

Report on
The Motivation in Learning English of Adolescent Students

By
Ahmed Rehnuma Prokriti
20103008

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Brac University

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Declaration

It is hereby declared that

1. This internship report submitted is my/our original work while completing my degree at Brac University.
2. This report does not contain materials previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

Student's Full Name & Signature:

Ahmed Rehnuma Prokriti

ID: 20103008

Supervisor's Full Name & Signature:

Atiya Tafannum

Lecturer, Department of English and Humanities

Brac University

Chairperson's Full Name & Signature:

Firdous Azim, PhD

Professor and Chairperson, Department of English

School of Humanities and Social Sciences

Brac University

Executive Summary

This research aims to find out the ways the adolescent students of SEMC became motivated to learn English. The data is collected by taking semi-structured interviews of 12 adolescent students of that institution. Moreover, the interview of one of the teachers as well as the notes of class observations are used as data for this research. From the interview of the students, it was found that students were both instrumentally and integratively motivated to learn English but the intensity of their integrative motivation was stronger. Besides, most of the students were motivated by their family members, friends, society and teachers, although some motivated themselves to learn English. Additionally, from the class observations, it was found that the teacher made the classes engaging but did not consider whether the students enjoyed the way he taught or not.

Keywords: motivated; not motivated; learn; engage; not highly responsive.

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Chapter 1

Introduction

It is difficult to succeed in anything if there is no motivation. According to the Cambridge Dictionary, motivation means “enthusiasm for doing something.” So, whether a person studies, learns to sing, or dance, or act, or paint, does research, or does other work, motivation is needed. Motivation is required for learning new languages as well. That is why many ELT scholars are researching the motivation of students in learning languages and the ways of “creating,” “fostering” and “maintaining” motivation (Brown, 2007). The ELT scholars came up with different dimensions of motivation and the factors that motivate the students to learn English. This research on motivation was done on the adolescent students of BAF Shaheen English Medium College (SEMC) as the researcher worked as an intern in that institution under the supervision of a senior teacher. Therefore, this report focuses on how the adolescent students of SEMC became motivated to learn English, how the supervisor motivated those students in the classes, and how the researcher motivated those students in the classes.

1.1 Institution

For the internship, the researcher got the opportunity to work at BAF Shaheen English Medium College (SEMC). SEMC is an English Medium institution and it was established in 1992. This institution follows the education system of Cambridge International Examinations UK (“BAF Shaheen”, 2023). At the beginning of this institution’s journey, it had Grade KG to Grade IV. However, grades were added after each year (“BAF Shaheen College Dhaka”). Previously, this

institution's name was Shaheen English Medium School (SEMS). Conversely, this institution's name was changed to Shaheen English Medium College (SEMC) after it started providing higher education. This institution is located beside BAF Shaheen College Dhaka ("BAF Shaheen", 2023). Currently, Group Captain Mehedi Hasan is the principal of this institution (*BAF Shaheen*).

1.2 Internship Experience

I started my internship on 11 October 2023 and completed my internship on 31 January 2024. During the internship, the English Language classes of Grades 7, 8 and 9 taken by my supervisor were observed. The section of grades 7, 8 and 9 I observed had 40 students, 38 students and 39 students respectively. During the beginning of the internship, how my supervisor took the classes was observed and the notes of the observations were taken. Furthermore, during the mid-term examination, the way the teachers invigilated the exam was observed and an exam was also invigilated. The mid-term exam lasted for almost a month, i.e., around 23 days. Moreover, winter vacation happened for the whole of December. Furthermore, during January, the classes of my supervisor were observed but more focus was given on the ways my supervisor motivated the students in his classes. A short interview with my supervisor regarding the ways he motivated the students to learn English was also taken. Besides, some of the class works of some of the students of Grades 7, 8, and 9 were checked. In addition, there were times when my supervisor sent me to the classes to make the students do their class work, for example, to make the students write an email. Moreover, 6 classes were taken completely, that is, for 35-40 minutes. The supervisor gave me to teach grammatical topics most of the days. Furthermore, 2 more classes were taken for around 10-15 minutes. In one of those 2 classes, I taught for around the first 10

minutes, and in the other class, I taught for around the last 15 minutes. Lastly, for the final report, 12 students from Grade 6 to Grade 9 were interviewed.

1.3 Why is motivation chosen?

The researcher chose to work on the motivation of the students because motivation is the most important drive in learning anything, including learning languages. Moreover, it is also not possible to master anything without motivation. That is why it is chosen to work on the motivation of learning English of the students. Besides, as the researcher observed and took the classes of adolescent students, she chose to work on the motivation of adolescent students.

1.4 Research Question

The following questions will be addressed for this research:

- How do the students become motivated to learn English?
- What are the contributing factors of the students' motivation?
- Do they want to learn English to pass the exam, or for the sake of learning English?
- Are students more motivated in doing school classes, or coaching classes?
- Does the supervisor make the language classes motivating enough?

1.5 Research Objectives

This report focuses on some things, that is, the instrumental and integrative motivation of the students; the factors that affect the motivation of the students; whether students learn English only to pass the exam, or for the sake of learning English; the motivation of the students in doing school classes and coaching classes; and the strategies that the supervisor followed to motivate the students.

Chapter 2

Literature Review

In this section, the previous research on the motivation of the students to learn English is included. Here, some of the definitions of motivation given by ELT scholars, the different nature of motivation, factors that affect motivation, the motivation angel, and some of the findings of students' motivation to learn English in both Bangladesh and outside Bangladesh are mentioned.

2.1 Theories

2.1.1 Motivation

Many people have some ideas about motivation. However, if they go to define motivation consciously, they will not be able to do it easily. Jeremy Harmer mentioned some of the definitions given by ELT scholars in his book, *The Practice of English Language Teaching*. He referred to Marion Williams and Robert Burden, who said that motivation is “a state of cognitive arousal” that makes a person make a decision and act accordingly and attempt physically or cognitively to reach their target. They also said that the power of motivation will rely on the importance a person gives in achieving his/her goals. On the other hand, Jane Arnold said that the main concept of motivation is to desire to achieve something so hard that people will put a significant effort behind it. However, Arnold said that the learners' confidence in themselves is important for triggering motivation because if a learner thinks that he/she will not be able to learn a language, then he/she will actually not be able to learn a language. Again, Zoltán Dörnyei

said that “the human mind being a highly integrated neural network, motivation constantly interacts with cognitive and emotional issues and ... complex motivational constructs usually include cognitive and affective components” (2015, p. 90).

Motivation is the most important factor for achieving success. If people do not have the motivation to do anything, they will never be able to work enough to reach their goals (Harmer, 2009). Motivation is important for learning languages successfully as well. That is why the concept of motivation is getting attention in the field of second language acquisition (Brown, 2007).

2.1.2 Nature of Motivation

There are many “dimensions” of the “motivation construct.” One of the dimensions is intrinsic and extrinsic motivation. Those who are intrinsically motivated do the work that gives them internal rewards, for example, the feeling of competence and self-determination. On the contrary, those who are extrinsically motivated do their work with the expectation of extrinsic rewards, for example, money, prizes, grades, and all (Brown, 2007).

Another dimension of the motivation construct is the integrative and instrumental motivation. Instrumental motivation refers to learning a language to achieve specific goals in life, i.e., succeeding in careers. Whereas, integrative motivation refers to learning a language to immerse oneself in the society of the target language speakers.

However, Brown said that many ELT scholars consider this integrativeness and instrumentality as orientations; not motivation, because the “motivational intensity” might differ in the case of either orientation. That is, one might be slightly motivated to learn a language for career

purposes, whereas the other might be extremely motivated to learn a language for the same purpose.

Brown also said that a learner can be both instrumentally and integratively motivated. To explain this, he said that international students of the United States who learn English for academic purposes might also be motivated to learn English to immerse themselves in the society of the United States (2007).

Also, Zoltán Dörnyei proposed a three-pronged view of motivational factors. These are:

- 1) Ideal L2 self- This refers to the person the learner wants to see himself/herself as in the language he/she is learning, which is different from the actual self. The learner will target to close the gap between the actual self and the created 'self-image.' The learner will not be able to reach that self-image easily but will have to work hard to reach that image.
- 2) Ought-to L2 self- The qualities that the students should have to meet the expectations and not let any negative results happen (Harmer, 2015). To control this measurement, learners need to set those obligations that are influenced by external forces because whatever is appreciated by the people of the society is considered the effective factor for learning a language.
- 3) L2 learning experience- Refers to the learning environment and experience that affect the success and failure of the learners. This measurement influences certain motivational factors, i.e., teachers, friends and "teaching materials." For some students, language learning motivation does not help to bolster self-images, but the learning environment (Demirbular & Zeyrek, 2022).

Furthermore, Rukanuddin (2014) referred to other types of motivation. These are:

1. Situational motivation: Refers to the students' motivation in a given situation, i.e., cooperative situations, competitive situations, and individualistic situations.
2. Task motivation: Refers to learners' interest in doing certain tasks in the target language.
3. Global motivation: Refers to learning English to keep pace with global phenomena, that is, international business transactions, enhancing technology, getting education, and all.

2.1.3 Factors that Affect Motivation

Some factors affect motivation. These are:

- 1) Family: Learners, especially young learners become more motivated when they get encouragement to learn a language from their family members. However, if they do not get support from their family members, it becomes difficult for them to get the motivation to learn a language.
- 2) Peers: If the learners get appreciation from their peers regarding language learning, then they will be more motivated to learn their language.
- 3) Natural curiosity: Natural curiosity might motivate young learners to learn their language. In contrast, for older learners, previous experience of learning languages can affect their motivation (Harmer, 2015).

2.1.4 The Motivation Angel

Teachers can follow the factors of the motivation angel to motivate the students to work hard to learn their target language. These are:

- 1) Affect: Affect refers to the “students' feelings.” So, it is the duty of the teachers to make the students feel that they like the students. The strategies can be to ask those students who do not respond enough in class and to call the students by their names. Students become more motivated to study if the teachers show their interest in them. Or else, students do not feel motivated to study.
- 2) Achievement: Teachers need to make their students feel that they are successful. Teachers can do this by giving students tasks and tests that are slightly more difficult than their current level. This will make the students work hard as well as will be able to achieve it. Students lose their motivation when they are given to do things that are either extremely easy or extremely difficult.
- 3) Attitude: Students will be more motivated if teachers have confidence in their professional ability. The way the teachers walk, talk and dress will create an impact on the students' motivation. If they find their teacher confident, they will be motivated to follow the teacher and study hard. Otherwise, it will be difficult to motivate the students.
- 4) Activities: It is important to understand that different students prefer to learn in different ways. Some might prefer to follow unconventional ways of teaching, for example, writing drama scripts, song lyrics, etc. while others might prefer to study in a traditional manner. One of the ways of understanding how students prefer to learn is to notice “what they respond well to” and what they do not respond well to. If students get the chance to study the way they prefer, they will be more motivated to learn their language.
- 5) Agency: J J Wilson said that students should be given the chance to make their own decisions regarding their language learning. Students can be allowed to make decisions on things like, whether they prefer to be corrected every time they make a mistake in

speaking English or not, which words are difficult to pronounce, what homework they want to do, and all. It is not encouraged to let the students take control of their lessons completely but if they are given the freedom to make decisions, they will be motivated to study (Harmer, 2009).

2.2 Studies

2.2.1 Outside Bangladesh

2.2.1.1 Intrinsic and Extrinsic Motivation

The researcher found one research that tried to find if students were intrinsically or extrinsically motivated and unmotivated to learn a language. Maruf et al. (2022) did this research on eight Indonesian orphans. They collected data by taking semi-structured interviews and FGD.

According to their research, both internal and external factors motivated and unmotivated the students to learn English. The students enjoyed learning English and felt proud for speaking English even though they made mistakes while speaking. Then again, pronouncing some of the English words was difficult for them because of the influence of their mother tongue but they admitted that practicing would make them better at pronouncing words. Moreover, the students also admitted that they felt shy to speak English in front of others because of their poor pronunciation and grammar but they also admitted that they needed to practice to improve their English. These were some of the internal factors that motivated and unmotivated the students to learn English.

Furthermore, good grades were one of the external factors that motivated the students. Besides, social encouragement was another reason why students were motivated to learn English. The participants said that sometimes people came to visit their orphanage and told them that learning English was important for their future. Additionally, their desire to study and travel abroad was another factor that encouraged them to study English.

Nevertheless, some external factors demotivated the participants to learn English. One of the factors was that they did not have a classroom for studying English and other subjects. The participants said that they did their English and other classes at the mosque and with a small

whiteboard. In addition, the teachers graduated from English short courses instead of from a university. These teachers were the seniors who worked for the orphanage. Besides, the teachers could not choose suitable materials and therefore, the students got bored. Also, their class happened way too early in the morning. As a result, they felt drowsy and could not concentrate in their class.

2.2.1.2 Integrative and Instrumental Motivation

Many researchers focused on the integrative and instrumental motivation of the learners. Sourı and Merc (2021) researched the motivation in learning English of adult EFL learners who learned English at a private English language school in Istanbul. One of the instruments they used in doing their research was a questionnaire. They found that learners were both instrumentally and integratively motivated. In the case of instrumental motivation, the percentage of learners motivated to learn English to get a good job was the highest, i.e., 80. Moreover, 65% of the learners were motivated to learn English for academic purposes, 57.5% to work abroad, and 62.5% to take exams like TOEFL, YDS, or IELTS. However, learners were least motivated to learn English for reasons like immigration (7.5%) and having professional contact with foreign colleagues (30%). Whereas, in the case of integrative motivation, students were most motivated to learn English for reasons like understanding English films and videos (72%) and traveling (65%), and were least motivated for reasons like learning English because their friends were also learning English (10%), for using the internet (17.5%) and as a hobby (22.5%).

Again, Hong and Ganapathy (2017) researched the students' English learning motivation at a secondary school in Penang, China. They conducted their research by conducting focus group interviews with 12 students of that institution. They stated that 83% of the students were instrumentally motivated and 17% of the students were integratively motivated to learn English. In the case of instrumental motivation, students were most motivated to learn English to become successful in life (100%) and get a better job in the future (92%). Besides, students were also motivated to learn English to become knowledgeable and skilled (75%). Then again, students were least motivated for reasons like reading English texts, novels, and magazines (50%), and getting respect from other people (42%). On the contrary, in the case of integrative motivation, students were most motivated to learn English for participating in academic, social, and professional activities (83%), and watching English movies, pop music, and all (58%). Moreover, they were least motivated to learn English for reasons like achieving maximum proficiency for their interest (25%) and appreciating English arts and literature (30%).

Similarly, Nguyen (2019) conducted research on the students of Vietnam National University via a questionnaire. He found that the overall level of instrumental and integrative motivation as well as all the factors of instrumental and integrative motivation included in the questionnaire was high with the mean ranging from 4.24 to 5.49 (mean ranging from 4.01 to 6.00 was considered a higher level of motivation in this research). The overall mean of instrumental motivation of the students was 5.02 and that of integrative motivation was 4.79. In the case of instrumental motivation, students were mostly motivated to learn English for their future careers (5.49) and learn new things (5.45). In contrast, students were the least motivated to learn English for reasons like reading newspapers and magazines (4.24) and getting jobs abroad (4.37).

Conversely, in the case of integrative motivation, students were most motivated for reasons like understanding movies, pop music, and all (5.15), and traveling abroad (5.15). On the contrary, students were least motivated to learn English for reasons like communicating with people online (4.30) and conveying knowledge and information to other people (4.39).

2.2.1.3 Dornyei's Theory of Motivation

Demirbular and Zeyrek (2022) divided the research on 57 second-grade students based on Dornyei's theory into three themes. These are-

1. **Attitude:** Most of the students liked English and wanted to be friends with native speakers of English. Nonetheless, some students did not want to befriend native speakers of English. On the contrary, when the students who learned English online were interviewed, it was found that they already had native English-speaking friends. They made native English-speaking friends via online games.
2. **Motivation:** Most of the students were motivated to learn English because of going abroad, getting a good job and making friends.
3. **Learning Experience:** Students were more motivated when the environmental elements were motivating. That is, students enjoyed their English classes more when they got the chance to watch colourful videos. However, they did not find the classes interesting online, unless they got the chance to play video games. Then again, they did not enjoy doing homework because they needed to memorize vocabulary and spelling. Also, parents wanted them to be successful in speaking English quickly, which stressed the students.

2.2.1.4 Factors that Affect Motivation According to the Researchers

According to the researchers, the factors that affect motivation are:

a) Family

According to the survey done by Imsa-ard on secondary school students in Thailand, the parents motivated the learners to learn English. Besides, from the open-ended question, it was found that they were grateful that their parents encouraged them to learn English (2020).

Again, according to the research done by Nguyen, it was found that students whose fathers and mothers could speak English were more motivated to learn English than those students whose parents could not speak English (2019).

b) Personal Aspect

Learners' personal aspects, i.e., making English-speaking friends, traveling the world, becoming successful in their lives, becoming more knowledgeable, etc. motivated them to learn English. Many learners wanted to be so fluent in English that it would become natural to them. However, learners got anxious when they needed to speak English with foreigners as well as in class. They also felt anxious thinking that other students were better at speaking English than them. Furthermore, they felt anxious thinking that people would make fun of them if they made mistakes in speaking English. Moreover, from the open-ended questions, it was found that both the students and the teachers made fun of them when they made mistakes in speaking English, which made them anxious.

c) Education

When it comes to educational aspects, most students claimed that they gave considerable effort in learning English but they did not feel motivated because of the teachers. They felt demotivated when teachers did not show their interest in the students. In addition, instead of focusing on the four skills of English, students needed to focus on the grammar rules, rote memorization, and all, which demotivated the students.

d) Profession

Professional reasons also motivated the students to learn English. Students were motivated to learn English for their career and to get a good job. Likewise, according to the data of the open-ended question, students wanted to learn English to have the opportunity to get a good job and earn more money (Imsa-ard, 2020).

2.2.2 The Motivation in Learning English of Bangladeshi Students

Bangladeshi researchers also focused on the students' instrumental and integrative motivation in their research of the motivation of the students in learning English. According to the research, Bangladeshi students were more instrumentally motivated than integratively motivated in learning English.

Hussain and Masum (2016) researched the motivation of higher secondary students of Bangladeshi students and they found that students were more instrumentally motivated. From the data of the questionnaire from 402 college students, it was found that all 402 of the students learned English to get good grades and get higher education. Moreover, 400 students learned English to get a good job. On the other hand, in the case of integrative motivation, 220 students

were motivated to learn English to connect with more people around the world. However, only 31 students were motivated to learn English to learn about Western culture, 48 were motivated to understand English movies, songs, and TV programmes, and 49 were motivated because they liked English-speaking countries. Hussain and Masum also mentioned that the students' integrative motivation was not as strong as instrumental motivation because the parents and teachers did not encourage the students to speak in English outside the classroom.

Moreover, Rukanuddin (2014) found Bangladesh's tertiary-level students' instrumental motivation, integrative motivation, and global motivation via a questionnaire. According to his research, learners' instrumental motivation was the highest, and integrative motivation was the lowest.

In the case of instrumental motivation, the total mean of instrumental motivation was 4.28.

Moreover, from the data, it was found that most of the students were motivated to learn English to get a good job (80.26%). Besides, 48.68% of the students learned English for studying at universities and 21.05% of the students learned English for higher education abroad.

Furthermore, the total mean of global motivation was 3.54. 27.63% of the students were motivated to learn English to know the world and 13.16% of the students learned English to know the culture and socio-economic condition of other parts of the world.

Additionally, the total mean of integrative motivation was 2.42. 1.32% of the students were motivated to learn English because they liked the culture and civilization of English-speaking countries, 6.58% learned English because they liked the English-speaking countries, 2.63% of the students learned English because they liked the citizens of English-speaking countries, and

17.11% of the students learned English because they thought that there were polite expressions for proper communication in the English language.

Again, Rahman et al. (2021) researched the English learning motivation of the students of Aliya Madrasahs of Bangladesh. They conducted their research via a questionnaire on 300 students from six Aliya Madrasahs in Bangladesh. They found that students' instrumental motivation was more dominating than integrative motivation. Students were instrumentally motivated for reasons like, to get a good job, to succeed academically, and all. Students were integratively motivated for reasons like taking part in global social media communication and global migration.

Similarly, there were other motivational factors as well. Parents' monthly income was one of the factors that acted as a motivation for the students. Parents' educational level was another motivational factor. That is, the students whose parents were highly educated were more motivated to learn English than those whose parents were not highly educated.

2.3 Research Gap

There is much research on the motivation of the students in learning English from both Bangladesh and outside Bangladesh. However, research on the motivation in learning English of English Medium students of Bangladesh was not found. As a result, the researcher chose to work on the motivation of the English Medium students.

Therefore, although different scholars gave different definitions of motivation, all of them referred to one common factor, i.e., enthusiasm. However, as different scholars gave different definitions of motivation, they came up with different aspects of motivation. Along with referring to different definitions and different aspects of motivation, Harmer also mentioned the factors of motivation and the motivation angel. Moreover, from the studies on both Bangladeshi and non-Bangladeshi students, it was found that students were basically more instrumentally motivated to learn English. Additionally, in one of the articles, it was found that students were both intrinsically and extrinsically motivated and unmotivated to learn their language. Again, based on Dornyei's view of motivation, it was found that most of the students wanted to befriend native English speakers, were motivated to learn English to go abroad, get a good job and make friends, and enjoyed learning English only when their learning environment was interesting, i.e., by watching colourful videos and by playing video games. Furthermore, many factors motivated and unmotivated the students to learn English, i.e., family, education, profession, and all. In addition, as there is no research on the motivation of learning English of English Medium students of Bangladesh, it was chosen to work on the English Medium students.

Chapter 3

Methodology

As was already mentioned, this report focused on how the students became motivated to learn English. Some points were taken into consideration for this research, i.e., students' integrative and instrumental motivation, the contributing factors that motivate the students, and the ways school classes and coaching classes were motivating and demotivating for the students. This section mentioned the research type, instruments for collecting data, and how data was collected and analyzed.

3.1 Research Type

This is qualitative research. For this research, the data was collected by taking interviews and observing classes. The researcher's teaching experience was also used as the data for this research. This report focused on qualitative research because of having an in-depth understanding of the motivation of the students.

3.2 Instruments for Data Collection

12 students from Grade 6 to Grade 9 were interviewed for this research. In some cases, one student was interviewed at a time, and in other cases, more than one student was interviewed at a time. A maximum of three students were interviewed at a time. Additionally, the participants

were chosen randomly. To clarify, the participants of different grades were chosen randomly with the help of the supervisor.

The supervisor was also interviewed regarding the ways he motivated his students in his classes. Moreover, the ways the supervisor motivated the students while taking classes were observed and the notes of the observations were taken. The researcher was in the class the whole time while observing the classes. The notes of the observations were used as the data in this report. Additionally, this report also explained the ways the researcher motivated and unmotivated the students in their English language classes. Therefore, the researcher's teaching experience was also included in this report.

3.3 Data Collection

The data was collected from the school where the internship happened. The researcher had a face-to-face conversation with the students and the supervisor and noted the interview data. Besides, the interview of the students and the supervisor were also recorded via smartphone. More focus was given to note-taking for two reasons. It is known that people remember information better when they write it down. So, to remember what they said, the data was noted down. Moreover, there could be a risk of the recorded data being either less audible or inaudible. This was another reason why more focus was given to note-taking.

Additionally, a semi-structured interview was taken for this research. Furthermore, the consent of the students and the supervisor was taken while recording the interview. In addition, as the interview was semi-structured, the interviews were not taken for a fixed time. That is to say, in the case of interviewing one student at a time, around 7-9 minutes as well as around 19 minutes

were taken. Then again, around 10-14 minutes were taken when two students were interviewed at a time. Again, around 25 minutes were taken when three students were interviewed at a time. Furthermore, the supervisor was interviewed for around 8 minutes. Moreover, the notes of the class observations were taken.

3.4 Data Analysis

The data was analyzed thematically. The data was divided into multiple themes or patterns in the findings section of the report.

Therefore, to have an in-depth understanding of students' motivation, the researcher chose to do qualitative research. The data was collected via interview and class observation, and also the researcher's teaching experience was included in this report. Besides, the interview was noted and recorded and was taken from the school where the internship happened. Furthermore, the data was analyzed thematically.

Chapter 4

Findings

In this section, the data of the interview of the students, the way the supervisor motivated the students, and the way the researcher motivated the students are mentioned. All the data is arranged thematically in this section.

4.1 Findings from the Interview of the Students

According to the findings, students were both instrumentally and integratively motivated. Moreover, most of the students were motivated by their family members. Additionally, some were motivated by their friends, teachers and society, and some were not motivated by them. Again, some students said that they were not motivated by anyone to learn English. Furthermore, students were motivated to learn English to pass the exam, for their future and for the sake of learning the language. Then again, most of the students found coaching classes more motivating than their school classes. The interview data is explained below in detail:

4.1.1 Integrative and Instrumental Motivation

Students were both instrumentally and integratively motivated to learn English. The intensity of their integrative motivation was stronger; almost all students wanted to learn English to communicate with the world's people. Moreover, some students were motivated to learn English to feel good about themselves. Again, one of the students was motivated to learn English because that student thought that learning English was fun.

Although the intensity of instrumental motivation of the students was comparatively less strong than that of integrative motivation, different students were instrumentally motivated for different reasons. They were motivated to learn English to succeed in their career. In addition, one of the students wanted to learn English to understand English texts and gain knowledge. Besides, some students were motivated to learn English to become an author. Then again, some students were interested in learning English to settle abroad. However, some students were motivated to learn English both to succeed in their careers and to communicate with the world's people.

4.1.2 Factors of Motivation

The following factors affect the motivation of the students. These are:-

a) Family

The parents of these students motivated them in different ways. One of the student's parents expected that that student would be able to speak and write English efficiently as she studied in an English Medium institution. Furthermore, many parents encouraged the students to read English books, and watch documentaries. That is why, they were motivated to learn English to be able to read English books and watch English documentaries. In addition, one of the student's father works in the Air Force and communicates with foreigners in English. This inspired that student to learn English. Besides, some of the student's parents motivated them to learn English because English is needed to succeed in their careers.

On the other hand, some students were motivated to learn English by other family members, i.e., siblings and cousins. One of the student's cousins writes in English, which motivated that student to learn English so that she could also write in English. Moreover, some students were motivated to learn English because their siblings and relatives live abroad and speak English. As a result, those students became motivated to learn English.

b) Friends

Some students said that their friends speak English, and that is why those students were motivated to learn English. Furthermore, one of the student's friends read English books and that inspired that student to learn English. However, some students were not motivated by their friends to learn English as friends speak in their mother tongue. One of the students said that international friends motivated that student to speak English; not school friends.

c) Society

The students were also motivated by the people of the society. Some students said that some people of the society speak in English and those students wanted to speak English like those people. One of the students mentioned that friendly foreigners lived in the society and that motivated that student to learn English. Likewise, another student thought that if all the people of the society spoke English, then the society would be developed and that is why, that student wanted to learn English. Moreover, one of the students was motivated to learn English because speaking English creates a good impression in society. Furthermore, another student said that society motivated that

student to communicate with the world's people. And then, one of the students was motivated to learn English because he thought that society appreciated it when a person could speak multiple languages. However, according to one of the students, society did not motivate significantly to learn English.

d) Teachers

According to some of the students, teachers made their classes interesting by telling jokes and using real-life examples, and as a result, students became motivated to study English. Moreover, some students said that teachers motivated students to learn English because the ability to speak English was needed in professional life. Besides, one of the students said that teachers motivated them to study English because they needed to know English as they studied in an English Medium school.

However, according to some students, teachers did not motivate the students to learn English. Those students said that the teachers made the students focus on studies and grades instead of making them focus on learning the language. One of the students said that the way English was taught at school was unrelatable to real life. Another student mentioned that if she was given more creative activities, she would be more motivated to learn English.

e) Others

Some students said that nobody motivated them to learn English. One of the students said that he learned English to feel good about himself. Another student motivated himself to learn English because English was needed to survive in the modern world.

On the contrary, one of the other students also motivated himself to learn English because English was needed to survive in the modern world, though people motivated that student to learn English.

4.1.3 Do students learn English only to pass the exam or for the sake of learning English?

One of the students learned English only to pass the exam because that student found English difficult. Again, some students learned English only for their future. Furthermore, some students learned English to pass the exam as well as for the sake of learning the language and for the future. However, one of the students was interested in learning English to help those who were not good at English. On the other hand, another student aimed to learn English to pass the exam, remembering what he learned and using it in the future. Then again, one of the students learned English for both passing the exam as well as for the future, but gave more importance to passing the exam.

4.1.4 Motivation in School and Coaching Classes

In Bangladesh, along with school classes, students attend extra classes outside their school to get extra help in their studies. Those extra classes are called coaching classes. While researching the adolescent students of SEMC, it was found that not all the students do coaching classes.

However, most of the students who did both coaching classes and school classes found coaching

classes more motivating because they got the chance to concentrate and respond more in the coaching classes. In addition, students could study better as the classes happened for longer hours. According to some students, they got more information in coaching classes compared to school classes. Besides, one of the students said that he found coaching classes more motivating because, in coaching classes, the focus was given to their speaking skills. That student also got the chance to meet his friends and the classes happened for longer hours. Again, one of the students did not do coaching classes but had a home tutor. That student found both school classes and studying with the help of the home tutor demotivating because in both cases, she needed to focus on studies and grades. Additionally, another student learned English in school and went to coaching to revise what that student had learned. Again, another student did not do coaching but enjoyed school classes only when he was given real-life-based tasks.

4.2 The Supervisor's Strategy of Increasing Motivation

The data on the supervisor's strategy of increasing motivation was found in two ways. One was by interviewing the supervisor and the other was by observing the English Language classes taken by the supervisor.

So, the interview data and the class observation data are explained below:-

a) Interview

After interviewing the supervisor, it was found that the supervisor motivated the students to learn English by explaining the importance of learning English. He told his students that learning English was necessary for facing global challenges, gaining knowledge, and getting a good job. Furthermore, the supervisor said that he made the classes interesting

and motivating by telling jokes and motivational stories and giving role-plays to the students. In addition, the supervisor said that constructive feedback should be given to the students. He added that students cannot learn if they get negative feedback.

b) *Class observation*

From the class observations, it was found that there were both motivational and demotivational factors. These motivational and demotivational factors are explained below:

- ***Motivational Factors***

According to the researcher's observation, the supervisor encouraged the participation of the students and made them respond in class. Shy students were encouraged to speak as well. To make the students respond in class, the supervisor asked open-ended questions to the students, which made the students respond and thus, kept them engaged in the class. Moreover, to make the lessons easy to understand, real-life examples were given. Additionally, to make the class and the lesson interesting, the supervisor made the students laugh as well. Then again, when the students answered correctly, they were praised. And if they did not answer correctly, the supervisor corrected their mistakes without discouraging them.

- ***Demotivational Factors***

Some demotivational factors were also observed as well. Firstly, students did not attend classes regularly. Moreover, the classes were not highly responsive and students did not ask questions at all. They also did not do their assignments and homework on time. Students did the assignments of other subjects during English Language classes. The

students were demotivated to do their classes and their assignments because the teacher did not use motivational strategies to motivate them, i.e., teaching with the help of the topics that are relevant to their real lives, letting the students decide occasionally what they want and need to do, and so on. Besides, at times, it happened that as they did not do their assignments and homework on time, they became burdened with pending tasks and as a result, they felt tired and thus failed to concentrate in the classes. The supervisor said that students were discouraged from doing their classes because they gave more emphasis on doing coaching classes.

4.3 The Researcher's Strategy of Increasing Motivation

The researcher taught the students of Grade 7 and Grade 8 but taught the students of Grade 8 most of the days. The students were taught grammatical topics most of the classes. The students were taught grammatical topics following the Grammar-Translation Method. They were also given deductive exercises for grammatical topics most of the classes, for example, fill-in-the-blanks. On the contrary, in one of the classes, the students were given to write an essay using Past Tense. Again, in one of the classes, the mistakes that the students of the 8th graders made in punctuation in their dialogue writing were solved. Then again, in one of the other classes, the comprehension exercise the students of the 7th graders were given to do by the supervisor were solved. Additionally, the researcher tried her best to make the students respond in the classes.

However, it would be better if the students were motivated in the classes by following the strategies of motivating the students all the time, i.e., giving the topics that are related to their real lives, making them feel that they are successful, letting the students decide occasionally on what they will do, and many more. Whereas, because of inexperience, lack of confidence and being under pressure, the motivational strategies were not followed properly.

Chapter 5

Recommendations

Below, some points that teachers can take into consideration are mentioned:

- As the students are adolescents and are mostly interested in communicating with the world's people, it is necessary to incorporate those things in their lessons that are related to their real lives. For example, giving the students a little biography of a pop star or an athlete to test their comprehension skills, giving them to write on their favourite movie to test their writing ability, giving them role-plays to test their speaking ability, and giving them videos of the latest sports news and pop news to test their listening ability (Morausky, 2021).
- While making lessons, teachers should take into consideration that all students do not learn the same way. Although it might be difficult for the teachers to consider the learning style of all the students in large classrooms (around 40 students in each class), they can emphasize a particular style of learning in each class or mix multiple styles of learning in each class (Wiseman, 2017).
- It is important to make sure that classes happen regularly. As the institution has many holidays, the students miss a lot of classes. Therefore, teachers must take classes on working days. All teachers must enter the class on time and should take all the classes. Classes should happen even if the school atmosphere gets festive for any event, for example, the annual sports program. If classes happen regularly, then the teachers will be able to experiment more with their teaching techniques.

Chapter 6

Limitations

Because of time limitations and other constraints, some factors that could be included in this research to make the report better are not mentioned. These factors are stated below:

- The researcher did not get enough time to interview the students. If she got more time in interviewing the students, then she could come up with more effective questions, which would add proper data in the report.
- It would be better if English Language classes of adolescents taken by other teachers were observed and noted. However, due to not having enough time, English Language classes taken by other teachers were not observed. It would also be better if the interview of other teachers who teaches English Language to adolescent students were taken.
- It would be better if other dimensions of motivational construct other than integrative and instrumental motivation were included in this research. As a result, it would be possible to understand the motivation of the students from multiple dimensions.
- It would be better if both qualitative and quantitative research were done because if both of these research were done, it would be possible to get the data of a good number of students along with getting an in-depth understanding of students' motivation. However, the researcher has not done quantitative research because she is not proficient enough to carry out quantitative research.

Chapter 7

Conclusion

Therefore, the researcher found out how the students became motivated to learn English, how the supervisor motivated the students in the classes, and how the researcher motivated the students in the classes. Although students have instrumental purposes for learning English, students are most interested in learning English to communicate with the world's people. In addition, students are motivated by different factors, i.e., parents, friends, teachers and society. Besides, most of the students prefer coaching classes more than school classes because in coaching classes they can focus better. Again, the supervisor makes the class engaging but does not consider whether the students enjoy the classes or not. Furthermore, the researcher should have been confident and should have taken classes the way students learn better.

So, as motivation is an important factor in learning a language, ELT scholars should continue researching the motivation of the students. As a result, the teachers will be updated about the latest research on the motivation of the students and will be able to make better experiences for the students. Moreover, Bangladeshi researchers should do more research on the motivation of the students of all categories in learning English. Additionally, teachers should be trained and should know the ways of motivating the students so that students can learn English and make use of English effectively in real life.

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