

THE IMPACT OF MOTIVATION AND INHIBITION ON STUDENTS' ACADEMIC
ENGLISH DEVELOPMENT IN THE HIGHER EDUCATION IN BANGLADESH

By

Ibthesham Aurin

17363008

A thesis Submitted to the Department of English and Humanities in Partial Fulfillment of the
Requirement for the Degree of Masters of Arts in ELT and Applied Linguistics.

Department of English and Humanities

BRAC UNIVERSITY

January 2021

© 2021. Ibthesham Aurin

All rights reserved

DECLARATION

I, hereby declare that this dissertation is my original work research work. Though the contribution of others is involved, every effort is made to acknowledge with due reference.

Student's Full Name & Signature:

Ibthesham Aurin

17363008

Approval

The thesis 'the impact of motivation and inhibition on students' academic English development in the higher education in Bangladesh' submitted by

Ibthesham Aurin, 17363008

of Spring, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Masters of Art in ELT and Applied Linguistics on January 09, 2021.

Examining Committee:

Supervisor:
(Member)

Md. Al Amin
Assistant Professor
Department of English and Humanities
BRAC University

External Expert Examiner:
(Member)

S.M. Akramul Kabir
Assistant Professor
Directorate of Secondary and Higher Education, Ministry of
Education, Bangladesh

Departmental Head:
(Chair)

Professor Firdous Azim
Chairperson
Department of English and Humanities
BRAC University

Abstract

This study investigated the impact of motivation and inhibition on students' academic English development in the higher education in Bangladesh. Motivation plays an important role in English language achievement. Along with motivation there are other factors such as peer support, convenient learning environment and inspiring teachers encourage students to develop their academic English skills. On the other hand, there are some affective factors including fear of making mistakes, anxiety, low self-efficacy, shyness and lack of confidence stand against students' English development and performance in higher education. This study explored various factors that influence or inhibit students' academic English achievement and performance. A mixed methods approach was adopted and both qualitative and quantitative data were collected for this study. Quantitative data were collected through a survey and analysed using descriptive statistics. On the other hand, qualitative data for this study were collected through interviews and then coded and analysed for a deeper understanding of the phenomena.

The study helps us to identify the problems associated with student's low proficiency in English and how this is affected students' performance in higher education. It can tell us how the students can be motivated in different ways with an aim to improve students' academic English. It will also help teachers to understand motivation and to teach in a way that encourage students to develop their academic English.

Dedication

The dissertation is dedicated to my beloved parents, who always inspire, and encourage me to overcome the obstacles and achieve the goals of my life.

Acknowledgment

First of all, I would like to thank almighty ALLAH for giving me the physical strength and mental patients to accomplish my Thesis paper within the pandemic of Covid-19. I want to express my deepest and heartiest gratitude to my supervisor Dr. Md Al Amin. He took the charge of being my supervisor again because I had to give a pause to my thesis work for my illness. My supervisor helped me immensely through zoom conferences, telephone, etc., and solved my problems. I want to show my gratitude to the Chairperson of the Department of English and Humanities, Professor Firdous Azim because she understood the reason for my delayed submission of the paper and recommended my name to my respected supervisor. Moreover, I would like to thank all the participants who participated in my survey and interview session and give me their valuable time. Last but not the least, I want to give special thanks to my parents and my husband who gave their support and encouragement to finish my dissertation.

Table of content

Declaration -----	2
Approval -----	3
Abstract -----	4
Dedication -----	5
Acknowledgments -----	6

Chapter one Introduction

Introduction.....	10
Problem Statement.....	11
Background of the study.....	11
Research Question.....	12

Chapter two: Literature Review

Motivation

Definition.....	13-14
Studies of other researchers.....	15
Ability and Motivation.....	15
Motivational strategies.....	16-17
Importance of “classroom as a group” in EFL language learning.....	17-18
Impact of socio-economic Background on learning second language.....	18-19

Inhibition

Definition.....	19
Factors that cause inhibition.....	20
Cognitive factors.....	20-21
Affective Factors.....	21-23
Scholar’s research work.....	23-24

Chapter 3: Research Methodology

Research Design.....	25
Theoretical Framework.....	25
Sampling.....	26
Setting.....	26
Instrumentation.....	26
Designing Survey	
Questionnaire.....	26
Interviews-----	27
Data collection Procedure.....	27
Data Analysis Procedure.....	27
Limitation.....	28
Ethical Consideration.....	28

Chapter four: Findings and Discussion(quantitative)

Individual respondent table.....	28-29
Descriptive Statistics.....	29-31
Findings from quantitative data.....	31-51

Chapter five Discussion

Discussion On quantitative Data.....	52-55
Summary of the Findings.....	55

Chapter six: Qualitative Data and Discussion

Interviews

Summaries of the interviews.....	56-58
----------------------------------	-------

Summary of the findings.....58

Chapter seven: Conclusion

Contribution of the research.....59

Practical Implication.....59

Recommendations-----60-
61

Further Studies.....61

References62-69

Appendix 1.....70-
73

Appendix 2.....73-
75

Chapter 1

Introduction

This study explored how individual differences affect student's academic achievement in second language learning. Motivation and inhibition are two important factors that influence second language learning. Having high motivation and low inhibition facilitate language learning. In this study, I explored how these two factors influenced second language learning in the academic environment.

Gardner (1972, cited in Zahiry, n.d), refers to motivation as “the extent to which individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.4-5). Robert Gardner & Wallace Lambert (1972), proposes that instrumental motivation (language learning for immediate or practical goals) and integrative motivation (language learning for personal growth), and cultural enrichment are developed through contact with speakers of the other language and these are representing the internal factors initiating the movements that should be performed to fill a need and the external factors that encourage this behavior (Cited in Lightbown and Spada, 2013, p.87).

To discuss inhibition it is important to discuss the concept of Self-Esteem. It plays a crucial role while learning a second language. For successful cognitive activity, some degree of self-esteem or self-confidence is needed. Inhibition is a “nervous feeling that prevents someone from expressing his or her thoughts, emotions, or desires” (Merriam Webster's Encyclopedic Unabridged Dictionary, 2000, p. 249).

At the tertiary level mostly in universities, though the students are good at writing, they become so nervous while it comes to present anything orally. It happens because of their not practicing English in their secondary and higher secondary level. They know the language structurally but there is no real use of that language. Consequently, it affects their academic performance and also their inner personal growth. So, investigating the influence and absence of motivation and inhibition is very much important to know their cause of success and failure in academic performance.

Problem statement

There are lots of students with different learning and socio-economic background coming to universities for their further studies. The medium of instruction in most of the universities in Bangladesh is English. Students also have to communicate and deliver their academic activities in English. Most Bengali medium students face the problem when they have to do all their academic activities in English. After coming to universities, many of them face problems especially when it comes to presenting something orally or taking part in any discussion where they are required to give their opinion in English. This study explored these areas particularly the reasons behind their failure in speaking, and what can be done to perform better in terms of speaking.

The background of the study:

The impact of motivation plays a significant role in student's academic English language performances. In our country, English is officially the second language. So, we have to learn English with proper care and concentration. Now-a-days learning and using English is not only limited to learning it as a global language but also indicates a prime need in the educational institution. In Bangladesh, most of the schools and colleges are Bengali medium where Bangla is the language of academic activities and overall communication. As Bangla is the only medium of communication, using English as a medium of general communication is only limited to the English classes. They use to write and speak only for academic purposes and they do not have the habit of speaking English regularly. Hence, they become weak in English. On the other hand, English medium students always speak in English outside their classroom in their daily conversation. When the Bengali medium students come to the university, they face problems while maintaining a conversation in English and thus creates a difference that harms their academic performances. They feel demotivated for not being able to produce them with a second language. Moreover, they are not willing to take risk thinking that their ego may hurt and feel shy to express. Students from the English medium, on the other hand, face fewer problems regarding speaking. Within this situation student's socio- Economic elements also raise certain problems for example inferior feelings, identical issues for not being able to speak fluently, feeling unwanted, etc. Thus this study explored the following research questions.

Research Question:

There are various kinds of individual differences which is directly involved with a person while learning a language. As the study is mainly focused on two aspects "Motivation" and "Inhibition" the following questions are the main research questions of this study.

1. What are the things that demotivate a learner to learn a second language? Do the tertiary level students find any motivation from their current classroom activities to improve their oral English?
2. What is the role of students' previous schooling experience in developing their English skills at the tertiary level?
3. Are there any possible measures that can be taken by the teachers and the institutions to help struggling students in terms of overcoming their difficulty in English?

Chapter 2

Literature Review

Motivation plays an essential role in the educational and personal life of a person. It reshapes one's attitude toward their goals. Learning a second language needs lots of perseverance and courage to face difficulty while learning it. It also helps an individual to face obstacles they come across on their way of learning their L2. Inhibition is another term that is widely studied along with motivation. It creates negativity among individuals while using the language. Every learner has different types of needs and motivations toward learning English. The different situation calls for different types of motivation to suppress inhibition toward learning a language. It is essential to know what the scholars have studied on motivation and inhibition and try to see the similarities and dissimilarities between the previous studies and the current study's result.

Defining motivation and inhibition

The concept of motivation plays a crucial factor that affects human behavior and performance. According to Muhammad, Bakar, Mijinyawa, and Halabi (2015), motivation is seen as a person's strong instrument to accomplish one's duties, which ensures a continuous dedicated effort (p.222). Deci and Ryan (2002) found three categories of motivation that affect achievement. *Intrinsic motivation* is an individual's inner world factors that direct an individual to certain behavior. The main source of this motivation is of a person's interest, curiosity to learn new things, and above all demand of the person. Brown (2000), strongly favors intrinsic motivation as it has the power for a learner to drive them toward their goal with lots of force and a long-term retention attitude (p.155).

Deci and Ryan (2020) describe *Extrinsic motivation* as "concerns behaviors done for reasons other than their inherent satisfactions" (p.4). This is the factor that is independent of an individual's behavior and connects to his environment. Here, a student is not personally motivated for doing work but has to do certain things which their parents and teachers make them do for their betterment. Reeve (2014) states that "*motivation* refers to a state where an individual cannot make any connection between their action and the result of their action." Here the person cannot relate any of his emotion to the action and the impact of the action on the surroundings and thus feel nothing about it. (Cited in Ozen, 2018, p.35-36).

Dorney (1998) said that learners who have a very high desire for instrumental motivation can attain an intermediate level of proficiency in that target language. If someone wants to go beyond this level, learners have to be integratively motivated. So, both forms of motivation are needed to acquire a second language. (p.70). According to Kabir (2015), in Bangladesh, lots of students learn English by motivated instrumentally, and also there is evidence of gaining success in acquiring high proficiency levels in English through their integrative motivation. So, it depends on the context and situation (p.140). Alizadeh also talked about Brown's (2000) indication about a relationship between motivations. Extrinsic motivation may alter to integrative motivation if someone else makes an L2 learner know L2 for integrative purpose. Extrinsic motivation may also turn to instrumental motivation if someone wishes the L2 learner to learn the L2 language. Intrinsic motivation may convert into integrative motivation if L2 learners want to mingle with the L2 culture and intrinsic may also turn out to be instrumental motivation if the L2 learners want to achieve any academic or professional goals. So, Intrinsic and extrinsic motivation is related to integrative and instrumental motivation related to L2 language learning (p.12).

Gardener and Lambert's work

There is another essential contribution from Gardner and Lambert's (1972) motivation theory. Two drives dominated the field for twenty years and significantly affect a student while learning a foreign language. These are integrative orientation which refers to people's interest and their sincerity and culture represented by another group. Another one is an instrumental orientation which means practical gaining and advantages of learning a new language. In 1991 Gardner and Macintyre said that neither type of drive was proved to be more successful than others. The result of the study of Lukmani (1972) on Indian- Marathi-speaker learning the English language, showed that those who were motivated instrumentally cut high scores in English proficiency tests. So, it cannot be said that one single method of learning a second language will give you success in it. (cited in Alijadeh,2016, p.12-13).

Studies of other researchers

There are ample opinions toward the different types of motivation by many researchers. Chang (2010) stated that a class with a self-motivated group can spread a positive classroom atmosphere and learn enjoyably (129-130). Moskovsy and Arabai (2009) said that instrumental motivation plays a more important role in EFL learning whereas integrative motivation is more pertinent to ESL learning (p.4-5). Alizadeh (2016) supports AL-Otaibi's (2004) study that self-motivated learners spend much time to gain their goals in learning a foreign language and thus succeed in grasping it. Al-Hazemi (2000) said that learners who are very much focused on learning a language can achieve a high level of competence in the target language but according to Macintyre (1999) friendly and safe classroom environment is necessary for motivation where learners feel comfortable and express themselves easily. According to Kabir (2014), because of the rigid and non-supportive classroom environment, Bangladeshi students are losing their least motivation in learning spoken English. (p.76). To support the above-mentioned points Good and Brophy (1994) say that within a gloomy and strict rules-oriented classroom, motivation cannot be provided. So, a relaxed and friendly classroom environment is needed for successful language learning. (p.12-13).

Ability and motivation

Zaman (2015) pointed to the Gardener's (1985) two factors from his socio-educational model. These are ability and motivation. Learners who possess a high level of ability and strong motivation can do well in language learning. Those learners are very much attentive and studious toward language learning. There is a connection between ability, motivation with formal and informal language learning context. Formal language learning requires a formal setting and consciousness while informal learning happens through experience from everyday life like watching television and listening to the radio. Sometimes learners have to go beyond their ability and force their motivational level to learn something where as in informal settings motivation will be the main driving force of a learner to learn something. So, ability and motivation both are related to formal and informal learning settings (p.6).

Motivational strategies

There are a plethora of recommended motivational techniques suggested by the scholars for the teachers to practice and apply in their respective classrooms. They need to come out of their age-old carrot-and-stick approach (offering rewards and punishment) and accommodate those techniques to make their lesson an interesting one. Zoltan Dornyei (2001) proposed the most organized system of four main dimensions (cited in Guilloteaux & Dornyei, 2008, p.57).



Figure 3 The components of motivational teaching practice in the L2 classroom

1. **Creating basic motivational condition:** it refers to establish a good rapport between teachers-students, creating a peaceful and supportive classroom atmosphere, composing a cohesive learner group following group norms.

2. **Generating initial motivation:** sometimes students need to have a spark in their motivational level so that they can be geared up to their goals. Teachers need to use different strategies to increase their desire for success, develop a positive frame in their mind toward language courses and language learning.

3. **Maintaining and protecting motivation:** Teachers need to include situation-specific tasks where the student will learn certain things enjoyably. The task must be present in a motivating way where students feel confident about their success in their tasks and thus their self-esteem will be controlled and protected.

4. **Encouraging positive retrospective self-evaluation:** Teachers need to promote adaptive attributions, provide feedback positively and encourage them to attain success in later tasks, increase their satisfactions by providing help in time of their needs, and try to offer grades in a motivating manner (as cited in Guilloteaux & Dornyei, 2008, p.58).

Importance of “classroom as a group” in EFL language learning:

Lilian Ya-Hui Chang is an EFL teacher in Taiwan, China. He observed that some of the students within a class seemed to be very enthusiastic about language learning and another classroom showed negativity toward learning. So, a group with a positive attitude toward learning, willingly participate in activities, create a supportive classroom environment while on the other hand, a group that is very much disinterested in learning and involving themselves in classroom activities makes the classroom apathetic. To understand thoroughly, Chang uses group dynamics theory as his analytical tool to investigate the relationship between group processes and individual learner's motivation in the Ans EFL classroom. Within two main strands, group cohesiveness, group norms, and self-efficiency, Learner's autonomy will be elaborated. Group process refers to a classroom or students where the teacher is the main

person for conducting everything. Here the whole class is considered as a group apart from small group creating for any kinds of activities. According to Dornyei and Murphey (2003), group cohesiveness refers to how well group members can understand each other, help each other by sharing ideas, participating in any group activities equally. The lack of cohesiveness in a group leads to a tiring situation for conducting any work easily. A cohesive group learns anything more efficiently and easily because of their sharing ideas with each other and their bond becomes stronger as they give lots of time within the group. According to Ehrman & Dornyei (1998), group norms are the rules of a group that the group, members had to abide by. So, highly cohesive groups with positive group norms tend to be a stimulus to one's learning. It will not only help a group as a whole but also raise individual student's motivation. Self-efficacy refers to an introspective judgment of one's ability to perform. According to Oxford and Shearin (1994), Students who are self-efficacious learners are highly motivated toward any new challenging task, rendering their most effort and feeling less frustrated. Learner's autonomy refers to take charge and responsible for their learning (p.130-134).

So, it can be seen that it is not only the teacher's responsibility to include different types of motivational activities to facilitate student's lack of interest in learning a second language. The classroom and the students also need to be responsible in certain ways. Moreover, a teacher should consider that they are a researcher in their classroom. It can give them success for professional achievement and can help students to reduce their tension, raise the motivational level for successful language acquisition. (Husna, 2019, pg,25). So, the role of the classroom and its students are playing a vital role in making successful L2 learning.

Impact of socio-economic Background on learning the second language

One of the most influential areas of student's motivation is their socio-economic background. In Bangladesh, within private universities, there can be seen students coming from different social, geographical, and economic Backgrounds. The background of the student, their socio-economic condition create a huge impact on learner's motivation for learning a second language. If a student's socio-economic background is well known by the teacher, they can use it to give motivation effectively. To support the idea Ausubel (1968) make a connection between the motivation of learning English to the learner's experience. Parents' educational qualifications also make a huge impact on learners regarding learning English. In connection

with this, Judith Kormos and Thom Kiddle, say that parent's Higher educational qualifications have a great influence on students to achieve good performance in English. (Ahmed,2018, p.11-12).

Inhibition

Definition

There is a strong connection between the concept of inhibition and self-esteem. Mruk (2006) self-esteem as the lived status of one's competence in dealing with the challenges of living worthily over time(28). Ur (1996) said that while speaking the foreign language, learners are inhibited because of worries regarding making mistakes, shyness, criticism about mistakes from teachers, or losing face (p.121). All people try to protect their Ego from being hurt by embarrassment thus builds a set of defenses. The higher the self-esteem, the lower the inhibition which contributes to greater success in learning a foreign language. It has been found that inhibition has a negative influence because it discourages taking risks which is essential for learning a language. It is an obvious and necessary matter to make mistakes while learning a second language. According to Brown (1994), an adult can learn a second language successfully only if he/she can learn from their mistakes. If a student does not want to speak until they produce certain thing correctly, they will never acquire a communicative skill. (p.146). According to Humaera (2015), Inhibition can be explained as walls protecting our Ego boundaries which are, the more the students get older, the stronger it is. (p.33).

Some students have very sensitive Egos Which indicates that they can easily become fragile to a threat. But if a student has "receptivity to intuitive insight" which means flexible ego can adapt to different circumstances quickly and inhibition can be reduced and the success rate will increase while learning and using a second language (Cited in Zermeno,2015, p.16-17)

Factors that cause Inhibition:

There are two factors responsible for causing inhibition. one cognitive factor, affective factors.

A. Cognitive Factors:

Grammar

Grammar is a vital part of any language. according to cook (2013, p.22), “grammar is the structural knowledge OF language that a speaker possesses in their mind”. Most of the students think that they must be structurally correct while taking the conversation in English. This notion inhibited them to take initiative in using the language because of producing anything ungrammatically. Loan and Tuyen (2020), say that without having adequate knowledge of grammar and vocabulary, students afraid of speaking (p.2). In contrast to the above statement Thornbury (2006), stated that grammatical structure should not be the main aspect of the starting point of using a language. (p.144). According to Harmer (2005), grammar is not only about syntax but also focuses on how to put all those structural knowledge into a form of communication (p.343).

Vocabulary:

Vocabulary is one of the vital components of any language. According to Adwani and Shrivastava (2017), “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p.158). According to Biemiller (2007), “lack of adequate vocabulary is the cause of student’s academic failure (p.2). children with a lack of vocabularies will lag than the children with adequate vocabulary. Lack of vocabulary makes a student fail in arranging a sentence and thus cannot make communication. Thornbury (2006) told that students need to give attention to use new vocabulary and use easy structure in their language production. According to Humaera (2015), mastery of structure and vocabulary does not guarantee a learner a good use of that language. So, the process of learning needs the involvement of production and implementation (p.34).

Pronunciation:

According to Kelly (2000), Pronunciation plays a vital role in communication in terms of conveying accurate and meaningful information (p.11). If a student does not utter a word with

its correct range of phonemes, listeners cannot understand what the speaker means. Moreover, the mispronouncing of words will affect their performance. It will create a fear of embarrassment in their mind and thus they could not say anything. To prove the importance of pronunciation Ramasari (2017) says that a student who has not at all good at pronunciation will be difficult to understand by the listeners even if he/she is good at grammar and another aspect of language. Without being good at pronunciation, students will not prefer to speak. (p.38).

A. Affective factors:

Lack of motivation:

According to Daggol ((2013), Language learning needs perseverance and time. It is obvious to lose interest due to difficulties in the learning process. Teacher's harsh and negative attitude, anxiety also give rise to the problem. If they are not motivated in either way (intrinsic or extrinsic). learning an l2 will be the toughest. So, a teacher needs to be aware of student's mood, their psychology of learning motivation, creating a supportive environment, and above become an inspiration to the students (p.37)

Shyness

Shyness is an emotional thing that can create an obstacle in the way of a student's speaking performance. They can feel it in a speaking class while speaking Infront of others and this feeling will make them nervous because of fear of uttering or speaking anything wrong. In connection with this Baldwin (2000), said that speaking Infront of people in the l2 language is one of the common phobias that a student face and a feeling of shyness make their mind go blank, and cannot remember what to say. According to Namaghi (2015), a shy person is in great difficulty within an EFL classroom as they have to communicate and do classwork using the target language. They are very much conscious about their evaluation from others. The higher the shyness, the lower the participation in speaking activities by the students. It will lower their grade and demotivate them. (p.22-27).

Self Confidence:

Lack of confidence occurs when a student realizes that his speaking has not been understood by the listeners or cannot understand his partner's speaking. According to Tridinanti (2018), students who have feelings of anxiety, low self-confidence during speaking in front of the class, will find it difficult to develop speaking ability (p.38). According to Kalanzadeh, Mahnegar, Hassannejad & Bkahtiarvand (2013) students who have a high level of self-confidence involved themselves in oral spoken activities in the classroom. (p.76). To add to it Brown (2007) pointed out that one of the causes of student's low confidence is the lack of encouragement from the teacher (p.168).

Fear of language evaluation:

Inhibition can also come from language testing. If the content of the test is unfamiliar to the students and without being prepared themselves before the testing, they face inhibition. Correction from teachers and peers also adds worries to learners. To justify this Cohen and Kelce (2001) says that "students face language assessment as a threat to their competitors because they are afraid about lack of English language performance" (p.515). But assessment is necessary to track whether students understand a certain topic appropriately. According to Kelce (2001), to minimize the fear of tests, assessment should be designed in connection with the authentic and real-world task (p.515).

Language ego

Alexander. Z Guiora (1972) coined the term Language ego which refers to "self-representation with physical outlines and firm boundaries" (p.421). People are confident when communicating in their mother tongue. When they communicate in their second language, they somehow feel to be extra conscious and defensive. It happens due to not enough knowledge compared to native speakers. Brown (2000) says "language ego is the way of someone in developing their mode of thinking, feeling and acting in second identity" (p.16). But it has a negative side. According to Humeara (2015), Though language ego is about developing one's style, it brings fragility, defensiveness, and raising of inhibition. Students with a lack of language ego will be losing face-to-face communication (p.39).

Scholar's research work

Soyoo & Jokar, (2014) investigated computer games can facilitate learning and render help in reducing inhibition. Video games provided a stress-free environment which enabled a student to show their real performance. Incorporating speaking-related games can increase their self-confidence, created a balance between boredom and enthusiasm. (p.1853-1856). According to the study of Abedini & Chalk (2017), students fear negative evaluation regarding their mistakes before their friends responsible for inhibition. A stress-free environment, multiple gaming activities, popular speaking topics, and above all positive feedback can reduce this inhibition problem (p.94-95).

. According to Mohseni & Ameri (2015) Students who have very thick egos can find language learning very difficult. It has to be accepted that learning a foreign language needs lots of involvement in the target language and making mistakes. Teachers need to make such situations where they can do mistakes and learn from those mistakes. (41-42). Haycraft (1986) says that teaching English is not a matter of various methods. He has observed that many classrooms are well designed with lucrative teaching techniques but learning is not there because teachers are not showing interest in students as a person, their choice, and needs. He indicates this phenomenon as a reason for lesson fail. (p.6)

Two important things need to be addressed in explaining inhibition further. One is a thick ego boundary and another is a thin ego boundary. According to Wieckowska (2011), Thick boundary learners prefer a formal and structured curriculum, with a less unexpected stressful event to counter. On the other hand, thin ego boundary learners can cope up with any stressful learning situations, They want to be a perfectionist and prepared before every lesson. On the other hand, a thin ego boundary learner prefers an unstructured lesson with lots of different materials, gaming activities, etc. So, thick ego boundary learners face lots of difficulty and discomfort while learning a second language and thin ego boundary learner feels relax and enjoyable in their learning process. (p.204-205).

From the overall studies of the scholars, it can be said that Learners should accept the fact that learning a second language consciously needs making mistakes, and learning from those

mistakes progresses toward a long -term learning. So, it's clear that if we do not speak a sentence until it is correct from all aspects, we will never be able to communicate in the target language.

Chapter 3:

Research Methodology

This section will give an overview of the research method which has been used in conducting the research. It includes the types of research method, within the method through which design will use (research design), participants, theoretical information for analysis, sample, instrumentation, data collection procedure, data analysis procedure. It will also include information regarding obstacles faced during conducting the research.

Research Design:

This research paper will try to investigate those points, drawbacks, problems faced in the classroom which negatively affect their motivation level and raise their inhibition level. To conduct research, the researcher must choose the most appropriate methodology to carry out the study. For this research, the researcher arranged a survey questionnaire to collect data. The survey questions were designed with a closed-ended question. From the above-mentioned pattern, it can be said that the researcher used a quantitative method for collecting data. As the pandemic was going on, the researcher could not survey with more participants. To supplement this gap, the researchers also did interviews with some students by arranging descriptive questions. So, Qualitative research had done also. As both forms of methods were used here, it was called mixed-method designs which is according to Creswell (2018), "procedure for collecting, analyzing and mixing both forms of data in a single or a multiphase series of studies" (p.45). Here theories from various scholars have been used to guide the study.

Theoretical framework

There are plenty of scholarly researchers who did lots of experiments, surveys on these two aspects and came up with certain definitions and summaries of their studies. The researcher

will try to show if there any similarities or dissimilarities between survey results and scholar's summaries on their studies.

Sampling

In the paper, the researcher tried to involve participants in such a way where every single individual has an equal probability of being selected. As The researcher did the survey individually with every single participant, this sampling is called single-stage sampling in which the researcher had access to names in the population and can sample the people or other elements) directly.

Setting

By keeping in mind the ongoing situation, the setting of the survey was almost virtual. The survey had done using survey applications from the internet google form and interviews through mobile phones. 10 participants did the survey manually on a printed survey form and another 20 participants did the survey individually through a google form.

Instrumentation

The researcher made a survey questionnaire to collect the information. There were two parts within the questionnaire as general questions regarding student's background, learning experience followed by a set of multiple-choice questions. The researcher tried to design a scale followed by a Likert scale. Within the scale, there will be an option such as 'strongly disagree', 'disagree', 'Not sure', 'agree', and 'strongly agree' and will be ranked those options 1-5.

Designing Survey Questionnaire:

As the universities were off, I collected data through a google survey. 20 students from different universities participated and another 10 surveys had been done through my cousins and with their friends. In the questionnaire there were two sections, the first section asked about basic information about the students and the second section included the rating scale questionnaire.

For analyzing the data responses were converted into mathematical figures. The rating scale responses were designed by the following levels and values: 1= 'strongly Disagree', 2= 'Disagree', 3= 'Neutral', 4= 'Disagree, 5='strongly Agree'. The data will be interpreted with the help of a Seliger and Soham interpretation scale (1989). The scale is 1.00-2.25=strongly disagree, 2.26-3.00=(disagree), 3.01-3.75(agree), 3.76-4.00 (strongly agree) (p.214).

Interviews

According to Creswell "A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis". The researcher did a one-on-one interview with the participants through mobile phones. (p.240-241).

Data collection procedure:

At first, the researcher searched for those participants personally through calls, social media, friends of friends, friends of cousins, etc. The researcher told them elaborately regarding their survey and why the researcher had to choose certain ways to reach out to participants. Then the researcher created a google form and passed the google link to those participants through emails and social media applications. Computerized printed survey forms had also been given to 10 participants to give their answers manually.

Data analysis procedure

For analyzing data, the researcher used a mean score for analyzing the data. The mean score is the sum of all scores of the participants in a group divided by the number of participants, [$\bar{x} = \frac{\sum x}{n}$] (Seligar & *Shohamy*, 1989, p.215). For obtaining a score, each category of strongly disagree to strongly agree had been numbered from 1 to 5 (1=strongly disagree.....5=strongly disagree). The number of respondents who chose a category recorded separately. Then the number of respondents for example 5 respondents who chose a category strongly disagree=1 would be then multiplied by the number of that category like [5×1]. Thus, each of the categories multiplied with a total number of respondents who chose it and the sum of all the multiplied category number & total respondents pick of that category number was

divided into the total number of respondents. The researcher tried to use percentages to analyze the survey and included a graph of those numerical data.

Limitations

During this pandemic situation, all the universities were off. Due to this problem, participants were less in amount. The researcher took help from her cousins and their friends and convinced those unknown participants through phone calls. Printed survey forms had been sent to those participants by the researcher personally within the pandemic.

Ethical Consideration

At the beginning of the research, the researcher gave every information about the study, its need, and the impact on the participant. If they give their consent, only then the researcher made arrangements to conduct the research. Their identity (names, age, Educational institutions) will be kept confidential. The survey has done in absence of the researcher through google forms and the printed form of that survey. So, there will be no doubt of manipulation from the researcher.

Chapter 4

Findings and Discussion

This Chapter is associated with showing and illustrating the data collected from the survey. The table below portrays the findings from the survey. The questionnaire has been made to collect data as it provides ample opportunities for a researcher to collect the exact information required for the research paper. Mcleod (2018) says that “questionnaire provides the ordinal

data through the use of close-ended questions and this often utilizes a rating scale to find out the position and attitude of the respondents, therefore, the questionnaire is favorable for the researches because the responses can be ranked.

Individual Respondent

statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total respondent
1.	3	11	2	13	1	30
2.	0	7	4	16	3	30
3.	3	6	6	11	4	30
4.	2	4	5	17	2	30
5.	0	1	6	17	6	30
6.	0	2	1	17	10	30
7.	0	2	5	15	8	30
8.	1	7	5	15	2	30
9.	1	8	3	14	4	30
10.	2	6	3	14	5	30
11.	3	12	5	9	1	30
12.	3	3	1	14	9	30
13.	0	0	1	13	16	30
14.	1	13	4	9	3	30

15.	2	3	8	12	5	30
16.	7	10	1	11	1	30
17.	2	7	0	15	6	30
18.	1	2	8	14	5	30
19.	0	3	5	20	2	30
20.	3	8	2	15	2	30

Descriptive Statistics

Table 4.1: Descriptive statistics of Survey Questionnaire

Answered Question	Mean	Std. Error	Std. Deviation
1. I got enough motivational facilities regarding learning English in primary and secondary education	2.87	.213	1.167
2. My parent's social and economic background motivates me to learn English	3.50	.178	.974
3. As I am an introvert, I always feel shy to talk using L2 despite having good mastery over structural components of the language	3.23	.223	1.223
4. The new academic environment and other student's socio and economic background of the university accelerate my motivation to learn English	3.43	.190	1.040
5. I got enough motivational facilities regarding Learning English at the university level.	3.70	.135	.740
6. Student's own 'determination to learn anything' increase their motivation rather than motivational strategies used by the teacher	3.57	.145	.791

7. Enthusiastic group members with proper rules and well-developed synchronization among members is needed for successful and enjoyable learning	3.65	.155	.850
8. I learn English intending to be culturally enriched of that language speaking nation	3.33	.188	1.028
9. I learn English intending to cut good figures in the exam and prepare myself for the profession	3.40	.207	1.133
10. When I was a teen-ager, I feel speaking in L2 is an act of risk-taking	3.47	.218	1.196
11. I can take any negative feedback regarding my English speaking from teacher or students in front of the class easily	2.80	.211	1.157
12. While giving any oral presentation, gradually I lose track and feel nervous as I have to tell so many things ahead	3.72	.233	1.278
13. Encouragement is the vital thing to build up a student's self-confidence for speaking in a second language	4.50	.104	.572
14. One should always defend themselves from wrong pronunciation and grammatical mistakes	3.01	.209	1.145
15. The notion of Grammatically correct sentences with advanced level vocabulary while speaking make a student take less risk and thus less motivated	3.50	.202	1.106
16. Making errors while speaking in English is a shy full act in the classroom	3.63	.237	1.299
17. Lack of advanced vocabulary makes me nervous while speaking	3.03	.229	1.252
18. Lack of developing one's style of speaking affects one's face to face communication	3.67	.175	.959

19. Student's language evaluation formats, question types need to be familiarized by them	3.70	.145	.794
20. My self -esteem becomes low while seeing others talking in English fluently	3.17	.220	1.206
Valid Sample Size (n)	30		

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Findings

In statement 1, 3 students answered strongly disagree, 12 students answered disagree, 2 students marked neutral, 12 students answered agree and 1 student answered strongly agree. The mean is 2.87 and the standard deviation is 1.167. According to the interpretation scale, the result is in favor of disagree. Though the percentage of disagree and agree portrays the same percentage, according to the mean score it is in favor of disagree.

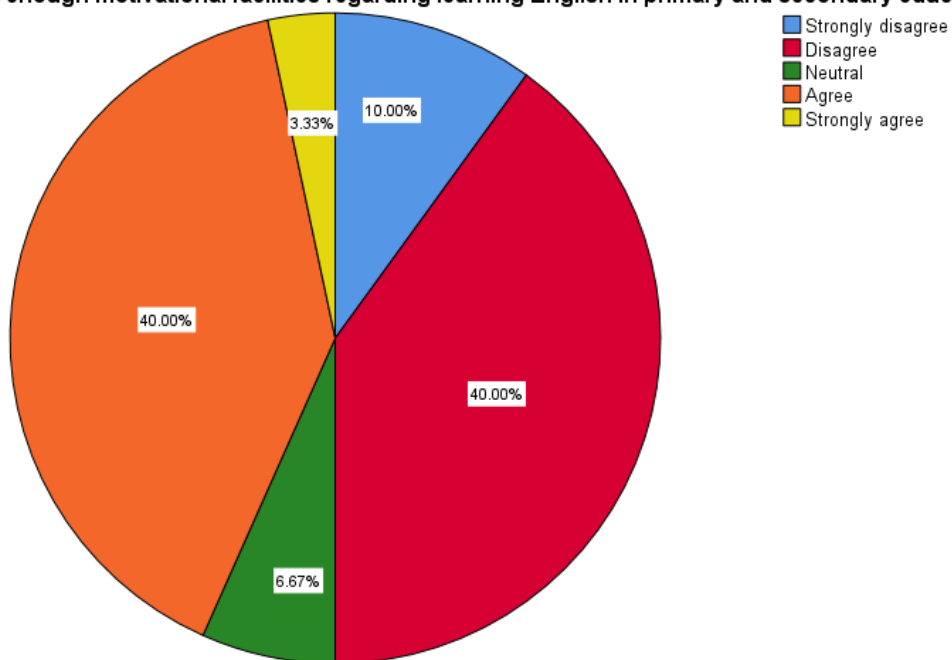
Frequency Table 1:

Mode	Frequency	Percent	Cumulative Percent
Strongly disagree	3	10.0	10.0
Disagree	12	40.0	50.0
Neutral	2	6.7	56.7
Agree	12	40.0	96.7
Strongly agree	1	3.3	100.0
Total	30	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure 1

I got enough motivational facilities regarding learning English in primary and secondary education



In the statement2, no students answered strongly disagree, 7 students answered disagree,4 students answered neutral, 16 students answered agree and 3 students answered strongly agree. According to percentage there are showing 0 percentage for strongly agree,23.33% shows disagree, 13.33 % showing neutral, 53.33% shows agree and 10.00 % shows strongly agree the average is 3.50 and Standard deviation .974. The result is in favor of agree.

Frequency table 2:

My parent's social and economic background motivates me to learn English

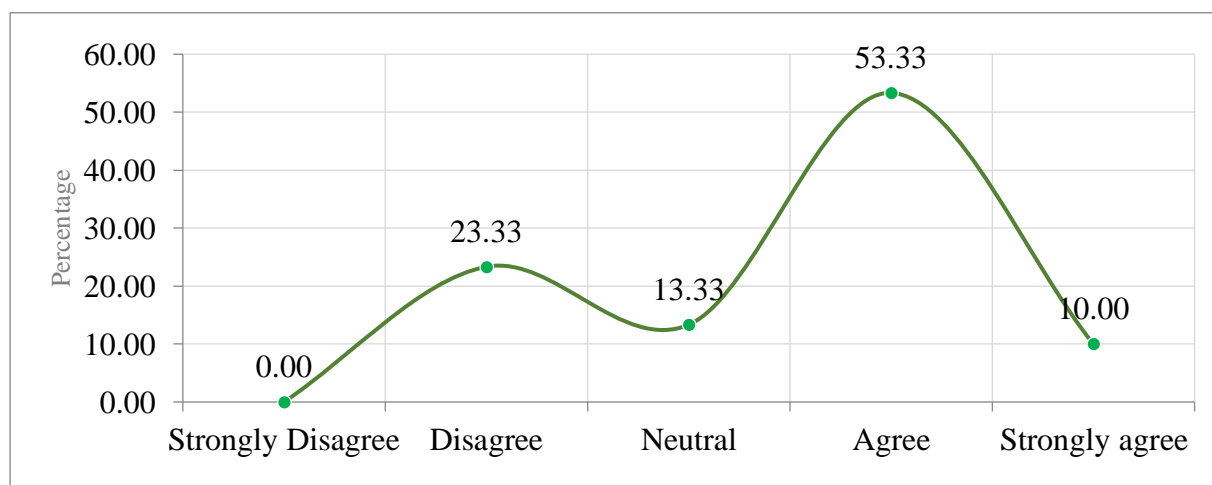
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	23.3	23.3	23.3
	Neutral	4	13.3	13.3	36.7
	Agree	16	53.3	53.3	90.0
	Strongly agree	3	10.0	10.0	100.0

Total	30	100.0	100.0
-------	----	-------	-------

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure 2:

2. My parent's social and economic background motivates me to learn English



In statement 3, 3 students answered strongly disagree, 6 students answered disagree, 6 students remain in a neutral position, 11 students answered agree, 4 students answered strongly agree. Table 2, shows 10% shows strongly disagree, 20% show Disagree, 20% show neutral, 36.5% shows agree and 13.3% show strongly agree. The mean is 3.23 and the standard deviation is 1.223. The result is in favor of agree.

Frequency Table 3:

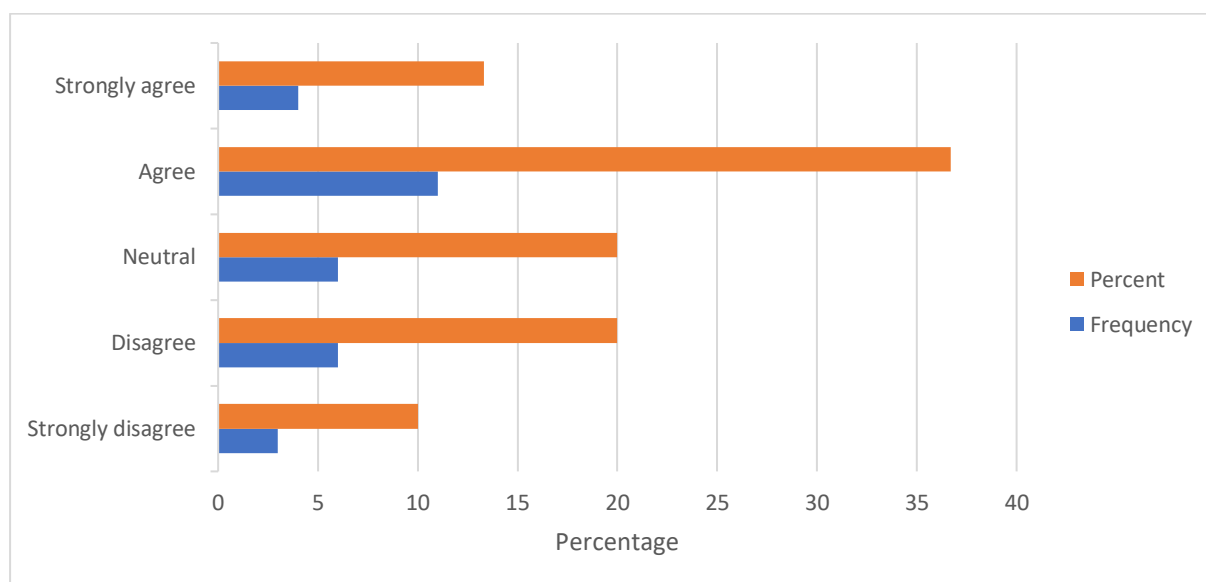
3. As I am an introvert, I always feel shy to talk using L2 despite having good mastery over structural components of the language

Mode	Frequency	Percent	Cumulative Percent
Strongly disagree	3	10.0	10.0
Disagree	6	20.0	30.0

Neutral	6	20.0	50.0
Agree	11	36.7	86.7
Strongly agree	4	13.3	100.0
Total	30	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure 3:



In statement 4, 2 students participated strongly disagree, 4 students answered disagree, 5 students answered neutral, 17 students answered agree, 2 students answered strongly agree. From the figure below, it shows 6.7% strongly disagree, 13.3% shows disagree, 16.7% shows neutral, 56.7 shows agree, 6.7% shows strongly agree. The mean is 3.43 and the standard deviation 1.040. The result is in favor of agree.

Frequency table:4

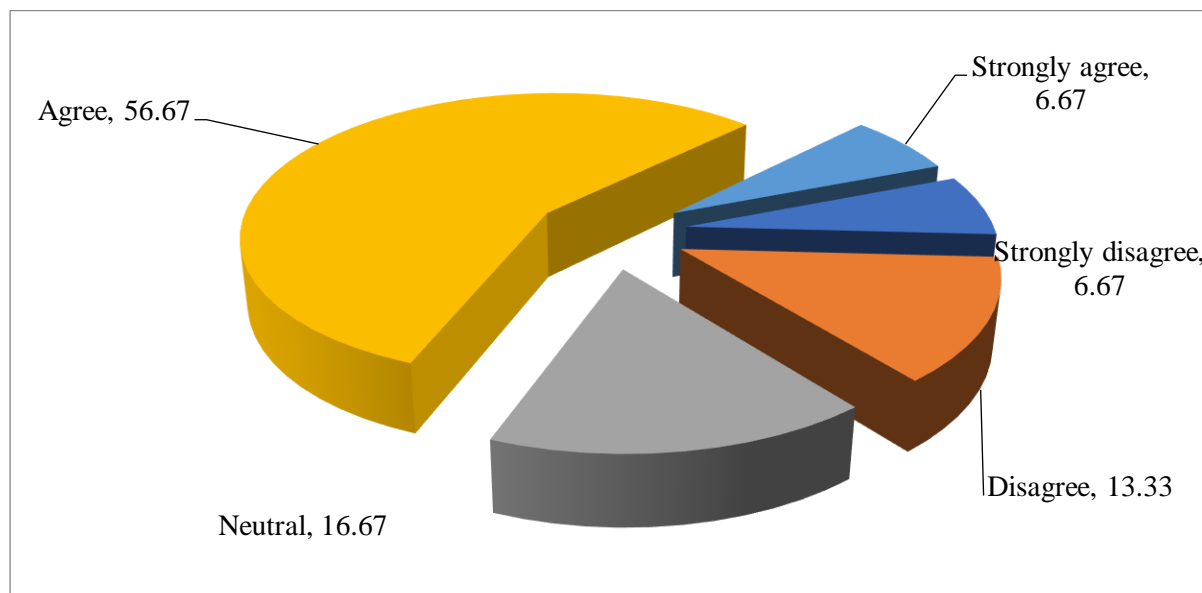
The new academic environment and other student's socio and economic background of the university accelerate my motivation to learn English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	6.7	6.7	6.7
	Disagree	4	13.3	13.3	20.0
	Neutral	5	16.7	16.7	36.7
	Agree	17	56.7	56.7	93.3
	Strongly agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure 4.

:4. The new academic environment and other student's socio and economic background of the university accelerate my motivation to learn English



Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 5, no students answered strongly disagree, 1 student answered disagree, 6 students answered neutrally. 17 students answered agree, 6 students, answered strongly agree. The mean is 3.70 and the standard deviation .740. The table below it shows 3.3% disagree, 20.0% shows neutral, 56.7% shows agree and 20% shows strongly agree. The result is in favor of agree.

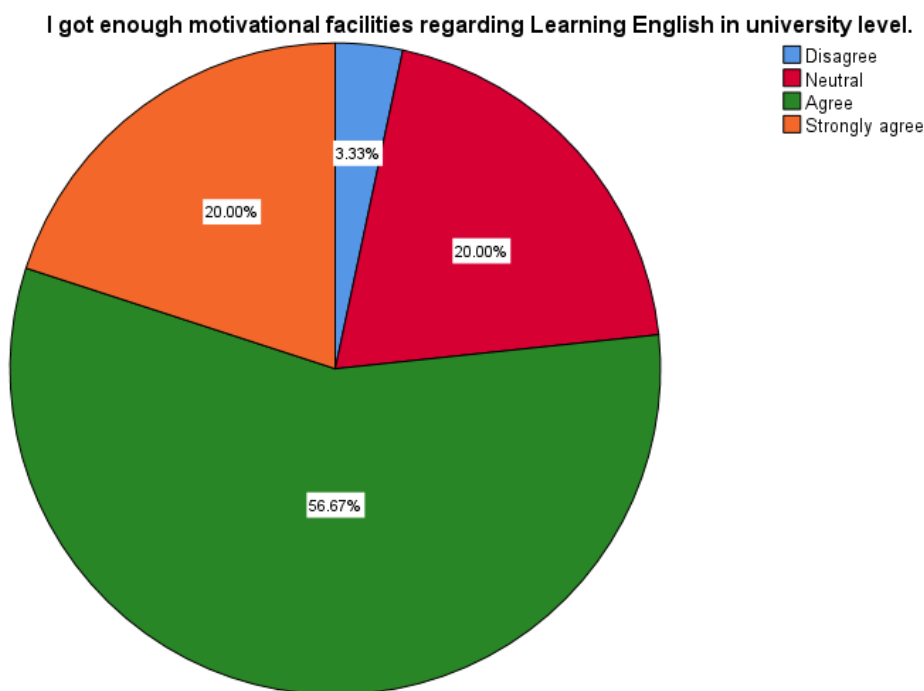
Frequency Table 5:

5. I got enough motivational facilities regarding Learning English at the university level.

Mode	Frequency	Percent	Cumulative Percent
Disagree	1	3.3	3.3
Neutral	6	20.0	23.3
Agree	17	56.7	80.0
Strongly agree	6	20.0	100.0
Total	30	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure



Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 6, no students answered strongly disagree. 2 students answered disagree, 1 student answered neutral, 17 students answered agree, 10 students answered strongly agree. The mean is 3.57 and the standard deviation .791. Here the figure shows 6.67% disagree, 3.33% neutral, 56.67% agree and 33.3% strongly agree the result is in favor of agree.

Frequency table:6

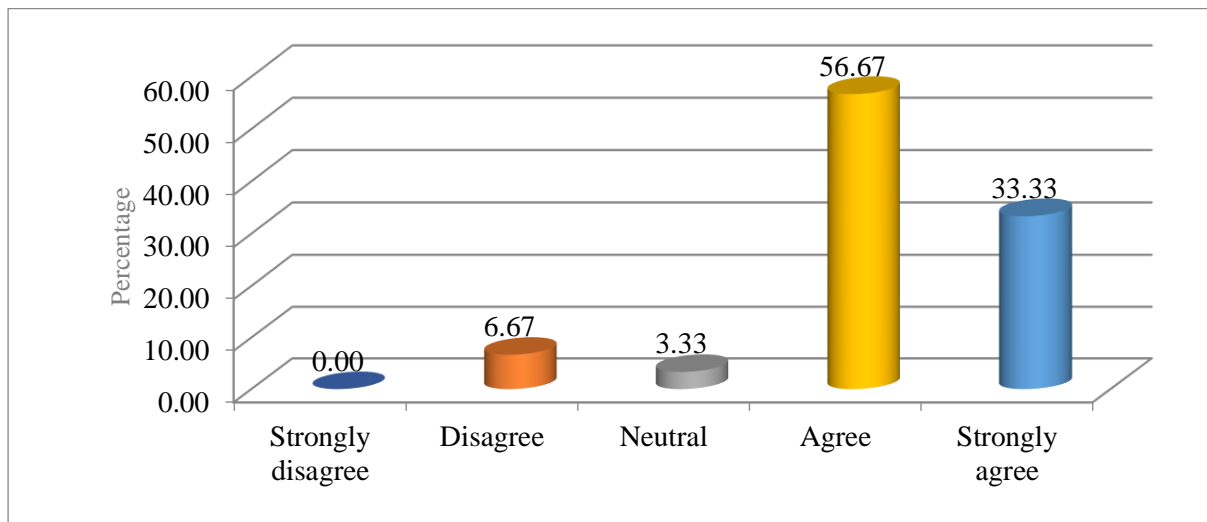
Student's own 'determination to learn anything' increase their motivation rather than motivational strategies used by the teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Neutral	1	3.3	3.3	10.0
	Agree	17	56.7	56.7	66.7
	Strongly agree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure 6

6. Student's own 'determination to learn anything' increase their motivation rather than motivational strategies used by the teacher

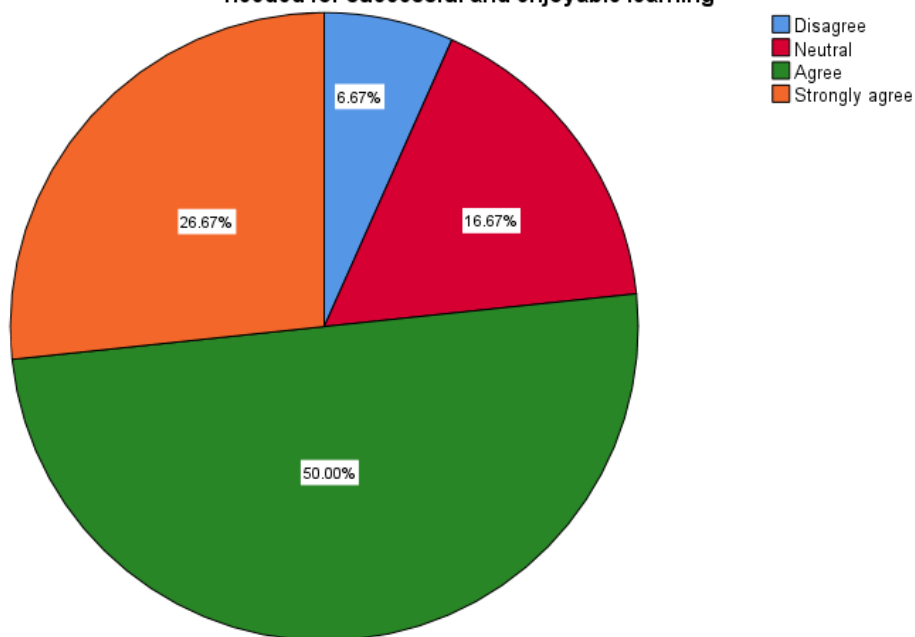


Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 7, no students answered strongly disagree, 2 students answered disagree, 5 students answered neutrally. 15 students answered agree, 8 students, answered strongly agree. The mean is 3.65 and the standard deviation is .850. Here it shows 6,7 % disagree, 16.7 show neutral, 50% show agree and 26.7% show strongly agree. The result is in favor of agree.

Figure 7

Enthusiastic group members with proper rules and well-developed synchronization among members is needed for successful and enjoyable learning



Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Frequency Table:7

7. Enthusiastic group members with proper rules and well-developed synchronization among members is needed for successful and enjoyable learning

Mode	Frequency	Percent	Cumulative Percent
Disagree	2	6.7	6.7
Neutral	5	16.7	23.3
Agree	15	50.0	73.3
Strongly agree	8	26.7	100.0
Total	30	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 8, 1 student answered strongly disagree, 7 students answered disagree, 5 students answered neutral, 15 students answered agree, 2 students answered strongly agree. The mean is 3.33 and the standard deviation is 1.028. Here it shows 3.3% strongly disagree, 23.3%

disagree, 16.7% shows neutral, 50% shows agree and 6.7% shows strongly agree. The result is in favor of agree.

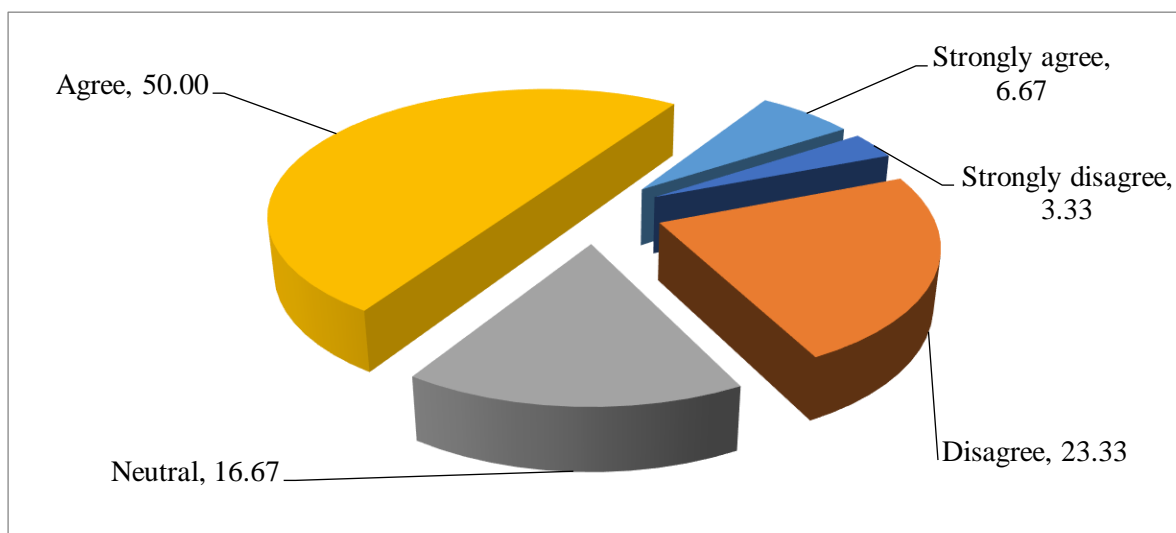
Frequency Table:8

I learn English intending to be culturally enriched of that language speaking nation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	3.3	3.3	3.3
	Disagree	7	23.3	23.3	26.7
	Neutral	5	16.7	16.7	43.3
	Agree	15	50.0	50.0	93.3
	Strongly agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Figure 8.:

8.I learn English intending to be culturally enriched of that language speaking nation



Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 9, 1 student answered strongly disagree, 8 students answered disagree, 3 students answered neutral, 14 students answered agree, 4 students answered strongly agree. The mean is 3.40 and the standard deviation 1.133. The result is in favor of agree.

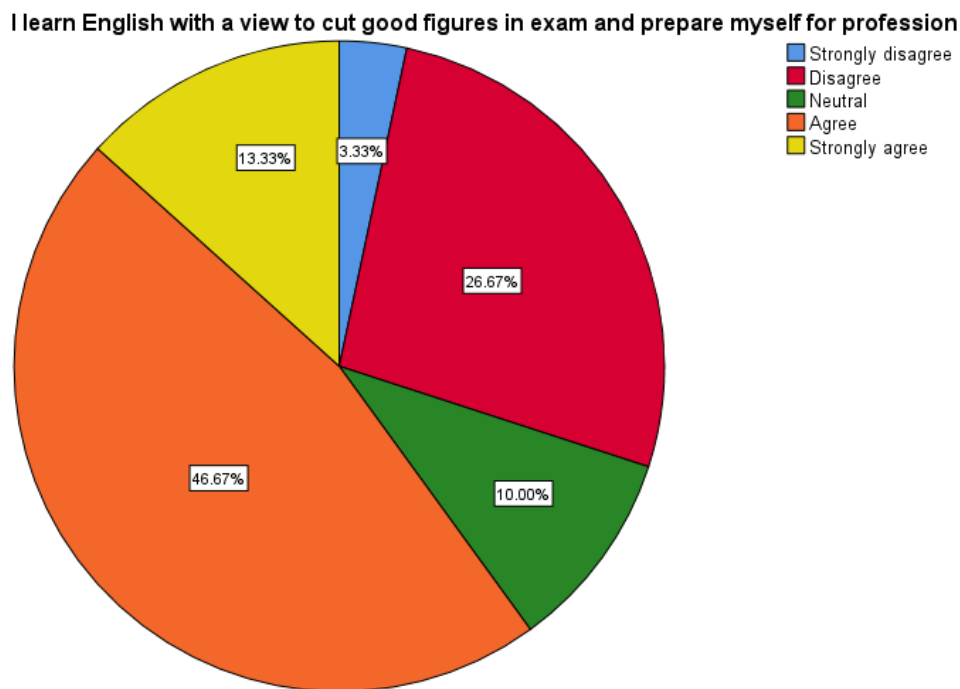
Frequency Table 9.

.9. I learn English intending to cut good figures in the exam and prepare myself for the profession

	Frequency	Percent	Cumulative Percent
Strongly disagree	1	3.3	3.3
Disagree	8	26.7	30.0
Neutral	3	10.0	40.0
Agree	14	46.7	86.7
Strongly agree	4	13.3	100.0
Total	30	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure:



Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 10, 2 students responded strongly disagree, 6 students answered disagree, 3 students answered neutral, 14 students answered agree, 5 students answered strongly agree. The mean is 3.47 and the standard deviation 1.196. Here it shows from the table that 6,7% indicates strongly disagree, 20.0% shows disagree, 10% shows neutral, 46.7% shows agree, 16.7% shows strongly agree. The result is in favor of agree.

Frequency Table:10

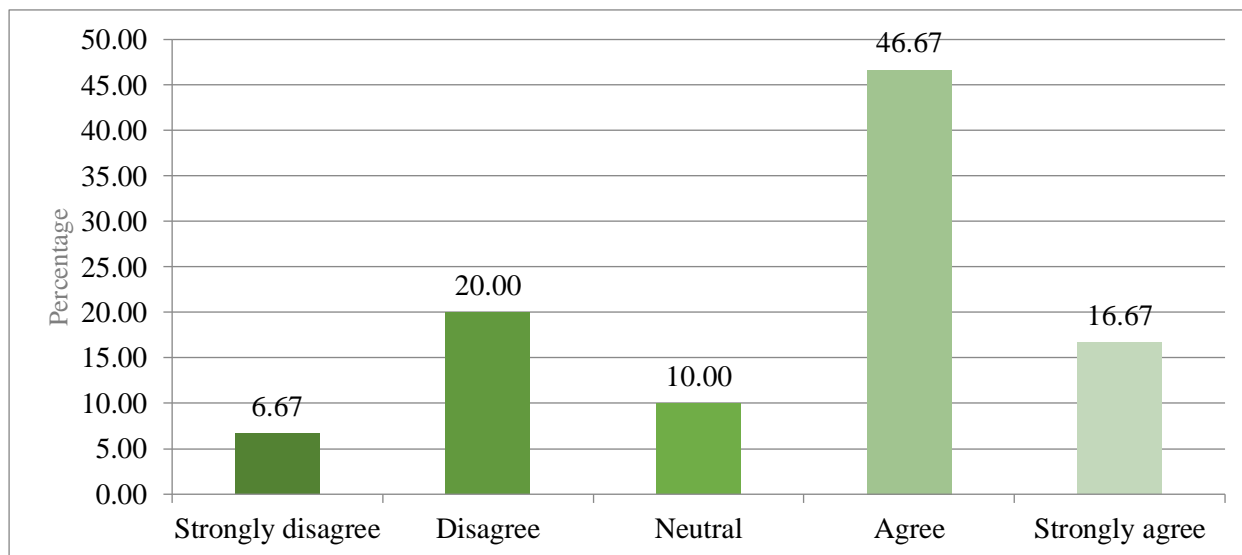
When I was a teen-ager, I feel speaking in L2 is an act of risk-taking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	6.7	6.7	6.7
	Disagree	6	20.0	20.0	26.7
	Neutral	3	10.0	10.0	36.7
	Agree	14	46.7	46.7	83.3
	Strongly agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure 10.

10. When I was a teen-ager, I feel speaking in L2 is an act of risk-taking



Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 11, 3 students answered strongly disagree, 12 students answered disagree, 5 students answered neutrally. 9 students answered agree, 1 student, answered strongly agree.

The figure below it shows 10% shows Strongly disagree, 40% shows disagree, 16.7% shows neutral, 26.7% shows agree, and 6.7% shows strongly agree. The mean is 2.80 and the standard deviation 1.157. The result is in favor of disagree.

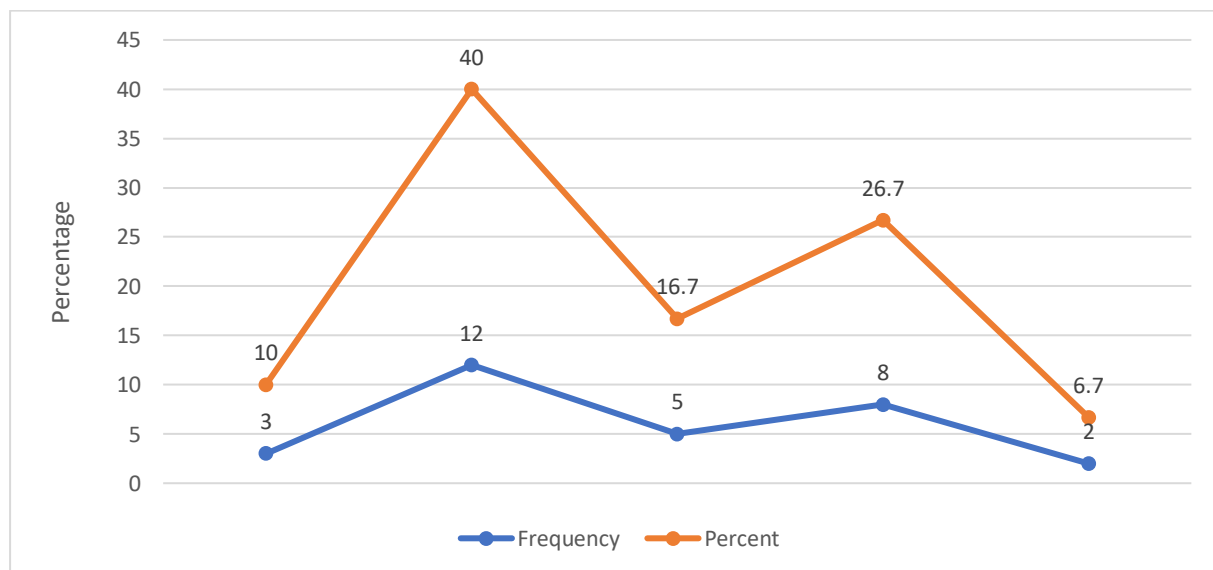
Frequency Table 11.

11. I can take any negative feedback regarding my English speaking from teacher or students in-front of the class easily

Mode	Frequency	Percent	Cumulative Percent
Strongly disagree	3	10.0	10.0
Disagree	12	40.0	50.0
Neutral	5	16.7	66.7
Agree	8	26.7	93.3
Strongly agree	2	6.7	100.0
Total	30	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure 11.



Source: Microsoft Excel

In statement 12, 3 students responded strongly disagree, 3 students answered disagree, 0 students answered neutral, 15 students answered agree, 9 students answered strongly agree. The mean is 3.72 and the standard deviation is 1.278. Here it shows 10% shows strongly

disagree, 10% disagree, 3.3% shows neutral, 46.7% shows agree and 30% shows strongly agree. The result is in favor of agree.

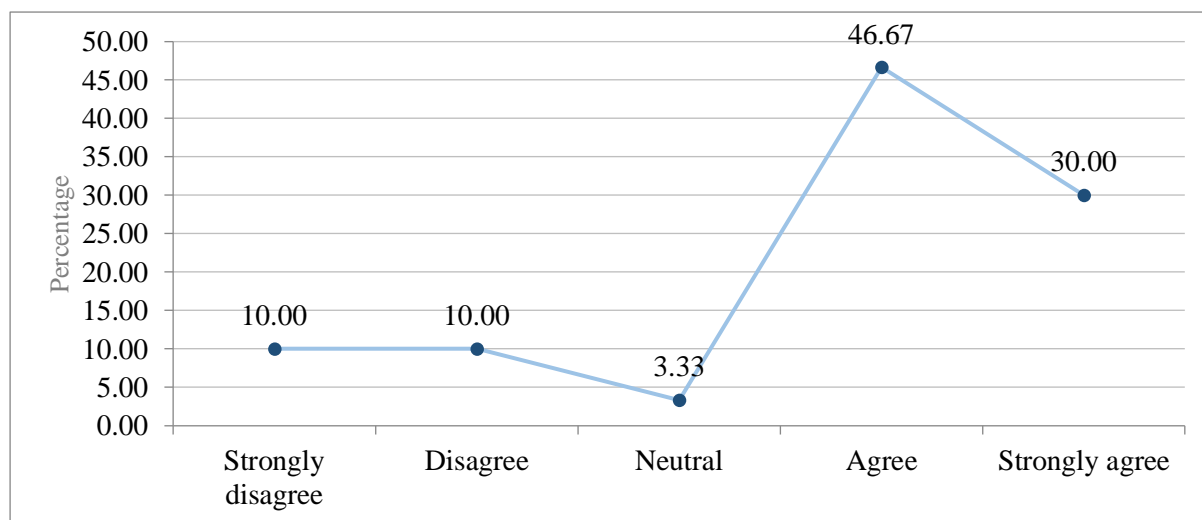
Frequency Table:12

While giving any oral presentation, gradually I lose track and feel nervous as I have to tell so many things ahead

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	10.0	10.0	10.0
	Disagree	3	10.0	10.0	20.0
	Neutral	1	3.3	3.3	23.3
	Agree	14	46.7	46.7	70.0
	Strongly agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Figure: 12

12.1 While giving any oral presentation, gradually I lose track and feel nervous as I have to tell so many things ahead

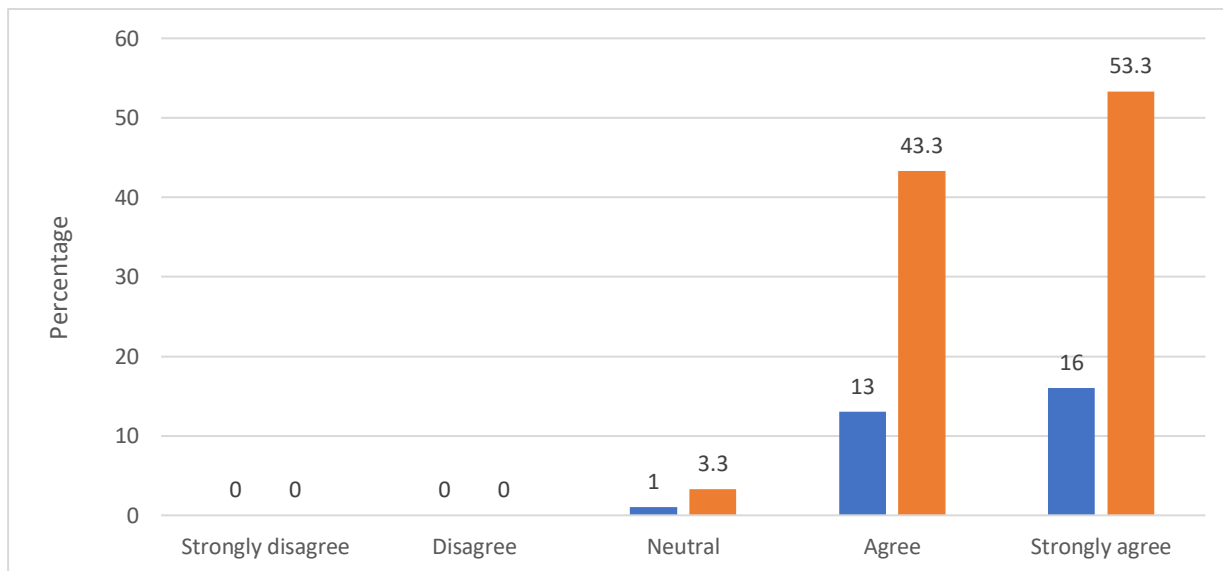


Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 13, 0 students answered strongly disagree, 0 students answered disagree, 1 student answered neutrally. 13 students answered agree, 16 students answered strongly agree. The mean is 4.50 and the standard deviation is .572. Here strongly disagree and agree to shows

0 percent, 3.3% shows neutral position, 43.3% shows agree and 53.3% shows strongly agree. The result is in favor of strongly agree.

Figure 13



Source: Microsoft Excel

Frequency Table13:

13. Encouragement is the vital thing to build up a student's self-confidence for speaking in a second language

Mode	Frequency	Percent	Cumulative Percent
Strongly disagree	0	00.0	00.0
Disagree	0	00.0	00.0
Neutral	1	3.3	3.3
Agree	13	43.3	46.7
Strongly agree	16	53.3	100.0
Total	30	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 14, 1 student answered strongly disagree, 9 students disagree. 4 students answered neutrally. 13 students answered agree, 3 students, answered strongly agree. The mean is 3.01 and the standard deviation is 1.145. Here 43.3% show strongly disagree, 30.3% shows

disagree, 13.33% shows neutral position, 30.00% shows agree and 10% shows strongly agree. The result is in favor of agree.

Frequency table 14:

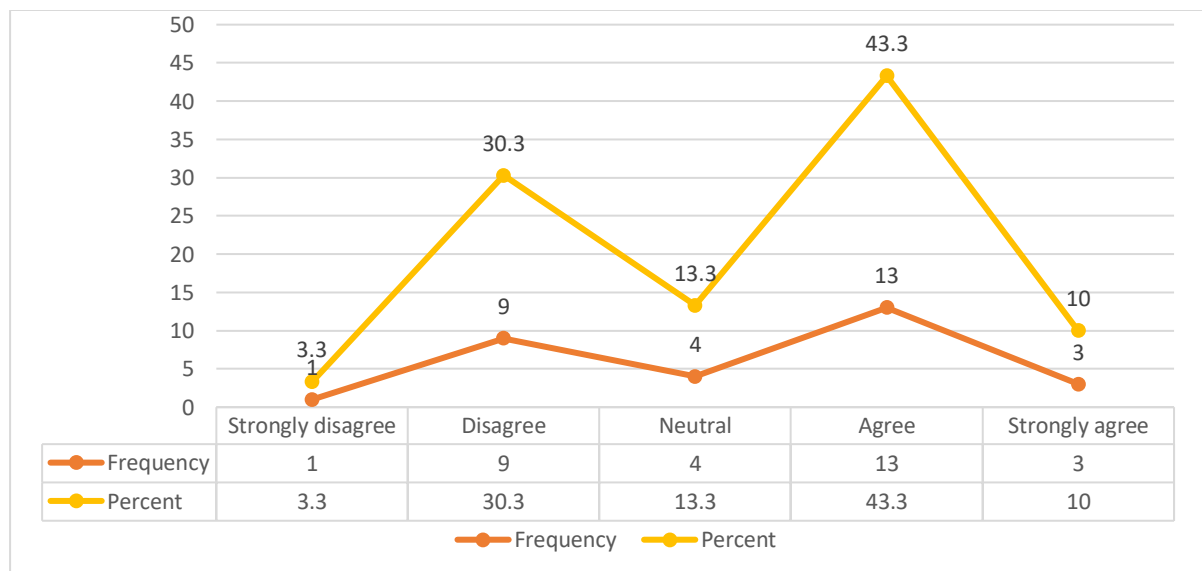
One should always defend themselves from wrong pronunciation and grammatical mistakes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	3.3	3.3	3.3
Disagree	9	30.3	30.3	33.3
Neutral	4	13.3	13.3	46.6
Agree	13	43.3	43.3	89.9
Strongly agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure: 14

14. One should always defend themselves from wrong pronunciation and grammatical mistakes

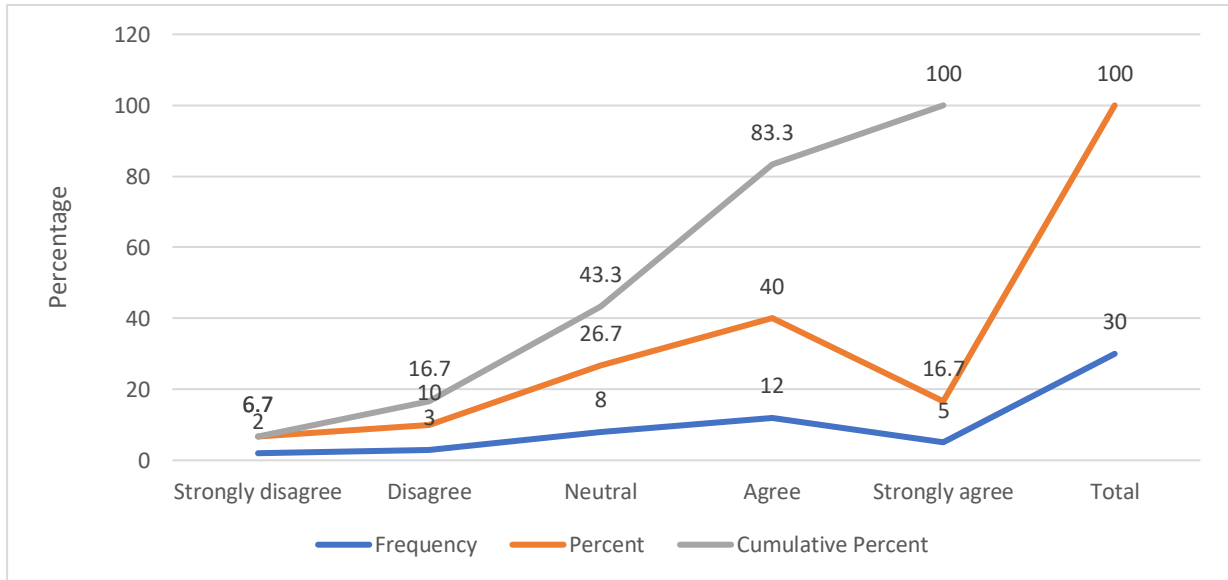


Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 15, 2 students answered strongly disagree, 3 students answered disagree, 8 students responded neutral, 12 students responded agree, 5 students responded strongly agree. From the figure, it shows 6.7% shows strongly disagree, 10% shows disagree, 26% shows

neutral, 40% shows agree and 16.7% shows strongly agree. The mean is 3.50 and the standard deviation is 1.106. the result is in favor of agree.

Figure 15



Source: Microsoft Excel

Table 15

15: The notion of grammatically correct sentences with advanced level vocabulary while speaking makes a student take less risk and thus less motivated.

Mode	Frequency	Percent	Cumulative Percent
Strongly disagree	2	6.7	6.7
Disagree	3	10.0	16.7
Neutral	8	26.7	43.3
Agree	12	40.0	83.3
Strongly agree	5	16.7	100.0
Total	30	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

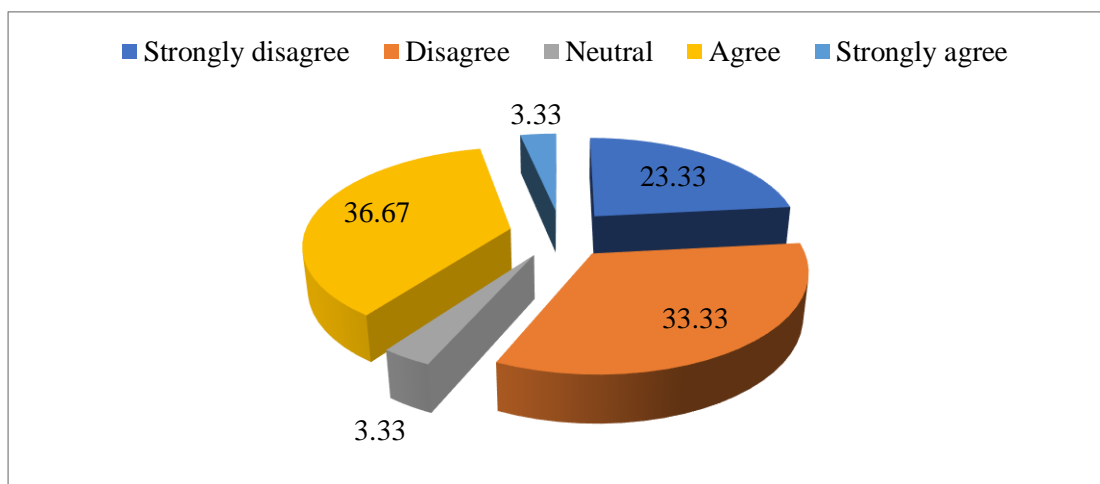
In statement 16, 7 students answered strongly disagree, 9 students answered disagree, 1 student answered neutral, 11 students answered agree, 2 students strongly agree. From the figure below 23.3% shows strongly disagree, 33.3% shows disagree, 3.3% shows neutral 36.7% shows agree The, 3.3% shows strongly agree. The mean is 3.63 and the standard deviation is 1.299. The result is in favor of agree.

Frequency Table 16

16. Making errors while speaking in English is a shy full act in the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	23.3	23.3	23.3
	Disagree	10	33.3	33.3	56.7
	Neutral	1	3.3	3.3	60.0
	Agree	11	36.7	36.7	96.7
	Strongly agree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

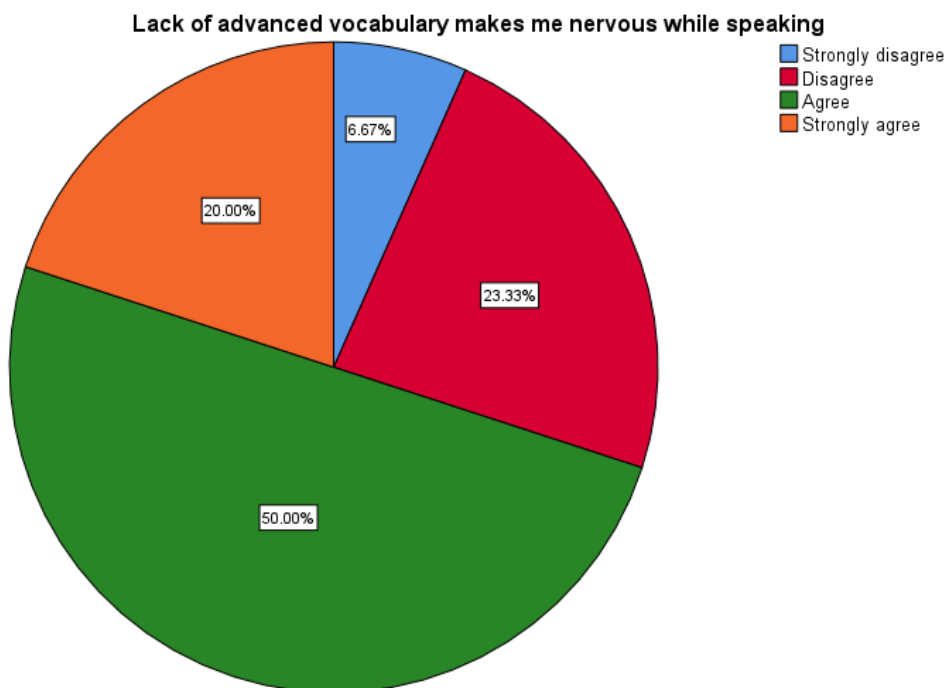
Figure 16 Making errors while speaking in English is a shy full act in the classroom



Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 17, 2 students responded strongly disagree, 7 students disagree, 0 students answered neutral, 15 students answered agree, 6 students answered strongly agree. The mean is 3.03 and the standard deviation 1.252. Here 6.7% show strongly disagree. 23.3% shows disagreement, 50% shows agree and 20% shows strongly agree. The result is in favor of agree.

Figure 17



Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Table 17

17.Lack of advanced vocabulary makes me nervous while speaking

Mode	Frequency	Percent	Cumulative Percent
Strongly disagree	2	6.7	6.7
Disagree	7	23.3	30.0
Agree	15	50.0	80.0
Strongly agree	6	20.0	100.0
Total	30	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 18, 1 student answered strongly disagree, 2 students answered disagree, 8 students answered neutral, 14 students answered agree, 5 students answered strongly agree. Here 3.3% shows strongly agree, 6.7% shows disagree.26.7 %shows neutral,46.7% shows

agree and 16.7% shows strongly agree. The mean is 3.67 and the standard deviation .959. The result is in favor of agree.

Frequency Table 18:

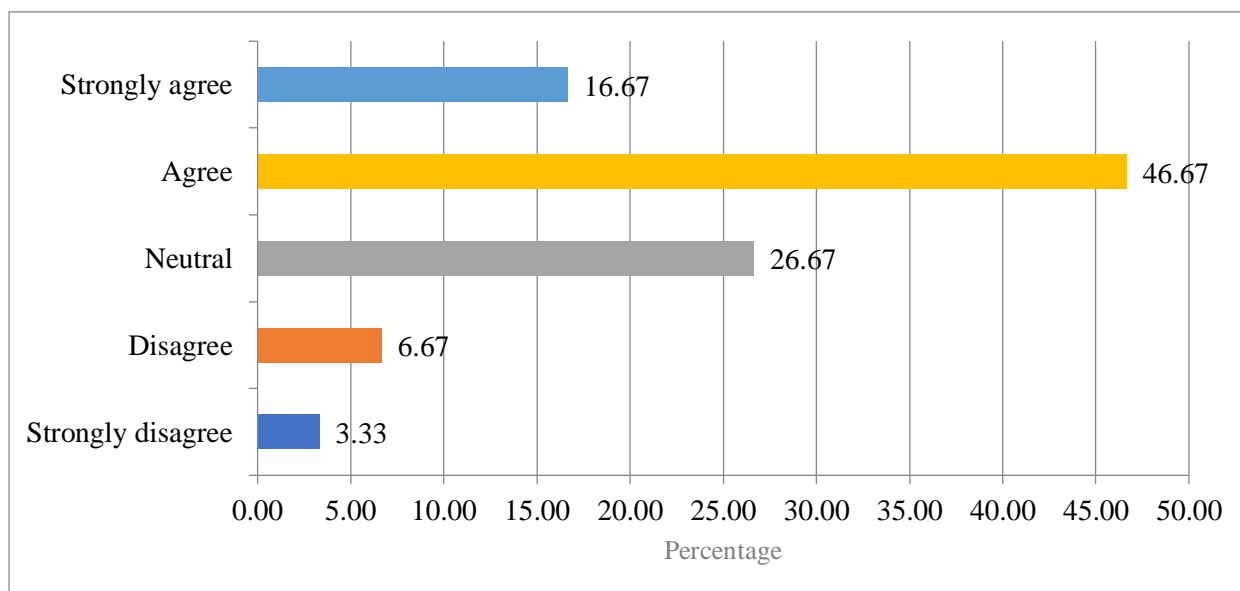
Lack of developing one's style of speaking affects one's face-to-face communication.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	3.3	3.3	3.3
	Disagree	2	6.7	6.7	10.0
	Neutral	8	26.7	26.7	36.7
	Agree	14	46.7	46.7	83.3
	Strongly agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure 18

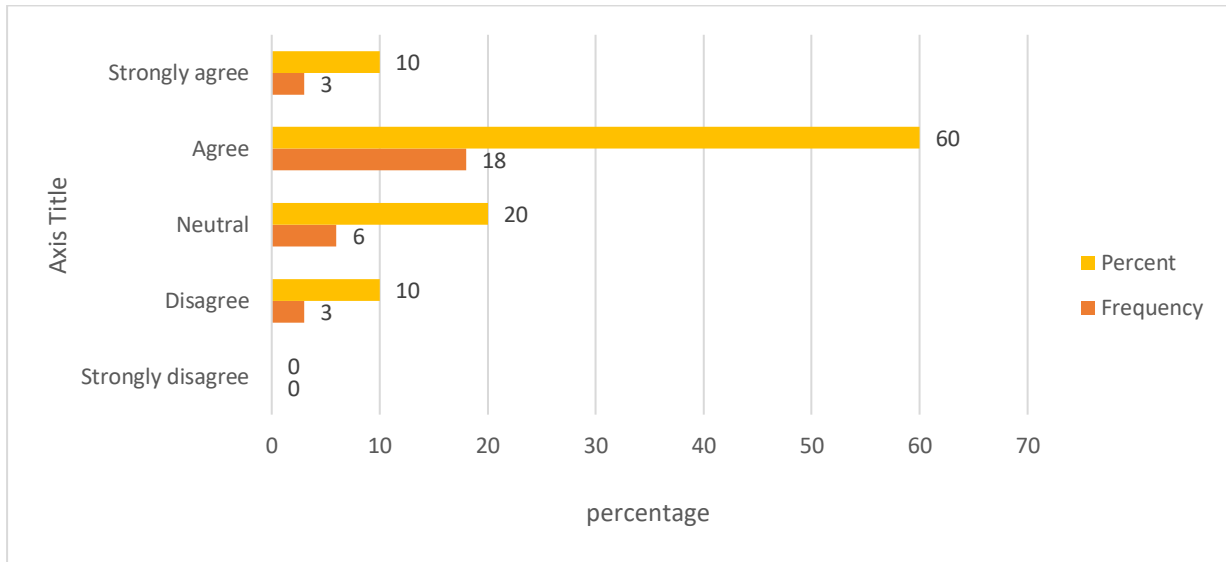
18. Lack of developing one's style of speaking affects one's face-to-face communication.



Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 19, 0 students responded strongly disagree, 3 students answered disagree, 5 students answered neutral, 20 students answered agree, 2 students answered strongly agree. Here it shows 10% disagree, 20% shows neutral, 60% shows agree and 10% shows strongly agree. The mean is 3.70 and .794. The result is in favor of agree.

Figure 19



Source: Microsoft Excel

Table 19

.19 Student's language evaluation formats, question types need to be familiarized by them

Mode	Frequency	Percent	Cumulative Percent
Strongly disagree	0	00.0	00.0
Disagree	3	10.0	10.0
Neutral	6	20.0	30.0
Agree	18	60.0	90.0
Strongly agree	3	10.0	100.0
Total	30	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

In statement 20, 3 students responded strongly disagree, 8 students answered disagree, 2 students answered neutrally. 15 students answered agree, 2 students, answered strongly agree. Here 10% shows strongly disagree, 26.7% shows disagree, 6.7% remain in a neutral position, 50% shows agree, 6.7% shows strongly agree. The mean is 3.17 and the standard deviation is 1.206. The result is in favor of agree.

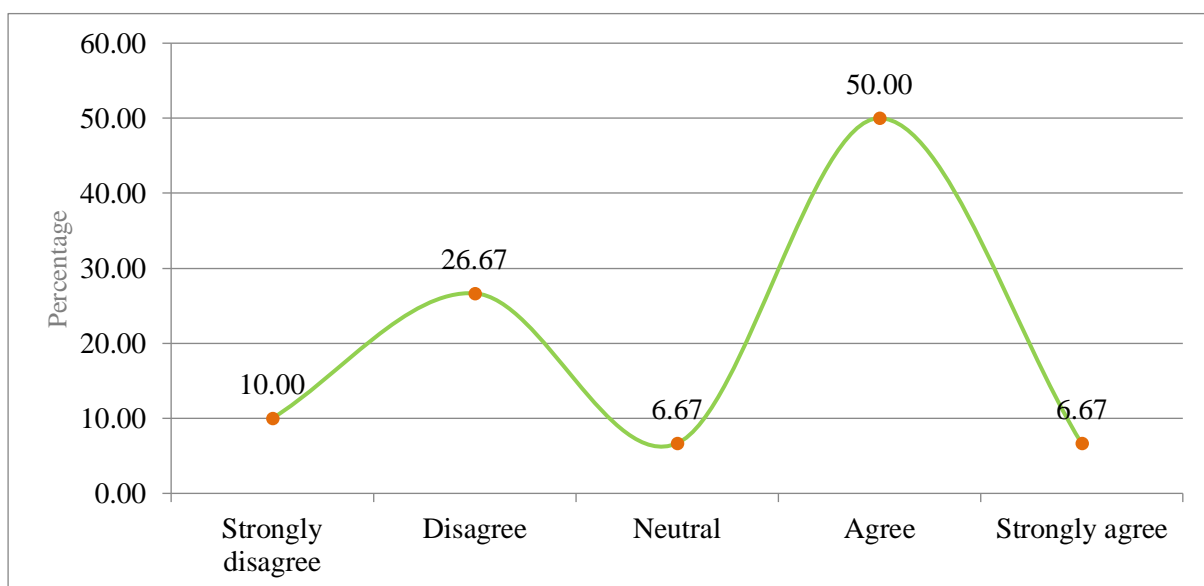
Frequency Table 20:

My self-esteem becomes low while seeing others talking in English fluently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	10.0	10.0	10.0
	Disagree	8	26.7	26.7	36.7
	Neutral	2	6.7	6.7	43.3
	Agree	15	50.0	50.0	93.3
	Strongly agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Figure 20. My self-esteem becomes low while seeing others talking in English fluently.



Source: Statistical Package for Social Science (SPSS), v. 25.1, 2020

Chapter 5: Discussion of Quantitative Data

From the result of statement 01, it can be said that most of the Bengali medium students do not find any kind of motivational facilities regarding learning English from their primary and secondary education. The students' main intention is just to pass their existing exams. So here their only instrumental motivation works. They do not even find adequate opportunities to practice speaking in their primary and secondary education. There is also a lack from the teachers as well. They only stick to carrot -and- stick approach than adopting motivational strategies prescribed by Zoltan Dorneyi (2001). They need to create a basic motivational condition to help the students who feel hesitant to express themselves (cited in Guilloteaux & Dornyei, 2008, p.57)

From statement 02, it can be said that Parent' social and economic background motivates them to learn English. Most of the students from high to middle socioeconomic backgrounds learn English intending to get a reward, passing exams, and getting a well-paid job. Judit Kormos and Thom Kiddle also say that learners' parents with higher qualifications tend to do significantly better performed in the language proficiency test. So, they are more instrumentally motivated here (cited in Ahmed, 2018, p.11-12).

From statement 03, It can be said that introverted people do feel shy despite having good mastery over structural components of the language. It is happening due to their lack of practicing it from the primary and secondary levels. For making introverted students lessen their shyness for speaking, teachers need to adopt motivational strategies and develop a positive frame in their minds regarding the L2. According to Macintyre (1999), Good and Brophy (1994), A classroom need to be friendly and safe so that students can express themselves fearlessly (cited in Alizadeh, 2016, p.12-13).

From statement 04, it can be said that the new academic environment and other students' socio-economic background give them the motivation to learn English. This motivation can be named Extrinsic motivation as Deci and Ryan (2020.) said they are motivated by the benefits that particular action brings (p.4). Here They have to maintain a relationship with peers socially and mentally

From statement 05, it can be said that students got enough motivational facilities from the university level for learning English. As the survey has been conducted among leading private universities of Bangladesh, the result is in favor of universities. All leading private universities are conducting several and separate English courses to ensure that students can cope with the

new English-speaking environment easily. So, they are getting different motivational orientation facilities within those English courses.

From statement 06, it can be said that learners who are determined to learn anything by themselves are also highly self-motivated. The learners who possess strong determination to learn anything are also “self-efficacious learners” (Oxford and Shearin, 1994) who feel highly motivated toward any new challenges and take charge, responsibilities of their learning (p.15).

From statement 07, it is evident enthusiastic group members are highly motivated learners and they follow proper group norms and maintain strong group cohesion. According to the study of Clement, Dorneyi & Noels (1994), a cohesive group with enthusiastic group members learn anything more efficiently. Their sharing nature makes them learn from each other and thus enjoyable learning atmosphere occurs within the classroom (Cited in Chang, 2010, p.130-134).

From the statements 08&09, it can be said that the students are motivated both instrumentally and integratively. Though they are instrumentally motivated to learn English during their study period, gradually they want to know and involve themselves in L2 speaking nation socially and culturally. It cannot be said that one single type of motivation will give success in language learning (cited in Alizadeh, 2016, p.12-13).

From statement 10, it can be said that students do not initiate to speak in their L2 because they feel it is risky. Humeara (2015) explains inhibitions as walls protecting one's ego from not being hurt publicly.

From statement 11, it can be said that students don't want to get feedback in front of the whole class. Students can feel that they are being marked as incompetent students in front of others and thus it hurt their ego.

From statement 12, it can be said that they lost track while giving any oral presentation because of nervousness. There are lots of things associated with it. For safeguarding their language ego, they prepare some oral speech for their presentation where all the necessary information is written coherently. While giving the presentation, they feel pressure for presenting their points as they have prepared for it. If a student who is very much shy do any mistakes, they forget what to say and completely go blank sometimes. According to Zermeno (2015), students who have sensitive egos became fragile to threats (16-17).

From statement 13, It can be said that Encouragement is the essential element to give spark one's self-confidence. According to Brown (2007), the main cause of a student's low confidence is the lack of encouragement (p.168). Encouraging while seeing students in such situations should be the prime focus of a teacher.

From statement 14, it can be said that student wants to defend themselves from mispronouncing of words and grammatical mistakes. According to Humaera (2015), good command over structural and vocabulary do not guarantee a learner to be the best use of the target language. It needs continuous production and implementation. (p.34).

From statement 15, it can be said that students feel they should be always grammatically correct and use advanced words while speaking. According to Thornbury (2006), it is important to know the structure of the language but it does not mean it should be the starting point of learning. For communication purposes, a student need not be worried about grammatical mistakes. So, teachers need to encourage students not to worry about grammatical mistakes and the use of advanced words while speaking.

From statement 16, it can be said that students feel shy while making any mistakes. According to Namaghi (2015), a shy person is in difficulty in an EFL classroom as the only tool is to communicate with others in English. In connection with this Baldwin (2011) says speaking in front of people is a common phobia among students using their second language and out of fear they even go blank.

From statement 17, it can be said that students feel nervous while seeing others talking in a second language with advanced vocabulary. According to Biemiller (2007), "lack of adequate vocabulary is the cause of student's academic failure (p.2). To add to this thought Thornbury (2006) says that students need to emphasize to activate new vocabulary and structure into their language production.

From statement 18, it can be said that students need to develop their style of thinking, feeling, and ways of speaking in their second language. It will give them a feeling of self-confidence, satisfaction in their speaking and thus motivated them to sharpen their speaking skill.

From statement 19, it can be said that students want to be familiarized with the question types and formats. Students experience inhibition while seeing the unknown question types or any topic on which they have to speak within a short period. To support this, Cohen in Kelce (2001)

says that language assessment is a threat to their competence, as students are frightened regarding lack of English Performance (p.515).

From statement 20, it can be said that most Bengali medium students face this while seeing others speaking in English fluently. Self-esteem is a personal judgment of oneself that is held by individuals about who they are and affects one's feelings and values. So, a student should accept that being a non-native user of English, it is obvious to do mistakes and not to feel shy over those mistakes.

Summary of the findings

The quantitative result is showing that despite having adequate support and care from an educational institution, students are not overcoming their fear of speaking. Because their previous learning opportunities and environment are not meeting their needs for a long period. The consequence is reflecting at the university level. Though their socio-economic background pushes them to learn and use the language, their instrumental motivation only works just up to passing exams at primary, secondary, and university levels. They are giving much importance to competition, not learning. Despite knowing and realizing that group process, norms group cohesiveness accelerates learning, this only limits up to group works or because students feel that speaking in English is a risk-taking task. They do not want to take negative feedback in front of the class because they still feel shy to make mistakes. They think that they should always be grammatically correct with the use of advanced vocabulary and try to be perfect while talking. This pressure makes them suffer while doing oral presentations and always feel nervous seeing others talking in English fluently. So, the student's condition is not satisfactory in terms of speaking.

Chapter 6:

Qualitative Data and Discussion

As the quantitative data could not be collected as per the requirement of quantitative survey analysis, we had to collect qualitative data through interviews.

1. Types of motivations toward learning English:

From the overall findings from the interview, it can be said that five participants are instrumentally and extrinsically motivated toward learning English. Though among them one has an integrative purpose toward learning English, it limits only up to the end of higher education in English speaking country. They only learn English cut good figures in English as a subject and get well-reputed jobs, Though Their motivation for learning English also changes according to their needs (extrinsic and intrinsic to instrumental and integrative purposes), their prime need is to pass exams and get well-paid jobs. So, Brown's (2000) theory is visible here.

2. Motivation from current institution:

Three out of five participants are from private universities. Students who are from private universities got different and separate English courses to sharpen their English language. They got teacher's consultation hours outside their classroom for discussing their obstacles regarding their learning English from respective faculties. But participants from public universities do not find adequate support and motivation from their learning institute. If motivation is not there, learning a language is very tiring and the classroom becomes so dull.

3. Ego boundary:

Four out of five participants have thick ego boundaries. They want to be perfect while doing an oral presentation or any kind of English-speaking activity. They also prepare their oral presentation speech by writing them on paper thoroughly. According to Ehrman (cited in Brown, 1994, p.148) learners with thick perfectionist boundaries find language learning difficult. They are protecting their ego which is not in favor of successfully using an L2.

4. Choice of getting feedback

Two out of five participants say that they do not want to get negative feedback in front of the whole class and it's a matter of embarrassment., she is protecting her ego Negative evaluation from the teacher creates an adverse situation in the learner's mind and it will turn into motivation where she cannot make the connection between the action and the result of the

action (Cited in Ozen,2018, p.35-36). So, motivational strategies proposed by Zoltan Dorneyi (2001) can be suggested here for giving feedback positively.

5. Classroom Environment:

Five out of five participants have said that it is very much important to have such a learning environment where everyone can feel it constantly that they can express anything easily without being judged negatively on their mistakes. To support their views Good and Brophy (1994) also say that effective language learning happens in a relaxed and friendly class. (Cited in Alijadeh,2016, p.12-13

6. Contribution of peers:

Five out of five participants have said that getting help from peers facilitates the learning process to a large extent. Their guidelines are easier to understand. This will create a friendly classroom with enthusiastic group members with good synchronization among them. (Chang, 2010, p.130-134)

7. Gaming activities

Five participants agree to the point that games related to speaking activities can reduce their fear and inhibition. The result of Soyoo &, Jocar, (2014), revealed that game activities can facilitate learning and reduce inhibition. (cited in Abedini& Chalak, 2017, p.84-85).

8. Choice of learning setting:

There is a mixture of opinions for the choice of learning to set. Almost five participants prefer both types of formal and informal learning settings. For academic learnings, they prefer a formal setting. In an informal setting, their motivation works more than their ability and somehow their ability also gets enhanced. In informal learning, motivation works more than the ability and gives successful learning (Zaman,2015, p.6).

9. Students required perception from their teachers:

Participants have said that teachers should pay attention and give respect to their ideas, thoughts, their opinion as a person. The teaching will be monotonous and boring if the teacher only gives lectures and dominates the class. According to Haycraft (1988) says learning become difficult in such situation where teachers do no shown interest in students' thoughts and process. A teacher-dominated class is a reason for unsuccessful learning. (Mohseni and Ameri,2015, p.41). So, teachers need to show respect toward students' perceptions and opinions.

Summary of the findings

According to the overall result of the interviewees, all of them are instrumentally motivated at first and later integratively motivated. All of them have a lack of practice in speaking activities in their school levels and have not got enough motivational facilities from their surroundings and teachers. Most of the district-level students face the speaking problem at tertiary levels. The main problem is not including any classes, speaking exams in their curriculum. So, they have a lack of practice in it. Some are getting out of their fear by making effort privately but the overall condition is not satisfactory.

Chapter seven: Conclusion

The above study reveals that though there are initiatives that have been taken by the universities to provide students with support and care, various courses to sharpen their English skills, the result of the study contradicts the scenario. The overall process of having motivational orientation and lowering inhibition is not solely in the hand of a teacher and an institution. It is the responsibility of both a teacher and a student. A student needs to encourage herself to face their weaknesses and try to lessen their fear. Above all students need to bear in mind while using a second language it is very normal to do mistakes and there is nothing to shame on this.

Contribution of the research

The research tried to show the reason for student's failure in speaking in terms of the initiatives taken by the teacher and institution. The main reason is though there are measures for speaking activities, obstacles remain between the delivery of the teachers and receiving of the students. This needs to be solved from the very beginning level which means from the school. Though English is our second language, there is no separate class for speaking in Bengali medium school except renowned school. In district-level schools, there is no speaking class. Even the government curriculum does not include evaluation of speaking at S.S.C and H.S.C levels. So, this dissertation might catch the attention of the teachers, syllabus maker of the national curriculum board to provide possible solutions to this problem.

Practical Implication

The result of the findings has been provided by the tertiary level students. Their insights and information are very much important for teachers to arrange their lesson plan accordingly. Though this survey has not been done on a wide range of participants, it can give a glimpse of the situation of the learners.

Recommendation

Based on the above result, the researcher wants to give some suggestions which can be helpful for the students to overcome their fear of speaking. For better understanding, the measures can be divided into teachers' and students' initiatives. These are

For teachers:

1. Teachers need to maintain a good rapport with the students. They should collect information about a student's previous learning experience, socio-economic Background, current changes in their motivation and needs.
2. A teacher should encourage sharing feelings and thoughts and not be a dominant one.
3. A teacher should maintain a balance between the intellectual and emotional components of learning. Try to incorporate multiple representations of class materials.
4. A Teacher should be creating a positive classroom environment and try to reduce student's anxiety, fear, regarding English speaking. Try to be a mentor. A teacher should respect their inhibition and try to vanish it in a friendly manner instead of strict methods.

For students

1. Students should use speak in English maximum time within the classroom and try to talk in English outside the classroom as much as possible.
2. Students should generate positive motivation toward English. It is not only a matter of passing exams or getting a well-paid job, but a global language which is a medium of communication with other nations. Try to acquire new vocabulary and implement it in your daily life. Follow your style of learning Vocabulary.

3. Promote self-efficiency. Try to know the weaknesses and boundaries of yourself and cross those obstacles.
4. Doing mistakes while talking in front of a class or any other place is a natural thing. This is our second language, not our mother tongue.

Further studies

The research has been conducted among students from various universities within Dhaka. The number of participants is less due to the closure of universities. If this survey can be conducted with a wide range of participants from public and private universities, it will be more trustworthy and insights of the more learners can be figured out. The problems can be known to the teachers and syllabus makers and possible changes can be brought within the educational system.

Limitation of the study

Due to unavoidable medical issues of mine, I could not finish my research in due time. I had to reschedule the entire research after 10 months which brought me into the pandemic of Covid-19 where collecting primary data from outside is very difficult. Though I tried to search journals on google and got some articles, things are not enough for the research

References:

- Abedini, F & Chalak, A. (2017). Investigating the Inhibitive Factors in the Speaking of Iranian EFL Learners. *Journal of Applied Linguistics and Language Research*, 4, 84-85.
- Ahmed, F. (2018). Motivation of students toward English Learning in terms of socio-economic Background's studies of tertiary students in Dhaka. Dhaka: BRAC university. Retrieved from <http://dspace.bracu.ac.bd/xmlui/handle/10361/10318>
- Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education*, 1, 12-13.
- Baldwin, C. (2011). How to overcome shyness during an oral presentation. Retrieved from http://www.ehow.com/how_7852354_overcome-shynessduring-oral-presentation.html
- Biemiller, A. (2007). The influence of vocabulary on Reading Acquisition. *Encyclopedia of Language and Literacy Development*, 1-2.
- Brown H. D. (2000). *Principles of language learning and teaching. (4th ed.)*. New York: Addison Wesley Longman.
- Brown, H. D. (2007). *Principles of language learning and teaching (5th ed.)*. San Francisco: Pearson Education Inc.
- Celce-M, M. (2001). *Teaching English as a second or foreign language. (3rd ed.)*. USA: Heinle & Heinle
- Chang, L. Y. H. (2010). Group processes and EFL learners' motivation: A study of group dynamics in EFL classrooms. *Tesol Quarterly*, 44(1), 129-154.
- Cook, V. (2013). *Second language learning and language teaching*. New York: Routledge
- Creswell, J.W.& Creswell. (2018). *Qualitative, Quantitative and mixed methods Approaches*. Los Angeles: SAGE publication.

Daggol, G.D. (2013). The reasons of lack of motivation from the students' and teachers' voices.

The journal of Academic Social Sciences,1,37. Educational Research Techniques.
(nod). Retrived from <https://educationalresearchtechniques.com/2016/11/16/language-ego/>

Deci, E. L., & Ryan, R. M. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*,4.

Dornyei, Z. (1990). Conceptualizing Motivation in Foreign Language learning. *Language Learning*,40,46-70.

Dörnyei, Z. (2001). *Motivational strategies in the foreign language classroom*. Cambridge: Cambridge University Press.

Dornyei, Zoltan & Guilloteaux, Marie J. (2008). *Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation*. JSTOR,42,57-58

Grabiec, Sylwia. N.d. *Learner Factors influencing second language Learning*, 3-4.
Retrieved from <http://esl.fesl.fis.edu/teachers/support/factors.htm>

Guiora, A., H., Benjamin. B., B., Robert, C.L., & Dull, C. Y. (1972). The effects of experimentally induced changes in ego states on pronunciation ability in a second language: An exploratory study. *Comprehensive Psychiatry*,13,421.

Guilloteaux, M. J., & Dörnyei, Z. (2008). *Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation*. TESOL quarterly, 42(1), 55-77.

Haycraft, J. (1986). *An introduction to English Language Teaching*. Singapore: Longman.

Harmer, J. (2006) *How to teach English*. (2nd ed). London: Pearson Longan Ltd.

Humaera, I. (2015). Inhibition in Speaking Performance. *Journal of The Association for Arabic and English*,1,32. Retrieved from <http://>

Husna, L. (2019). Students' Unwillingness to Speak in EFL classroom from cultural perspective. Para.25. Retrived from <https://osf.io/preprints/inarxiv/py7ur/>

- Kalanzadeh, G. A., Mahnegar, F., Hassannejad, E., & Bakhtiarvand, M. (2013). The influence of EFL students' self-esteem on their speaking skills. *The International Journal of Language Learning and Applied Linguistics World*, 2(2), 76.
- Kabir, S. (2014). Challenges of speaking English in Bangladeshi classroom. Dhaka: BRAC university. Retrieved from <http://dspace.bracu.ac.bd/xmlui/handle/10361/3300>
- Kabir, S M., A. (2015). Of Motivation and learning English: A Perspective on EFL Students in Bangladesh. *Researchgate*, 12, 140. DOI: [10.3329/iiucs.v12i0.30587](https://doi.org/10.3329/iiucs.v12i0.30587)
- Kelly, G. (2000). *How to teach pronunciation*. UK: Pearson Education Limited.
- Lightbown, P. and Spada, N. (2006). Individual differences in second Language. *How Languages are Learned* (3rd ed.) (PP. 53-67). UK: Oxford University Press.
- Loan, T.T. T & Tuyen, L.V. (2020). Factors causing students' inhibition in English Speaking Performance. *International Journal on Studies in English Language and Literature (IJSELL)*, 8, 2.
- McLeod, S. (2018) Questionnaire Simply Psychology Creative Commons Attribution 10521846 Retrieved From: <https://www.simplypsychology.org/questionnaires.html>
- Moskovsky, C, G., & Alrabai, F. A. (2009). Intrinsic Motivation in Saudi Learners of English as a Foreign Language. *The Open Applied Linguistics Journal*, 2, 4-5.
- Mohseni, A & Ameri, A. (2015). Inhibition Revisited in EFL Learning/Teaching. *Journal of language and Translation*, 1, 41-43. Retrieved from http://tlt.azad.ac.ir/article_514727_cbab608ae75858894b35250be5ca3688.pdf
- Mruk, C. J. (2006). *Self-Esteem research Theory and Practice: Toward a Positive Psychology of Self-Esteem*. New York: Springer Publishing Company, Inc.
- Muhammad., B, N.A., Mijinyawa, S.I., & Halabi, K.A. (2015). Impact of Motivation On Students' Academic Performance: A Case Study of University Sultan Zainal Abidin Students. *The American Journal of Innovative Research and Applied Sciences*, 1(6): 221-226. Retrieved from

https://www.academia.edu/23222947/IMPACT_OF_MOTIVATION_ON_STUDENTS_ACADEMIC_PERFORMANCE_A_CASE_STUDY_OF_UNIVERSITI_SULTAN_ZAINAL_ABIDIN_STUDENTS

Namaghi, S.A.O., Safaee, S.E., & Sobhanifar, A. (2015). The effect of shyness on English speaking scores of Iranian EFL Learners. *Journal of Literature, Languages and Linguistics*,12,22-27.

Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The modern language journal*, 78(1), 12-28.

Ozen, S.O. (2018). The Effect of Motivation on Student Achievement. *Research Gate*, p.3
DOI: 10.1007/978-3-319-56083-0_3

Ramasari, M. (2017). Student's pronunciation error made in speaking for general communication. *Journal of Linguistics, English Education and Art (LEEA)*,1,38.

<https://media.neliti.com/media/publications/256374-students-pronunciation-error-made-in-sp-700cf878.pdf>

Seliger, H. W., & Soham, E. (1989). *Second Language Research Methods*. United Kingdom: Oxford University Press.

Shrivastava.S, & Adwani, P. (2017). Analysis of factors Affecting Second Language Acquisition. *International Journal of social Science and management*,4,158. [n](#)

Soyoof, A., & Jokar, M. (2014). Video game: A way to reduce inhibition and enhance language achievement. *Procedia - Social and Behavioural Sciences*, 98(19), 1850 – 1858.

Tridinanti, G.(2018). The correlation between speaking anxiety, self confidence, and speaking achievement of undergraduate Effluents of Private university in Palembang. *International Journal of Education & Literacy Studies*,6,76

Ur, P. (1996). *A course in Language teaching: Practice and theory*. UK: Cambridge University Press.

Więckowska, A. (2011). Ego Boundaries as Determinants of Success in Foreign Language Learning-A State-of-the-Art Perspective. *Anglica Wratislaviensia*, 49, 199-208.

Zaman, J. (2015). Role of motivation in second language learning: A study of private university students in Bangladesh ,6. Dhaka: BRAC university.

<http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/4898/14177001.pdf?sequence=1&isAllowed=y>

Zahiry, Mohadeseh. (n, d). Motivation in Second Language acquisition.

https://www.academia.edu/24421164/Motivation_in_second_language_acquisition_Gardners_theory_of_motivation

Zermeno, D.A.G. (2015). A case study negative affective factor among EFL Students

Performing below expectation in the city of Monterrey, Mexico. P.16-17

Retrieved from

file:///D:/MA%20IN%20ENGLISH/M%20A%20THESIS/mda2017_university_of_st_mark_st_john_daniel_guerra.pdf

Appendix 1

Questionnaire for Quantitative data.

Note For the participant: The questionnaire is the medium of collecting data and a part of research work. It will be highly appreciated if you provide us with honest answers. Your identity will be kept anonymous and all information will be used only for educational purposes. Thank you.

General information

1. Name(optional): _____

2. Age: _____

3. Educational institution: _____

4. Medium of education: Put a tick mark (√).

Bengali Medium

English Medium

Directions: Here are some strategies given below. According to your learning experience, put a check mark (√) in the column that best describes your opinion.

The scoring key is given below:

1.StronglyDisagree	2. Disagree	3. Not sure	4. Agree	5. Strongly agree
--------------------	-------------	-------------	----------	-------------------

	1	2	3	4	5
Motivation					
I got enough motivational facilities regarding learning English in primary and secondary education.					
My parent's social and economic background motivate me to learn English.					
As I am introvert, I always feel shy to talk using L2 despite having good mastery over structural components of the language.					
New academic environment and other student's socio and economic background of the university					

accelerate my motivation to learn English.					
I got enough motivational facilities regarding Learning English in university level.					
Student's own 'determination to learn anything' increase their motivation rather than motivational strategies used by the teacher.					
Enthusiastic group members with proper rules and well-developed synchronization among members is needed for successful and enjoyable learning.					
I learn English with a view to be culturally enriched of that language speaking nation.					
I learn English intending to cut good figures in the exam and prepare myself for a profession.					
Inhibition					
When I was a teenager, I feel speaking in L2 is an act of risk-taking.					
I can take any negative feedback regarding my English speaking from the teacher or students in front of the class easily.					

While giving any oral presentation, gradually I lose track and feel nervous as I have to tell so many things ahead.					
Encouragement is the vital thing to build up a student's self-confidence for speaking in a second language					
Affective Factors					
. One should always defend themselves from wrong pronunciation and grammatical mistakes					
The notion of Grammatically correct sentences with advanced level vocabulary while speaking make a student to take less risk and thus less motivated.					
Making errors while speaking in English is a shy full act in the classroom.					
Lack of advanced vocabulary makes me nervous while speaking					
Lack of developing one's style of speaking affects one's face-to-face communication.					
Student's language evaluation formats, question types need to be familiarized by them.					
My self-esteem becomes low while seeing others talking in English fluently.					

Appendix 2

Questionnaire for Qualitative Data

1. What are the main causes for good and poor performance in English at the tertiary level? (you may give your answer in bullet points.)
2. What are the things that motivate a learner to learn a second language? Does the tertiary level student find any motivation from their current classroom activities related to using the language? (answer within 2 -3 sentences)
3. Does an introvert always feel shy to talk despite having good mastery over lexical and grammatical components? If so, why?
4. Do teachers negatively evaluate and criticize you for your mistakes in front of the class?
5. Do you think that peers or classmates make any contribution to your learning and motivational process? Explain it.
6. . Do you feel that your goal for learning your L2 as a "personal demand and curiosity, interest to learn new things" gradually converts into learning the L2 for involving yourself in that social life of that L2 speaking nation? if so why?

7. Do you feel that your goal for learning your L2 as a "personal demand and curiosity, interest to learn new things" gradually converts into learning the L2 for getting any reward, passing exams, future requirements? if so, why?

8. . Do you feel that your goal for learning your L2 as gaining any benefits gradually turns into learning the L2 for involving yourself in the social life of that L2 speaking nation? if so why?

9. Do you feel that your goal for learning your L2 as gaining any benefits gradually turns into learning the L2 for passing exams, getting financial rewards? if so, why?

10. Do you feel that including any gaming activities in speaking class can reduce your fear of taking a risk in speaking? Explain it.

11. Do teachers show interest in your ideas, needs, opinions and give importance to you as a person?
12. Are you open to any negative feedback in Infront of the class?

13. Have you become a perfectionist while you are speaking?

14. Do you prefer a formal or informal learning setting?