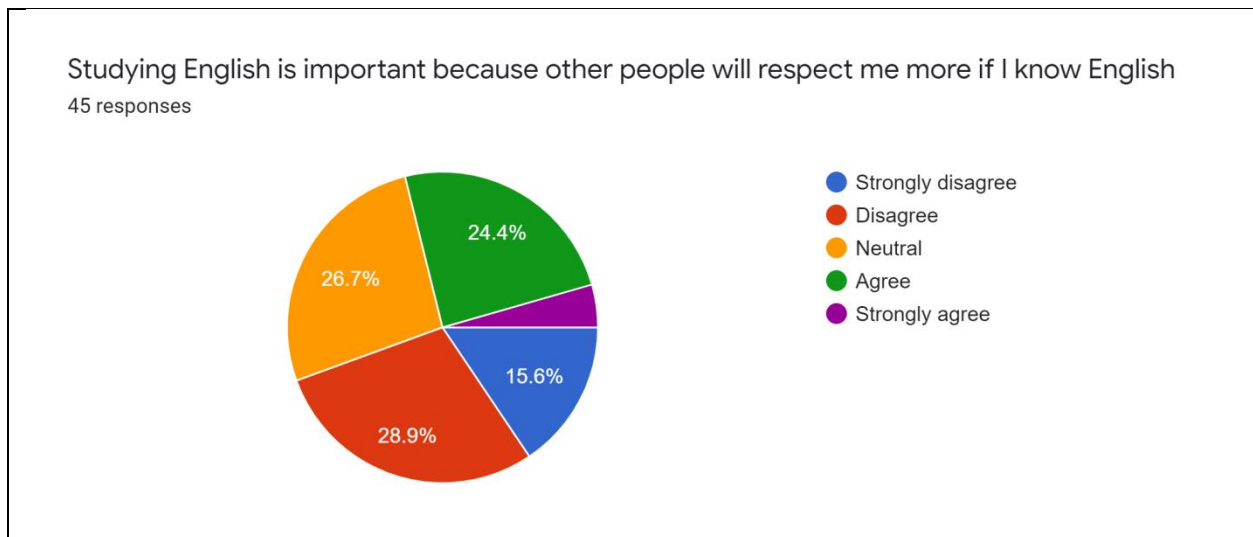


Figure 11: Pie Diagram of Question no 05

Figure 12 shows the results of the last statement regarding instrumental motivation. 33.3% of participants strongly agreed, while another 44.4% agreed that they need English for technology uses and the internet. 15.6% of students were neutral, and less than 5% disagreed. The results indicate that an overwhelming number of students think that English helps them during their online activities. Also, it helps them browsing with their internet. The result is a good reflection that quality contents or study materials are available online in English. If someone is good at English, then they can utilize the technology and the internet better. As a result, the students get motivated to learn English since they need it for better technology uses.

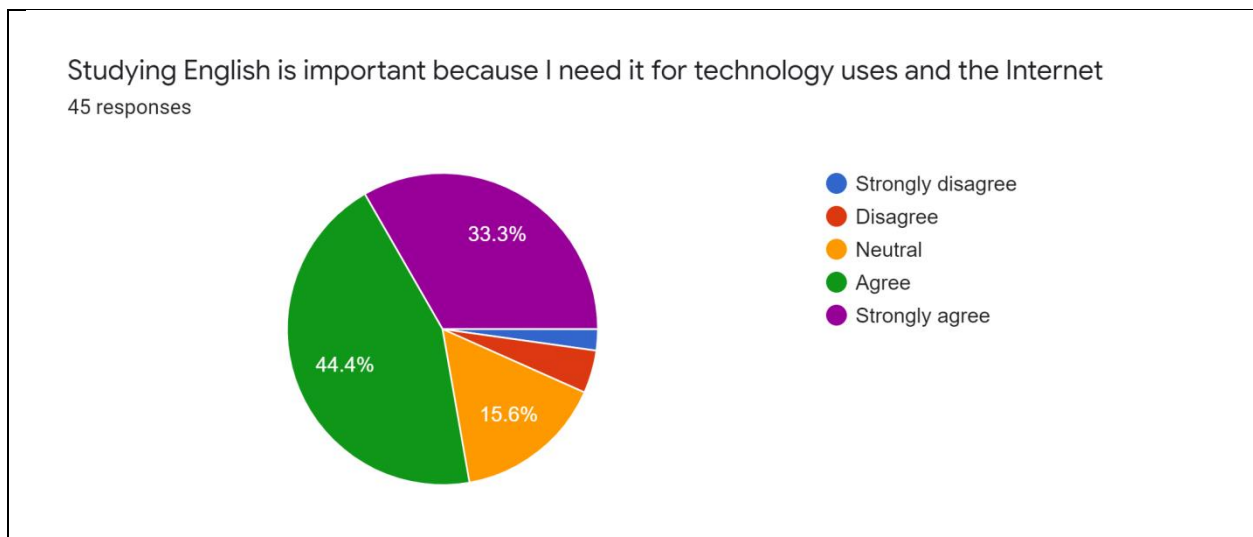


Figure 12: Pie Diagram of Question no 06

4.5 Questionnaire Results regarding Attitudinal orientations towards the English language

The researcher developed an eight-question survey to determine students' attitudes regarding the English language. To get the response of the students, the researcher provided three options. The options were categorized as *agree*, *disagree* and *don't know*. The researcher employed Percentage's method for assisting the data analysis after gathering the questionnaire responses from the participants.

Questionnaire Item	Agree		Disagree		Don't know	
	N=45	%	N=45	%	N=45	%
01. The development of our country is possible mainly by educated people who know English well.	15	33.3	24	46.7	9	20
02. The use of English in government and business offices helps in getting things done easily.	27	60	9	20	9	20
03. English should not be a compulsory subject in secondary schools in Bangladesh	14	31.1	31	68.9	0	0
04. English should be the medium of instruction in the secondary schools in Bangladesh	27	60	15	33.3	3	6.7
05. At least some subjects like Physics and Chemistry should be taught in English at the secondary level in Bangladesh	33	73.3	7	15.6	5	11.1
06. The teaching of English should start as early as the first grade in the Bangladeshi schools.	38	84.4	4	8.9	3	6.7
07. English films are more enjoyable than films in any other language.	19	42.2	16	35.6	10	22.2
08. When I hear someone speaks English well, I wish I could speak like him.	39	86.7	5	11.1	1	2.2

Table 4: Participant's results regarding their attitude towards English language

On the first question, which asked whether our country's progress can be facilitated primarily by educated people who are fluent in English, 33 percent agreed, 46.7 percent disagreed, and 20% remain neutral. The majority of participants did not approve with this remark, as evidenced by the results. This could be because students have experienced cases when people have made significant contributions to the country despite not knowing much English. When asked if using English language in government and corporate offices helped get things done more efficiently, 60 percent agreed, while 20 percent disagreed, and the other students were undecided. This could be because, in the business offices, English is now a very dominant language and using this language makes things easier and earlier. *English should not be compulsory subjects in the Secondary schools of Bangladesh*, almost 70% of students disagreed with the statement, and the rest of the students agreed. The results demonstrate that the participants have a very positive mentality about the English language. 60 percent agreed, 33.3 percent opposed, and only 6.7 percent were neutral to the statement that English should be the method of teaching in secondary schools in Bangladesh. The findings of this question are fascinating because 60% of students agreed with this statement. In Bangladesh, people have a very nationalistic view of the Bangla language for obvious reasons. Bangladeshi people have emotional and, most importantly, historical connections with the Bangla language. However, the majority of students agree that English should be the medium of communication in secondary schools, according to the results of the survey. The reason for this is that English is the medium of instruction in Bangladesh's private universities. As a result, participants believe that learning the English language at a higher secondary level would be beneficial to them. The results of item 4 also reveal that students have a very favorable impression toward the English language.

In response to item 5, 60% of students agreed that at least certain secondary school courses, such as physics and chemistry, should be taught in English. Compare to the previous question; this question is more realistic in the context of Bangladesh. The majority of students agreed with the statement, indicating that if science-based subjects are taught in English at the secondary level then it will be beneficial to students with a science background. Also, at the university level, students mostly read books written by an English author. Therefore, if they learn the scientific terms in English from the higher secondary level, it will be easier for them to understand the concepts later on. In response to the argument that *English should be taught in Bangladeshi schools from the first grade*, 84.4 percent agreed and less than 10% objected.

When asked the statement that whether *English films are more enjoyable than films in any other language*, 42.2 percent agreed, 35.6 percent disagreed, and 22.2 percent remained neutral. Participants were mostly split between agreeing and disagree; however, most of them agreed that English films are more enjoyable than other language films. Almost all of the participants agreed with the statement *When I hear someone speak in English well, I wish I could speak like him*. Out of 45 students who took part, 39 agreed with the statement. The findings show that the English language is held in high regard hence, among all the questions from table: 03, item no 8 received the highest average results of 86.7%.

4.6 Interview results

Among the 45 participants, the researcher chose 8 participants randomly for the interview. In the interview session, the participants were asked questions for a broad view.

4.6.1 The rationale for learning English

On the open-ended question, the researcher asked the participants for their rationale to learn English. In response to this question, the participants gave different answers.

One participant said, *“I believe that if I can get better at English, I will be much more confident in my day-to-day life”*. Furthermore, he added that *“I could not express my thoughts on many occasions since my English is not good”*. Similar to this, another student said, *“Despite having good knowledge in my academic subjects like mathematics and physics, I always lack confidence when it comes to giving a presentation and speaking in public since my fluency in English is not good.”* Apart from these two results, most of the reasons given by the other participants are instrumental. Similar to the questionnaire results, five interviewees want to go abroad for higher studies out of the eight interviewees. Therefore, they think that it is essential for them to learn the language well.

Another high-scoring instrumental statement is that *English will help to get good jobs*. In the interview, most students believe that there is no alternative to learning English in this current era. As one student states, *“there is no doubt that one must learn English. If you are not good at it, then you are already behind in the job market.”* Similar to this response, a student from fifth semester said, *“we all know that the technology-based job market is open for all. if you are skilled enough and good at English, you can get a job in giant tech companies like Google and Facebook”*.

However, two participants said that they like the English culture and English lifestyle. One interviewee state *“I love the English culture. I also like English literature and TV shows.”* Furthermore, the interviewee added *“I really enjoy speaking in English and I always try to improve my English-speaking skills.”* Apart from this, students cited that if someone is good at English, it helps them handle their social media well. As a student says, *“it will help me manage my social media well.”* Another student added, *“it will help me communicate with a larger audience.”* Also, the participants provide stories describing the importance of English in different and critical situations. A student from the 10th semester states, *“being good at English can improve your image to your teacher.”* Another student opines, *“It will also help a student reduce their fear to give presentations or interviews”*. Moreover, some students said they have immense love for English songs as someone expresses *“Someday I wish to sing those beautiful English songs in the native English accent”*.

4.6.2 More or less enthusiast to learn English during Covid-19

In the questionnaire section, 77.8% of students said they are more motivated to learn English. Similar to the questionnaire results, 6 out of 8 interviewees said they are more motivated to learn English now. There are several reasons behind this. First of all, 3 of the interviewees shared almost the same story. During the initial lockdown period, everybody was terrified and gone to isolation. After 20 to 25 days, they became restless and started to think of doing something. On top of that, being exhausted by the lockdown situation, people worldwide started doing several things and following the social media trends. However, after doing random activities, one interviewee thought of doing something fruitful. Therefore, he started to enhance his vocabulary and writing skills. The interviewee says *“Everyone during that period was working on improving some skills.*

I also wanted to be getting busy and started learning new vocabularies”. A respondent from fourth semester shared;

"During the lockdown period, I watched a lot of Hollywood movies. One day, I suddenly realized that I was heavily dependent on the subtitle. Therefore, I started to watch movies without subtitles, and I could not understand several words. That is when I realized that I have serious trouble listening. From then on, I get more motivated to learn the language properly".

After University resumed, students become more enthusiast to learn English for various reasons. It was a first time for the students to attend online classes. Therefore, the students faced several challenges to cope with the new version of education system. As a student shared *“I am from a computer science background, and my academic studies are mostly mathematically based. In the pre-pandemic era, when needed, our teachers used to switch from English to Bangla. However, the new online platform provided pre-recorded videos that were fully in English. Since the faculty members had to follow the University protocol, they were unable to switch to Bangla. Therefore, I faced much trouble understanding some critical concepts. Since I realized that the online semesters would continue, I wanted to learn English properly”*.

Moreover, students also said that due to assignment-based exams, many of them have realized that they lack their writing skills. While other student’s state, *“the pandemic will continue. We have to improve our English skills if we want to get good grades”*. Similar to this, a student says, *“I struggled to communicate appropriately with my teachers, which I overlooked earlier since I used to communicate with them in Bangla during our physical classes”*. However, some students have discovered themselves good at English. A student says, *“I did well with my assignment papers and the faculties praised my writing style. Therefore, I am more motivated to work on my English*

writings”. Most of the interviewees responded that they are more motivated compare to the pre-pandemic period. However, one interviewee remains neutral while saying, *“I do not think I need to work on my English; instead, I am working in academic areas, such as programming.”* Another student said he is less motivated now. *“I do not feel the urge to do better. The online semester is easier for you if you are not good at English. You can download some auto-correction apps and get much help from the websites. You do not need to think much about it”*.

4.6.3 Want to attend more English Courses & Why

Almost all participants believe that they need to take more English classes. Most of the respondents have done at least two introductory English language courses offered by the University. However, the students feel that they need to do more courses. According to a respondent, *“I have done two introductory courses so far. However, due to lack of practice, I have not utilized those courses better”*. Another responded said *“I suffer from inferiority complex due to my pronunciation. I did not feel comfortable doing the introductory courses with my classmates. I want to do another English-speaking course”*. Another respondent who is from Bangla medium background shares his view on why he wants to attend more English courses by saying that, *“while speaking or writing English, I mainly focus on grammatical usage. I cannot differentiate between speaking English and writing English”*.

4.6.4 Interested to learn any other foreign language

Most of the interviewees said that they do not feel the urge to learn any other language. In response to the question that why they think so, one of the participants answered that, *“I believe that, if you learn a new language, you need to use or practice that language regularly unless you will forget*

the language within months. Therefore, if you don't have any platform to use that language, then it is a waste of time". Yet another respondent opined, "if you are good at English, then it will be enough to communicate anywhere in the world". Apart from these responses, one respondent said that, "I like to learn different languages and cultures. Exploring new languages is my hobby. I like the Urdu language very much. I can understand the language but can't speak much in Urdu. In future, I want to learn this language properly". Similar to this, another interviewee said, "I love French movies and literature. I also like Spanish a lot. I want to learn the French language so that I can read more French literature and enjoy French classical movies".

4.7 Interview result of Attitudes towards the English language and culture

Participants have a very positive attitude toward the English language and culture, similar to the questionnaire answers; all participants exhibit their positive opinions about the English language and culture. One of the participants said, *"English is the international language. You cannot deny this factor"*. Another participant says, *"I want to go abroad in future. I love their way of life."* Another interviewee says that *"I like the English language. Everyone wants to speak in English since it gives a unique vibe...Due to the social media; English is now a much more dominant language."* A participant shared, *"I like the British and American Universities. Those universities look amazing. I want to go for my higher studies in America. I want to explore their culture."*

On asking the interviewee whether the teaching medium in higher secondary level should be in English or not, almost all the participants replied that now it is time to teach in English. As one respondent said, *"It is only a matter of time as English language will be all over"*. He furthermore added, *"Why should I suffer? If I have enough money, why would I study in Bangla medium? We should switch to English medium."* One of the participants said, *"In undergraduate level, almost*

all the books are written in English. I often find it hard to understand some theoretical terms since I read physics and chemistry in Bangla during my secondary level.”

A respondent from fifth semester explained, *“Look at India, most of the people can understand English. That is why they earn a lot from tourism. Many travels to India since the foreigners do not face difficulty communicating. If we introduce English medium education from secondary level, foreigners will feel much more comfortable coming to our country”*. Another interviewee added, *“we should teach English to children from the early stages. We often talk about graduate or undergraduate level, but we do not focus on the children. In the Bangla language, we do not have quality books for the children. As a result, the children are not being able to know about important aspects.”*

CHAPTER 5

Discussion of the Findings

This chapter will go over the students' responses on the three research questions. Firstly, the researcher would explore the research question, *Are the Computer Science and Engineering students of South Point University instrumentally motivated to learn English or they have more integrative motivation?* The researcher hypothesized that students would be more instrumentally driven to study English. To test this hypothesis, the questionnaire data were analyzed through SPSS by getting the average mean value and comparing the mean value. Apart from this, the researcher has taken interviews to get a broader view. To investigate the second research question, *whether the CSE Department students are more or less enthusiastic to learn English than they were before the Covid-19? Why or why not?* The researcher predicted that, due to the effects of the pandemic in their academic life, students' enthusiasm to learn English would be much more than the regular time. To find out the result, the researcher made both open and close ended questions. The researcher provided two options to choose for the participants, namely, *more enthusiastic* and *less enthusiastic*. Apart from this, the interview was held to find why or why not the students are interested to learn the English language. Finally, the third research question to explore is that, *what are the attitudinal orientations of the CSE students towards English language learning?* It was hypothesized that students would perceive a mixed feeling. To test this hypothesis, both quantitative and qualitative research methods were used, and data were analyzed accordingly.

5.1 Motivation towards learning English

After collecting the quantitative data from the interviewee, the researcher used the Google Excel sheet first to convert the answers into numbers given by the Participants. Later on, the researcher used SPSS version 26 to get the descriptive statistics for example; mean, SD and overall mean for each variable.

From **Table 1**, it can be seen that a huge number of 84.7% of participants agreed that they are motivated to learn English since it will make them more comfortable talking with English-speaking people. The average mean score for this item was 4.33. In the integrative motivation section, the second-highest mean score was 4.29. Considering the 5 points Likert scale, both of these means are high. Apart from these two, **table 2** shows that participants are also interested in learning about English-speaking people's culture and social life. Overall, 71.1% of participants agreed that they are interested in English-speaking people's culture and social life. Another 64.5 % of participants showed their interest in English art and literature. **Figure 02** shows the descriptive view of the participants where 44.4% of the participants strongly agreed, and another 42.2% agreed with the statement that they are motivated to learn English because it will allow them to meet and converse with more and varied people.

Interestingly, most of the quantitative results regarding integrative motivation show that the participants have decent integrativeness, which contradicts Khanna's (1998) idea, who believed that there is hardly any integrativeness in Bangladesh. Apart from the questionnaire results, some participants shared that they love the English culture and literature during the interview. Moreover, the participants said that they enjoy speaking in English. The study also discovered that some of the interviewees are enthralled by the prospect of learning English. As one participant mentioned, *“Someday I wish to sing those (English) beautiful songs in the native English accent”*. Most

interestingly, the overall mean score regarding Integrative motivation is **3.88**, which is slightly more than the overall mean of instrumental motivation. The overall mean score for instrumental orientation is 3.68, as shown in **Table 3**. Some statements of instrumental orientations, on the other hand, received higher mean scores. A large number of students want to go abroad for their higher studies. This statement received a very high mean score of 4.38. Overall, 90% of the participants agreed that they want to go abroad for higher studies. This result is not unpredictable though because it shows the social and educational context of Bangladesh. According to some of the participants, in our country, it is an open secret that the education quality of our country is not as good as the European countries. On top of that, certificates earned from foreign countries, especially European countries, get more value in job sectors. It is also noteworthy that the enthusiasm for going into job sectors abroad has got a sudden hike for other factors like socio-economic development. Bangladesh has become a developed country, and our economy is growing so fast. The ability of mass people has increased a lot. Therefore, students from middle-class background are also able to go abroad. Moreover, due to technological development and sound communication systems, parents allow their children to go abroad. The researcher has noticed that the participants are highly interested in going abroad. The majority of them believe that education in European countries is better and that all of their dream tech companies are located there. Bangladesh has made significant technological progress, but European countries are much ahead. As a result, students are strongly motivated to learn English in order to pursue further education. A higher percentage of students (82.2%, 77.7%, and 75%) agreed with the statements that they are driven to learn English because “*English is beneficial in finding a good career with a decent wage, for technology usage and the internet, and to be more knowledgeable and educated*”. The majority of participants, on the other hand, disagreed with the statement that “*I learn English since it is a*

university requirement and other people will respect me more if I speak English". These findings reveal that the participants disagree that they only learn English because it is a university requirement or because it will make them more respected by others. In the interview, most of the students said that they want to go abroad for their higher study and that is why they want to learn the English language. This is the most common answer that the participants gave. Apart from this, other utilitarian reasons, for example, getting good jobs, using the internet more efficiently, are other examples given by the interviewee. Moreover, they have cited some academic reasons as well which motivate them to learn the English language. Most students believe that being good at English is essential since it can help a student in many ways. For example, if someone is fluent in English, the teachers admire that student more. Furthermore, it helps the students to get good grades.

In Table 1 and Table 3, comparatively higher mean scores were 4.38, 4.33, 4.29, 4.18, 4.02, and 3.93. Instrumental motivation has a somewhat lower overall mean score than Integrative motivation. However, out of the five (comparatively higher) mean scores, Instrumental motivation owns three. The researcher found that the students mainly gave instrumental reasons for learning English during the interview, which the researcher also hypothesized. However, the questionnaire results show that the overall mean score of integrative motivation is slightly more, which is quite unusual and contradicts with many previous related studies, for example, Rahman (2005);

The researcher has also found some exciting results in the interview section as the respondents described their love for the English language and culture. The second research question is *Whether the COVID-19 pandemic has any significant impact on students' enthusiasm to learn English?* An

overwhelming number of 77.8% of participants said they are more motivated compare to the pre-pandemic period. Out of 45 students, 35 agreed that they are more motivated, while only 10 of them said they are less motivated. The researcher asked the interviewee about their reasons for being more motivated to understand the matter more. Most of the answers were related to the student's academic life. Due to the Pandemic, this top ranked private University went entirely online. Since this is a very new platform for the students, they faced several challenges to cope with the online platform. Many struggled to understand their lessons since the lecturers used English all the time following the University protocol. From the interview, the researcher has found that the students have faced many difficulties and discovered many limitations. Moreover, the students from CSE background think that they have not been fluent in English despite doing at least two introductory courses. Due to lack of practice, they face problems in writing and speaking. The researcher has also found that most of the students find it challenging to give assignment-based exams. Students were comfortable with orthodox offline exams. However, they could not express their views adequately in the assignment-based exams due to their inadequate writing skills. As a result, they fail to get their desired grades. The researcher has also found that some students believe that the Pandemic has changed many things. Work-from-home might go for a long term and it could be a permanent feature. Therefore, in future, they might have to work from home. Since work-from-home would allow staying with the family, many wish to work with foreign companies staying with their beloved ones. To work with those companies, students believe that they need to have good communication skills. Also, they need to improve their reading and listening skills.

Apart from these reasons, some participants shared that they started improving their English language skills during the initial lockdown period and continued it. Another respondent said, due

to the assignment-based semester, she has discovered that her English writing ability is good, and she should work on it for further improvement. Many students have passed the initial lockdown period by watching TV shows. Since the popular TV shows are English-language television shows, many participants have developed an interest in English culture and language. Thus, the researcher has found that OTT platforms have a significant influence on Bangladeshi students.

Though most interviewees are more enthusiastic to learn English due to the Pandemic, two interviewees think otherwise. One of the interviewees said that he does not feel the urge to focus on English language skills; instead, he believes that if he is good at his primary subjects, it will be enough for him. Another student opined that he thinks online is more accessible for those who are weak in English. Students can use many auto-filter apps for assignments, which will auto-correct the grammatical errors and help in sentence making. From this point, the researcher has noticed that it might be harmful to many students who are entirely dependent on auto-correction apps. Moreover, this might make the situation even worse for the students when they get back to the physical classroom. Therefore, in future this might be a serious area of concern.

As a follow-up question, the researcher asked the students whether they are interested to do more English courses or not. Almost all the respondents said that they want to attend more English courses. The interviewee indicated some areas of concern for which they are lagging. The researcher has found out that some students feel shy to express their problems in front of other classmates. As a result of this, many students remained silent and could not improve. Since the students are undergraduate level, they are very sensitive and feel uncomfortable attending speaking classes with their classmates. Therefore, the researcher believes that this area needs to be taken care of.

After this, the researcher asked the students whether they are interested to learn any other foreign language apart from English. Most of the interviewees said that they do not feel the urge. One of the interviewees explained; *“if someone learns a new language and does not practice it, then he/she will forget the language within months. If there is no platform to use the language, it will waste time learning the language”*. Furthermore, the explanation for whether or not they should learn a new language, most of the students think that since English is the international language, it will be enough to communicate globally. However, there were two participants, one of whom likes to learn and explore new languages. The participant said that he likes the Urdu language very much and want to learn the language properly. Similar to this, another participant shared his admiration for the French language. The interview result for this section was quite interesting because when asked about the Arabic language, similar to Rahman's (2005) findings, no participants showed their interest. The researcher also finds this interesting because the Arabic language is considered a holy language to Muslims. However, despite being a citizen of this Muslim majority country, participants are more interested in globally influential language like English than Arabic.

5.2 Attitudes towards the English language, education and culture in Bangladeshi settings

Bangla language is such an essential language in the political and political aspects of Bangladesh. The importance of the Bangla language in the country's socio-economic history may be indicated by the country's designation at its birth in 1971, which was the result of several movements, for instance the language movement of 1952 (Islam, 2000). Moreover, as a nation, we have so many emotions towards the language. On top of that, due to colonization and the bitter history with the

English-speaking people, as a part of the Indian subcontinent, we understandably do not have a very positive attitude toward the English language. However, the researcher has found exciting results regarding the attitudinal orientation questionnaire and interview. The researcher discovered from Table 3 that students have a very favorable impression about the English language. Table 3 questionnaire was broken down into three sections. The researcher asked the participants to indicate about their attitudes toward English in educational, social, and cultural contexts. Among all of these circumstances, the researcher discovered that students have a very positive attitude toward English education. English should be the medium of instruction at the higher secondary level, according to 60% of students. This outcome represents the students' suffering. During the interview, the researcher discovered that the majority of students struggle with the English medium Universities. Almost all the books and papers for undergraduate level are written in English for which students from science background struggle a lot to understand several concepts. As a result, the majority of students believe that English should be the medium of instruction in secondary school. They also believe that at least some topics, such as physics and chemistry, should be taught in English if this is not the case. The participants also agree that English should be taught in Bangladeshi schools as early as the first grade. This suggestion was overwhelmingly endorsed by 84.4 percent of participants.

Participants also believe that knowing English aids in getting things done fast in government and commercial agencies. However, the majority of students rejected the notion that our country's success is primarily dependent on educated people who are fluent in English. Apart from this, students seem to be very enthusiastic about the English people and their culture. An overwhelming number of 86.7% of participants agreed with the statement that *When I hear someone speaks English well, I wish I could speak like him*. Furthermore, 42.2 percent of respondents that English-

language films are more pleasant than those in other languages. During the interview, the researcher discovered positive attitudes from the participants, similar to the questionnaire results. The respondents described that English books and films or literatures are way better compared to others. The researcher also noticed that many respondents think that the English language will soon be the dominant language even in Bangladesh.

CHAPTER 6

Conclusion

The motivational and attitudinal orientations of this leading private University Computer Science and Engineering students were investigated in this study. The researcher also investigated if the COVID-19 Pandemic has an impact on students' enthusiasm to learn English. Forty-five students participated in the study and completed two sets of questionnaires related to motivational and attitudinal orientations. Moreover, for greater understanding, few random students were chosen for the interview. The study's findings revealed that the students have a bit higher integrative motivation to learn English than instrumental motivation. The findings come as a surprise since the result is unusual and contradicts other research findings (Al- Tamimi & Shuib, 2009; Veizi, 2009; Rahman, 2005). However, it cannot be denied that students were highly instrumentally motivated too. The interview results and the questionnaire show that at least 90% of students want to go abroad for their higher studies. Apart from this, participants are interested in learning English for utilitarian values, for example Job & good salary. However, the findings match the recent studies (Subakthiasih, 2020; Zangher, 2012), where the researchers find that students have slightly higher integrative motivation to learn the English language. This study suggests that Bangladeshi students, especially private university students, have started using the English language more and more scope to use it. Historically, Bangladeshi students have been motivated to learn English due to utilitarian reasons. However, in recent times, due to globalization and cultural shift, students are integratively motivated too. It could be because the private universities of Bangladesh have created a unique environment that permits the students to use the English language more frequently.

The study also finds that students are also more interested in learning English now than in the pre-Covid period. Interview results show that students felt the urge to learn the English language more

than before due to the online-based curriculum. Students are also eager to participate in more English language classes. Apart from that, social networking sites and over-the-top (OTT) platforms encourage students to improve their English language skills. Moreover, the study also finds that the influence of the English language is growing more than ever.

The study results also revealed that the students have a very positive mindset towards English, education, and culture. Historically, the use of English in Bangladesh has been minimal. Only a particular group of people used to use the language. However, results show that the students are now more enthusiastic about the English language, education and culture. As mentioned earlier, a considerable number of students want to go abroad in future. These students not only understand that English-speaking countries provide high-quality education, but they also wish to live in an English-speaking culture. Furthermore, the students appear to recognize the importance of English in modern world. Therefore, the early the students are addressed to the language, the better they benefit from it. From the interview, it is also found that most private university students, especially the science background students, come from Bangla medium. As a result, they struggle to cope with English-medium instructions. As a result, students believe that science-related courses should be taught in English early in high school. Aside from that, students are attracted to English as a language and culture as they dream to speak English like a native English speaker. Aside from that, the majority of students enjoy English literature, films, and music. As a result, the students have a very favorable impression of the English language and culture.

First and foremost, this study was limited to a specific demographic in a specific situation, with the findings limited to the study's participants specifically. Students participated randomly from different semesters, and the researcher couldn't maintain an equal ratio from each semester. Apart from this, due to the COVID-19 Pandemic, the researcher could not interview in person, which

could bring much more information. Moreover, talking interviews over the phone was pretty uncomfortable for some participants. In addition, the number of participants could be increased, and if I were to conduct another study, I would recruit individuals from other engineering departments. To summarize, the purpose of this study was to determine the motivation and attitudes of the leading private University Computer Science and Engineering students toward studying English. The findings show that students are motivated to study English in both instrumental and integrative ways. However, the students have a significantly stronger integrative motivation to study the English language, which is noteworthy. Furthermore, as a result of the COVID-19 Pandemic and its impact on education, students are more encouraged to improve their English skills. Furthermore, students have a very good perception of the English language, education, and culture. These findings might help the English instructors and the syllabus designers of this leading private University in preparing their materials. Moreover, this study could help during the Online based curriculum. Furthermore, students' positive attitudes toward English's educational standing in Bangladeshi schools might be utilized to advise policymakers to make the higher secondary schools more English-oriented.

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Appendix A

The student's Questionnaire

A. Background Information

Age: Gender: _____

Semester:

Questionnaire Part 1

B. Motivational orientation for learning English

Please read the following statements carefully and select the appropriate number from 1 to 5 to indicate how strongly you agree or disagree with them. There is no correct or incorrect answer. Here, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree.

Questions regarding Integrative motivation:

1. Studying English is important because it will allow me to be more at ease with people who speak English.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
2. Studying English is important because it will allow me to meet and converse with more and varied people.
a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
3. Studying English is important because it will enable me to better understand and appreciate English art and literature

- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
4. Studying English is important because I will be able to participate more freely in the activities of other cultural groups
- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
5. I study English because it is enjoyable
- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree
6. Studying English is important because it will allow me to learn about the culture and social life of English-speaking people
- a. Strongly Agree b. Agree c. Neutral d. Disagree e. Strongly Disagree

Questionnaire Part 2

Are you More or Less enthusiastic to learn the English language than you were before the COVID-19 pandemic?

- a. More enthusiastic
- b. Less enthusiastic

Questionnaire Part 3

Please read the following statements carefully and select the appropriate number from 1 to 5 to indicate how strongly you agree or disagree with them. There is no correct or incorrect answer. Here, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree.

Questions regarding Instrumental motivations:

1. I learn English since it is a university requirement
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
2. Studying English is important because it will make me more knowledgeable and educated
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
3. Studying English is important for me since I want to pursue my higher degree from abroad
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
4. Studying English is important because it will be useful in getting a good job with a good salary
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

5. Studying English is important because other people will respect me more if I know English
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree
6. Studying English is important because I need it for technology uses and the Internet
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

Questionnaire Part 4

Attitudinal orientations for learning English:

1. The development of our country is possible mainly by educated people who know English well.
 - a. Agree
 - b. Disagree
 - c. Don't know
2. The use of English in government and business offices helps in getting things done easily.
 - a. Agree
 - b. Disagree
 - c. Don't know
3. English should not be a compulsory subject in secondary schools in Bangladesh
 - a. Agree
 - b. Disagree
 - c. Don't know
4. English should be the medium of instruction in the secondary schools in Bangladesh
 - a. Agree
 - b. Disagree
 - c. Don't know
5. At least some subjects like Physics and Chemistry should be taught in English at the secondary level in Bangladesh
 - a. Agree
 - b. Disagree
 - c. Don't know
6. The teaching of English should start as early as the first grade in the Bangladeshi schools.

- a. Agree b. Disagree c. Don't know
- 7. English films are more enjoyable than films in any other language.
 - a. Agree b. Disagree c. Don't know
- 8. When I hear someone speaks English well, I wish I could speak like him.
 - a. Agree b. Disagree c. Don't know

Appendix B

Interview questions for students:

1. Why do you want to learn English in general?
02. Are you more or less enthusiastic to learn English now than you were during the pre-Covid period? Why or why not?
03. Do you want to attend more English language Courses?
04. Apart from the English Language, are you interested to learn any other language?
05. Do you think it is necessary to learn English speaking countries' culture? Why or why not?