

*Role of Motivation in Second Language Learning: A study of
Private University Students in Bangladesh*



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Keywords

In the study there are some important key words. Those are:

Extrinsic motivation, Intrinsic motivation, Integrative motivation, Instrumental motivation

Motivation, Socio-educational model.

Abstract

This research portrait, the present scenario of motivation as well as its different factors, the way they help both inside and outside of the class. This study deals with the different views of motivation and how it works for language acquisition along with the influence of extrinsic and intrinsic motivation in second language learning. This study also explains motivation in students' performance. Finally, this research examines the role of teachers to motivate the students' performance. Altogether four private university Students participated in this study. To collect data both quantitative and qualitative method has been used in this research study. To measure students' motivation a questionnaire was added at the end. Some similarities and dissimilarities are found from the answers of the respondents. Based on these findings some suggestions are proposed which can be used to increase the motivation of the students.

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Statement of Original Authorship

The work contained in this dissertation has not been previously submitted to meet requirement for an award at this or any other higher education institution. To the best my knowledge and belief the thesis contains no material previously published or written by another person except where due reference is made.

Signature:

Date:

Declaration

I declare that the dissertation titled “ Role of Motivation in Second Language Learning : A Study of Private University in Bangladesh” is submitted to the BRAC Institute of Language (BIL), BRAC University in partial fulfillment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree. To the best of my knowledge and believe, the thesis contains no material previously published or written by another person expect where due reference is made.

Name of Candidate:

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Supervisor

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Coordinator, TESOL Program

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Director, BRAC Institute of Languages

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Chapter 1: Introduction

Motivation is something that is directly related with behaviour. A person sets his mind up to figure out a certain work and does accordingly. It can be assumed that motivation has relevant and crucial value in learning a second language that influences the success of language learning. This article will compel the reader to read it as motivation is the hunger which spreads learners' desires or needs. Therefore motivation can not be denied in learning a second language. Second language is something that is not native to someone. That is why in learning a second language if one keeps determination in one hand; the other hand should be filled with motivation. It is like the necessity of having both hydrogen and oxygen molecules in forming water, deficiency of any of which will hamper it. Without motivation learner cannot perform or learn a language. Motivation makes purposes clearly visible. Learning a different language is very challenging but if the learner has internal desire to learn any language, he/she can do well. It is an internal or external desire in people, which increases learners' interest to learn a different language to achieve a goal. Motivation can be both internal and external. Internal motivation is, learner's self-desire or performing any activity for own sake. On the other hand extrinsic motivation is more related with any award or punishment.

Background of the Study

In 1900, Freud established a theory called Psychoanalytic theory that emphasized the needs as a driving force for people. After some years, in 1940 Clark Hull proposed Drive theory (habit strength, four biological needs). Later in 1948 B.F Skinner first pointed out about stimuli and reinforcement. Behaviours which are awarded quickly seem to be done again and again. In 1960, Rotter came with Social Learning theory and near of that year Atkinson proposed Achievement Motivation. Attention has been given on achievement and motivation in this theory.

Though English is the most emphasized language in Bangladesh but students face obstacles in learning it, which demotivate them to learn any language. Students who are coming from English background are not suffering to attain knowledge from Universities but those students who are coming from non-English background are suffering a lot and this situation

makes them demotivated to learn. All the books in higher education are written in English and the instruction is also in English. Students need to learn English in this condition. Most of the students try to learn English because they want good result or grade which is external factor for learning a language. If the students learn a language by enjoying it they could learn better. For this, they need internal motivation in them which helps them to feel the language while they learn it.

Teachers or others can play a very efficient role for motivating students. Teachers can make the materials or classroom atmosphere more interesting and non-threatening. Students can learn in a very positive way. If students feel demotivated to learn teachers could bring some positive points to motivate them. Motivation is the main and key factor for learning a second language. Students who have positive attitude and motivation in them for learning, will surely succeed to attain their goal. Gardner defined motivation as; the combination of effort and desire to learn a language and also favourable attitudes toward the language. Oxford and Nyikos defined motivation differently. “The degree of expressed motivation to learn the language is the most powerful influence on strategy choice” (Oxford and Nyikos, p.294).

Learners can be motivated by internal or external factors. When learners are motivated intrinsically, they will learn a language because of self-satisfaction or for fun. For example, someone can write an article because writing removes all the stress of that writer. On the other hand, when learners are motivated extrinsically, they will try to learn a language for highly rewarded outcome. They do not learn for fun or personal experience. There are two kinds of motivation. They are Instrumental motivation and integrative motivation. Instrumental motivation is like extrinsic motivation. Learners learn language for getting job, Salary or practical issues. But Integrative motivation has similarities with intrinsic motivation. Integrative motivation is for better understanding and to know about the people who speak that language. Teachers of second language play one of the most influential roles to make students engaged in class-rooms. They should try to motivate the learners positively and effectively, until they reach their goal or target in learning second language and they are the mentor, guide or facilitator for the learners. Teachers should set the class atmosphere in a relaxed or positive way. It can be said that, the driven force to make the learners goal oriented is the teachers themselves.

In addition to that, Brown (1994) defined motivation with certain terms like inner drive, impulse, emotion or desire and these terms motivate the learners to perform in a particular

action. Oxford and Shearin (1994) mostly agreed with Brown as they believe in self-desire to achieve a goal. There are so many researchers who defined motivation differently. It is important to know the influence of motivation in students' performance as well. In Bangladesh students in higher education are performing their tasks mostly in English which is a second language for them. This research will focus on the role of motivation in their performance and also the influence of their teachers in this regard.

Motivation is complex to define because different researchers defined it differently. Motivation determines the level of learners' involvement in language learning.

Context of the Study

In Bangladesh, all books and instruction in higher level of education are in English. In School English is also a compulsory subject. In some private Universities and English medium schools English is a compulsory subject. Some students are very enthusiastic, they enjoy and feel good to talk in English always but some students feel demotivated because they do not have self-confidence or desire to learn a new language. This study will explain the influence of motivation in students' performance and teacher's role for motivating the students for learning a new language. This is very important to learn English. This is a second language for the students. Motivation is an essential part for learning any second language. This study will focus on motivational factor of private university students and will find out a true picture of different students' performance in learning a second language versus motivation level. In Bangladesh many students come in University from non-English background and after joining there they face many obstacles to talk in a different language. Some students can overcome this problem because are eager to learn a new language and they can also perform very well. On the other hand many students want to pass the exam or to get good marks so they learn the language to gain something. Both of them can be successful but a person's self-interest is more essential to learn a language.

Purpose of the Study:

The purpose of this study is to find out how motivation work in the process of learning a second language in private university students in Bangladesh. Throughout this study

importance will be given on the factors that effect a student's motivation and the factors which will effect learning a second language. This study will show whether internal or external factors effect a student's motivation. This will also emphasize on the difficulties that a student faces at the time of learning a second language as well as a teacher's role in influencing a student's motivation. Teachers can influence a student's motivation by using different interesting teaching materials, by making them more interactive in classrooms to attract their attention and many more. However, it can be said that student's own desire is one of the most important matter in learning a second language. A student can do more and more communication in the second language to learn it most effectively; he or she can see movies in that language and can adopt many more ways to increase his or her motivation in learning a second language.

Significance and Scope

This study shows a real picture about the role of motivation in learning a second language. From this research other researchers and academician will learn different ways of improving self-motivation. Students who are yet facing difficulties in learning a second language, this study will show many effective ways about improving motivation for them. Motivation is the only matter for achieving any success whether it is learning a second language or making a six in a cricket match. Even after having a good preparation one may not get the desired outcome if he/she lacks motivation.

This study can be fruitful for teachers as well. Different parts of this study have highlighted many interesting and effective teaching materials for learning a second language. People always like changes. This nature of human can be a great scope for improving motivation. Students may get bored when the teacher is delivering the lesson in a traditional way. Addition of newer technological teaching aids can be effective in this regard. Sometimes understanding different scientific mechanism by reading books is very difficult as most of the books are basically written in English. Different kinds of interesting teaching aids can show excellence such as funny videos, animated movies and so on.

From the above discussion it can be said that, this study is helpful for teachers and students as well as the common people as it is about motivation which is needed in achieving even a small thing in this world.

Thesis Outline

The thesis consists of the following chapters:

Chapter one provides brief outlines about the research and the thesis, including the background of the topic, the specific problem, and associated research purpose and objectives of the study, and lastly the significance of the research.

Chapter two explores the relevant material from the extensive bodies of literature on motivation to determine the significance of the study. It reflects on the nature and problems of the specific area of the study.

Chapter three outlines the research methods for the study by combining both qualitative and quantitative techniques. It provides a brief description of selection of the study areas, the data collection method and analysis along with the limitation.

Chapter four provides a brief account of results. It also presents a brief account of the findings.

Chapter Five reports on the results of the study. It explains in detail the challenges to the barriers to policy implementation; and prospective areas of participation. The chapter is divided in two parts. While part one elaborates these findings from the perspectives of the students' under the study, part two presents the data obtained from interviews and from the teachers. The Chapter also contains a detailed description of the study.

Chapter 2: Literature Review

Introduction

Second language refers to a language which is not learner's own mother tongue because it is learned after learning the mother tongue. Motivation is defined as learner's internal desire to learn something. This internal desire gives behaviour energy and direction. There are mainly three phases on motivation for second language learning. Those three phases are: psychological period, cognitive situated period and process oriented period. These are the stages of learning language.

Theories of Motivation

The Social psychological period focused on role of learners' social context and Socio interactions. During this period (1959- 1990), Gardner (1985) introduced the Socio educational model. That model exposes two factors of language learning those are: ability and motivation. Learners who have higher level of ability and motivation will do better than the learners with lower level. Those learners are goal oriented and more attentive towards language learning. They are eager to know about different materials and highly motivated to participate in language learning. Some learners have high ability and high or low motivation. Ability and motivation both are related with formal and informal language learning context. Formal language learning happens through realization of language in classroom and informal language learning is learning through experience from everyday life, like learning from radio or television. Ability and motivation both are involved in formal learning context but in informal context motivation would be more involved than ability. Educational setting and cultural context both are related to motivation but are not applicable for ability.

Cognitive perspectives deal with learners' mental processes that influence their motivation. Cognitive psychologist argued that, individual's thought on their own abilities, possibilities and limitations has an effect on motivation.

Regarding this, Self-determination theory focused on the learners' intrinsic and extrinsic motivation. Noels and colleagues invented this theory. Intrinsic motivation is learner's own desire to learn a new language and extrinsic motivation is learner's external desire to achieve a goal.

It is generally accepted that, motivation is the most important part for learning a second language.

Dörnyei and Ushioda (2013) have discussed about motivation in a very descriptive way. From their perspective motivation derives from the Latin verb "movera" which means 'to move'. Motivation influences to perform action and make some choices. They described motivation with two terms: direction and magnitude. They defined motivation more specifically with some points. They are: the choice of a particular action, the persistence with it and the effort expended on it. (p. 4). In detail motivation helps learner choose specific action. In that process motivation can work out to learn the language. Learners' should expand their best effort to attain the goal. These three things can happen only if the learner has motivation or desire to learn.

However, Motivation leads or guides the students to the possibilities. Students have some potentiality in them and they just need to believe in that. Motivation leads them to show or prove their potentiality. From every day conversations motivation can be defined. Students have to activate their action always. It is like a process which needs to be activated always. Students should persist towards their goal. All these actions are driven from one umbrella term motivation.

Types of Motivation

Richard and Edward (2000) have shown a detailed description of intrinsic and extrinsic motivation. According to them, "The most basic distinction is between Intrinsic Motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome" (p. 55). It means intrinsic motivation is something related with learners' self-desire or interest for learning. On the other hand, extrinsic motivation is totally opposite to it. Extrinsic motivation is more related with a goal or achievement.

Intrinsic motivation first came out from animal behaviour. Researcher found out that even in absence of any reward animals showed playful and curious behaviour (White, 1959). It proves that, intrinsic motivation comes from very core of self. It is about own satisfaction, interest and curiosity towards learning. Extrinsic motivation can be defined more elaborately with example. In classroom, one student is participating in tasks because he/she wants to avoid the teacher's hard word. Another student is performing in tasks as well to get the good attention from the teacher. Both have separate reasons for attending the tasks to attain some goals rather than enjoy the task. (Richard and Edward, 2000. p. 60).

Deci and Ryan (1985) had a clear concept about intrinsic motivation. From their perspectives intrinsic motivation is:

Intrinsic motivation is in evidence whenever students' natural curiosity and interest energises their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish (Deci and Ryan, 1985.p. 245).

Intrinsic and Extrinsic motivation influences or leads learner for learning a second language. These two variables motivate differently but they have a connection. Student's intrinsic motivation can be hindered lack for boring or strict classroom atmosphere, social expectations or rewards can make them motivated again. Both the variables play important role for motivating the students, though they have different action to play.

Gardner and Lambert (1972) invented the framework for knowing about different types of motivation. They found two types of motivation: Integrative and Instrumental. Integrative motivation reflects learners' interest about the people and culture of a different language. Instrumental motivation happens for some reasons like, getting job, good result, bonus etc. In addition to that, Sayeedur Rahman (2005) proved in his journal that, instrumental motivation is the main motivational situation for the undergraduate students to learn English as a foreign language in Bangladesh. Learners can have integrative or instrumental motivation in them. It depends on situation, desire and attitude. Integratively motivated learner performs better and they have the strong desire for it. They learn for enjoyment and to satisfy their hunger of curiosity.

Though researchers found that the, role of motivation can be different for different learners, but all type of motivation have energy and reason for learning a new language.

Integrative motivation is related with particular culture and people. Integratively motivated learners are interested to learn a specific language because they want to know about the people and culture of that language. “In the socio-educational model of second language acquisition it is proposed that integrative motivation is multi-dimensional, involving affective, cognitive, and behavioural components comprise four broad categories of variables, motivation, integrativeness, attitudes toward the learning situation, and language anxiety”. (Gardner, 2012. P. 216)

Role of the Teachers

Madrid (2002) defined motivation by comparing it with many researchers’ theory. All the researchers agreed that, teachers are one of the important factors that can influence learners’ motivation. Teachers can engage students in long way of learning a new language. Ramage (1990) showed that, teachers should try to make the learners engage in their learning that can influence learners’ motivation to attain their desired goal. However, Dörnyei (2001) proposed this learning differently, it is learners’ perspective about the teaching strategies on them. Teachers can motivate students by implicating many different types of enjoyable strategies. It is very important to make the classroom atmosphere relaxed and friendly. Many students have the content in themselves but they cannot perform because of the lack of confidence. Teachers can motivate the learners by their positive attitudes. A teacher is the guide, mentor or facilitator. Teachers should make the learning process enjoyable and interesting for the students. They can use multimedia or new teaching aids in classrooms. Teachers should teach them about the culture of the language as well. That can make the students more interested to know or to learn about the language.

Teacher-Student relationship is another important factor for the motivation of the students. Teachers can make an interactive and friendly relationship with their students. Students can suffer from many personal or mental problems that can make them demotivate to learn a new matter. They can share their problems with the teachers, which can help the teachers to understand better about their students’ phycology. Oxford and Shearin (1994) showed, five points that can be the teachers’ role for motivating their students. They discussed the reason

behind learning L2. Teachers should know about the specific reason of students learning and to make the students positive to attain their goal. They should teach the students about taking challenges and to achieve their desired goal. They can show the students about the benefits or the positive sides for language learning. It can make the learners' more goal-oriented and motivated for learning. Teachers can build a non-threatening environment for learning. Students can feel free to share everything in that context. The most important factor is the intrinsic motivation. Intrinsic motivation deals best with the L2 learning process. Teachers should try to motivate their students intrinsically. Students need to enjoy and feel the learning process. Learning can be easier, if the students make themselves intrinsically motivated. In this matter Brophy (1998) says "The simplest way to ensure that students expect success is to make sure that they achieve it constantly" (Brophy, 1998. p. 60)

Summary and Implications

Researchers defined motivation with many different perspectives. The most important matter is motivation is the factor that influences learners' energy, desire, self-esteem, social perspective for learning a language. Gardner's socio-educational model showed ability and motivation of learner and these two needs to show in performance as well. This study aims at to find out the learners' performance in class, throughout a questionnaire survey and to explore the different stages of learning process. Oxford and Shearin (1994), invented some basic role of L2 teachers. Teachers are the best guide or mentor for the students' motivation. This research paper also explains about the present picture of the teachers' role in this field. According to all this research brings the recent analysis on motivation and the scenario of the class-rooms as well. It also includes the role of the teachers' influence students' motivation.

Chapter 3: Research Design

Research Methodology

In 1960 Gardner proposed the socio-educational model. It was about the role of attitudes and motivation in second language learning. That model proposes that there are two main factors of language learning they are called ability and motivation. In the questionnaire the researcher has focused on this two factors to find out students' motivational performance. Learners with higher levels of ability and motivation will do better than the learners with lower levels. Those learners are goal oriented and more attentive. They are eager to know about different materials and highly motivated to participate in language learning. Some learners have high ability and high or low motivation, so these two factors can be related with one another. Ability and motivation both are related with formal and informal language learning context. Formal language learning is happened through realization of language in class-room and informal language learning is learning through experience like learning from radio or television. Ability and motivation both are involved in formal learning context but in informal context motivation would be more involved than ability. Educational setting and cultural context both are related to motivation but not for ability.

This study explains learner's strength of motivation, ability, influence of materials and teachers to motivate them and learning context.

Research Approach and Design

Quantitative and qualitative both approaches were used to collect data. However, Quantitative survey has to be formal and objective type. In this topic questionnaire has been used for survey; which is a quantitative approach.

In order to get the essential information for the research, questionnaire method has been used. Primary data is collected by the researcher through Self-Administrative Questionnaire from the respondents. This was very time consuming and make the respondent to think about the matter carefully and give their best answers. This also ensures that the questions are

answered properly and there are no careless fill-up of the questionnaires due to unwillingness. The respondent was not allowed to keep the questionnaire for their further record.

Research Setting

Respondents were selected from different private universities of Banani and Mohakhali area. Respondents were mostly graduate and undergraduate male and female students selected from different universities. The research has done through structured questionnaire which will fill up by the respondents. For interview session Teachers were selected from two different private universities.

The Study Population and Sample

A Population can be defined, as the sample criteria for research study. These study populations were selected from different private universities. Those students are more or less related with a second language learning process. 20 respondents were selected for this study. For interview English Teachers who are working as an English or second language teacher were selected for this survey. 8 teachers were selected for the interview session.

Instruments

In this study researcher used questionnaire for collecting data from the students and also interview for the teachers. Students and teachers from different private universities in Dhaka participated in this research. There were 11 questions in the questionnaire for the students. Those questions were based on motivation and the purpose of the research. Questionnaire was close-ended. It was a voluntary survey. Researcher took the interviews of the teachers by asking them some questions. Those questions were inserted to get the descriptive and elaborate opinion from the teachers.

The Sampling Criteria

Sample was selected according to some criteria for this study. The respondents had to meet the following criteria:

- Private university students
- More or less related with a second language learning process
- Be willing to participate
- Mentally sound in order to participate

The teachers had to meet the following criteria:

- English Teachers of private University
- Be willing to participate
- Experienced in making materials
- Mentally sound in order to participate

Data Collection Procedure

A structured questionnaire was distributed among the different private students of different private universities. The data was collected over a week from different places. The questionnaire was personally distributed.

Data Analysis

After the data was collected researcher organized and analysed it. The collected data was accumulated, classified according to the objectives as well as parameters of interest. Data entry, editing, coding has been done by using computer tools. A computer tool called Microsoft Excel 2010 has been used for data interpretation. Data was analysed in detail by descriptive graphs and diagrams. Frequency table were drawn to present the findings. Researcher conducted interview session with the teachers. That was a descriptive survey that helped to search in detail about behaviour and opinions. After the interview session researcher wrote a summary of the whole findings.

Procedure and Timeline

The survey of this study was done in three private universities. Students were selected randomly from the campus. Only the interested participants participated in this survey. Researcher went in those private Universities to collect data. The researcher talked with the teachers as well for more descriptive opinion and noted down teachers' opinion for the survey. The researcher took one week to collect data from the students for the field work. After completing the survey the researcher took another one week for the interview section

with the teachers. In total it took two weeks to complete the field work. Each day the researcher took three hours for the survey purpose in different private universities.

Ethics and Limitations

There were some limitations in this study. Researcher did not get enough time to reach a successful conclusion. Some students did not give the answers with proper attention that can affect the validity of the results. This research can be studied further for better validity and reliability. Researcher faced some problems to interview the teachers. Some teachers were not available.

Conclusion

The researcher used both quantitative and qualitative approach. For descriptive findings researcher conducted interview session with the teachers as well. Both male and female students participated in the survey. Collected data is presented with graph, pie and bar diagrams. Besides the diagrams researcher wrote all the findings in detail. Interview part has been done by qualitative approach. Researcher combined all the notes of the interview and wrote a summary from that.

The chapter explains about research methodology, sample, research approach and design, data collection procedure data analysis.

Chapter 4: Data Analysis

Intrinsic Motivation

Figure 1 explains learners' opinion about speaking in English. This question is made to find out learners' intrinsic motivation. There were 5 options for this part. Most of the students think that speaking in English is their enthusiasm. Some students think that speaking in English is their challenge. Others are taking it as hobby or challenge.

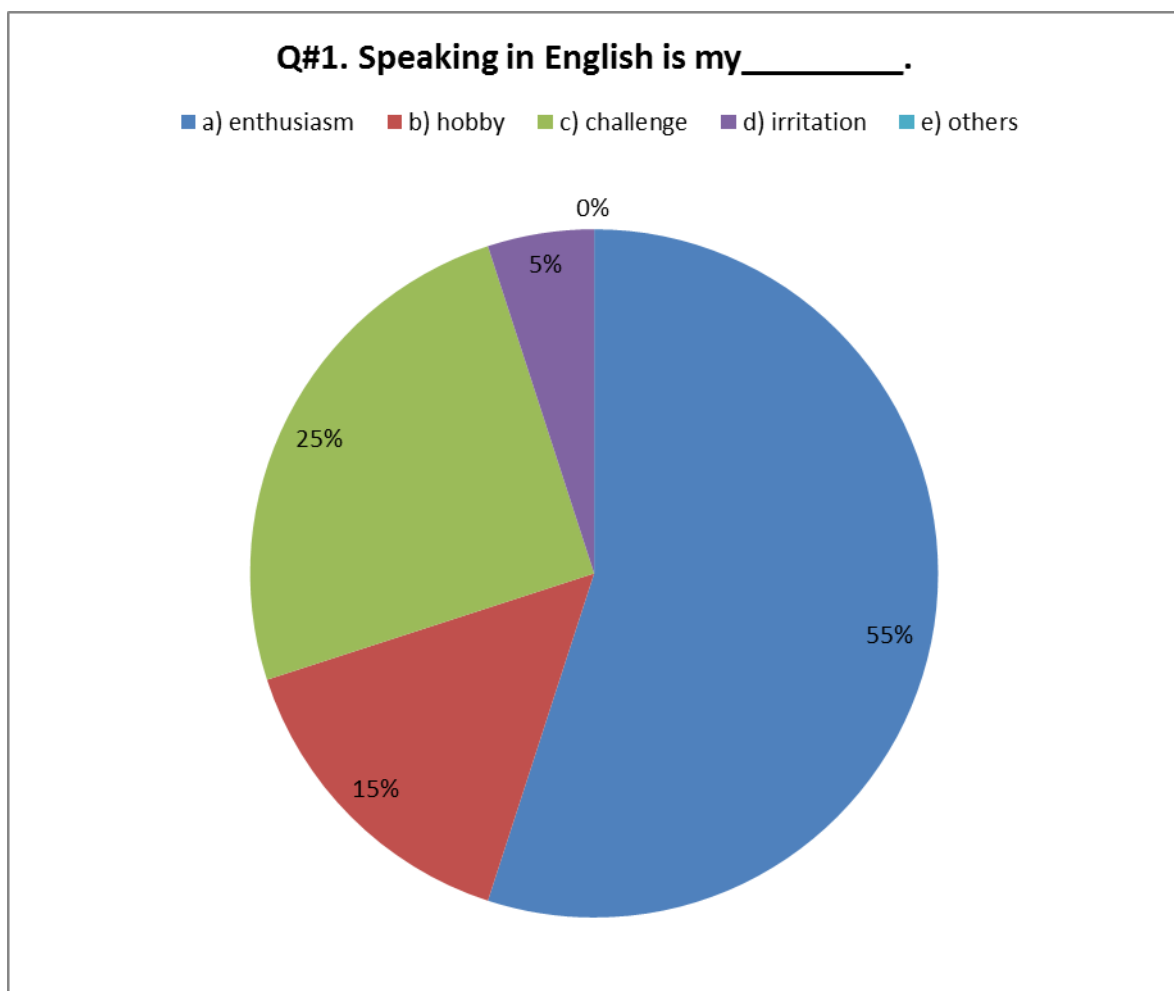


Figure 1: Pie Diagram of Question Number 1

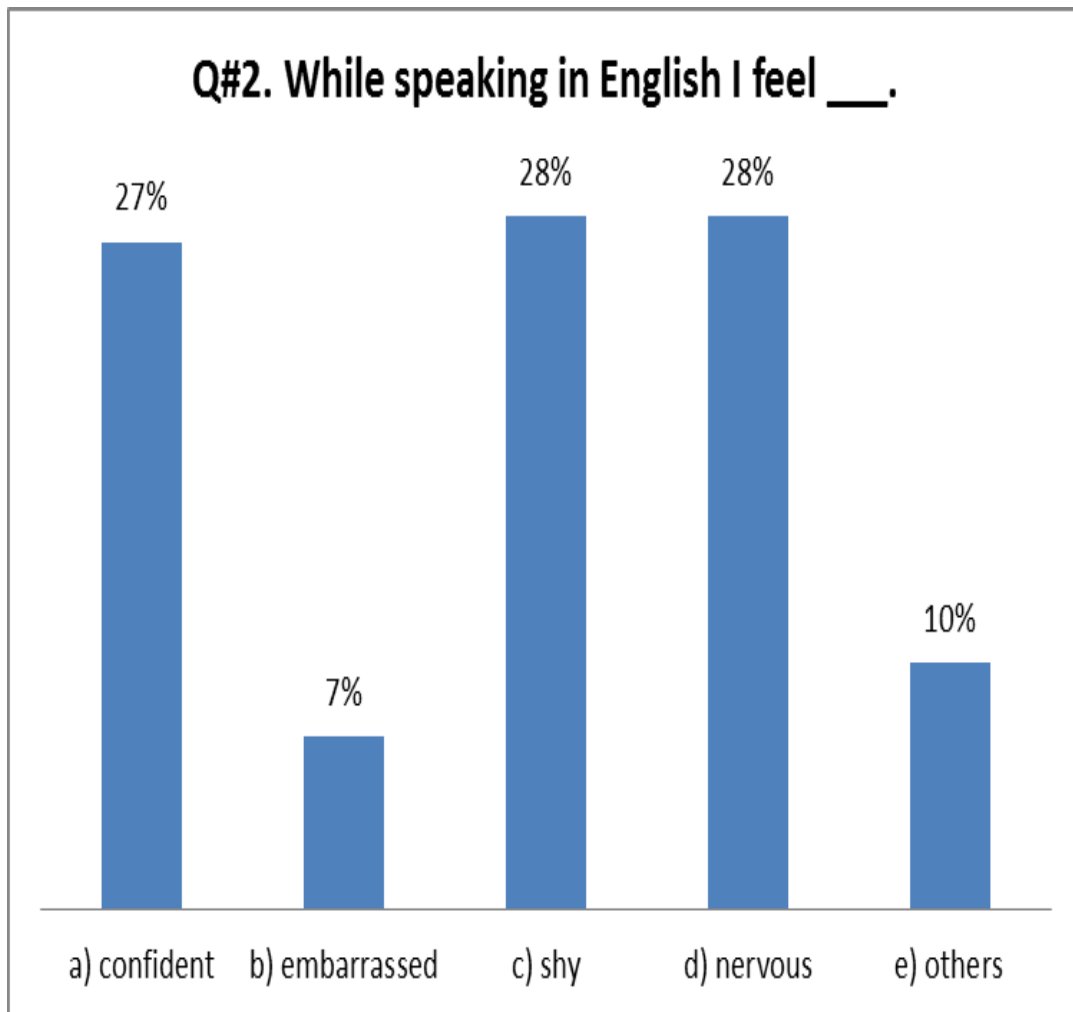


Figure 2: Bar Diagram of Question Number 2

Figure 2 is about learners' own feeling about speaking in English. 28 % students felt nervous and shy. 27 % students felt confident. 7 % students embarrassed and 10% students supported the option others. The result shows that, most of the students felt nervous and shy while they are speaking in English.

Extrinsic Motivation

Figure 3 is the findings of extrinsic motivation. In this question 30% students agreed that they speak in English because they want to make a good impression about them among the people. 30 % students also think that they want to get a good job. The Same result came for the third option and that was they want to visit a foreign country where knowing English is a must. Students have different perspective to learn English.

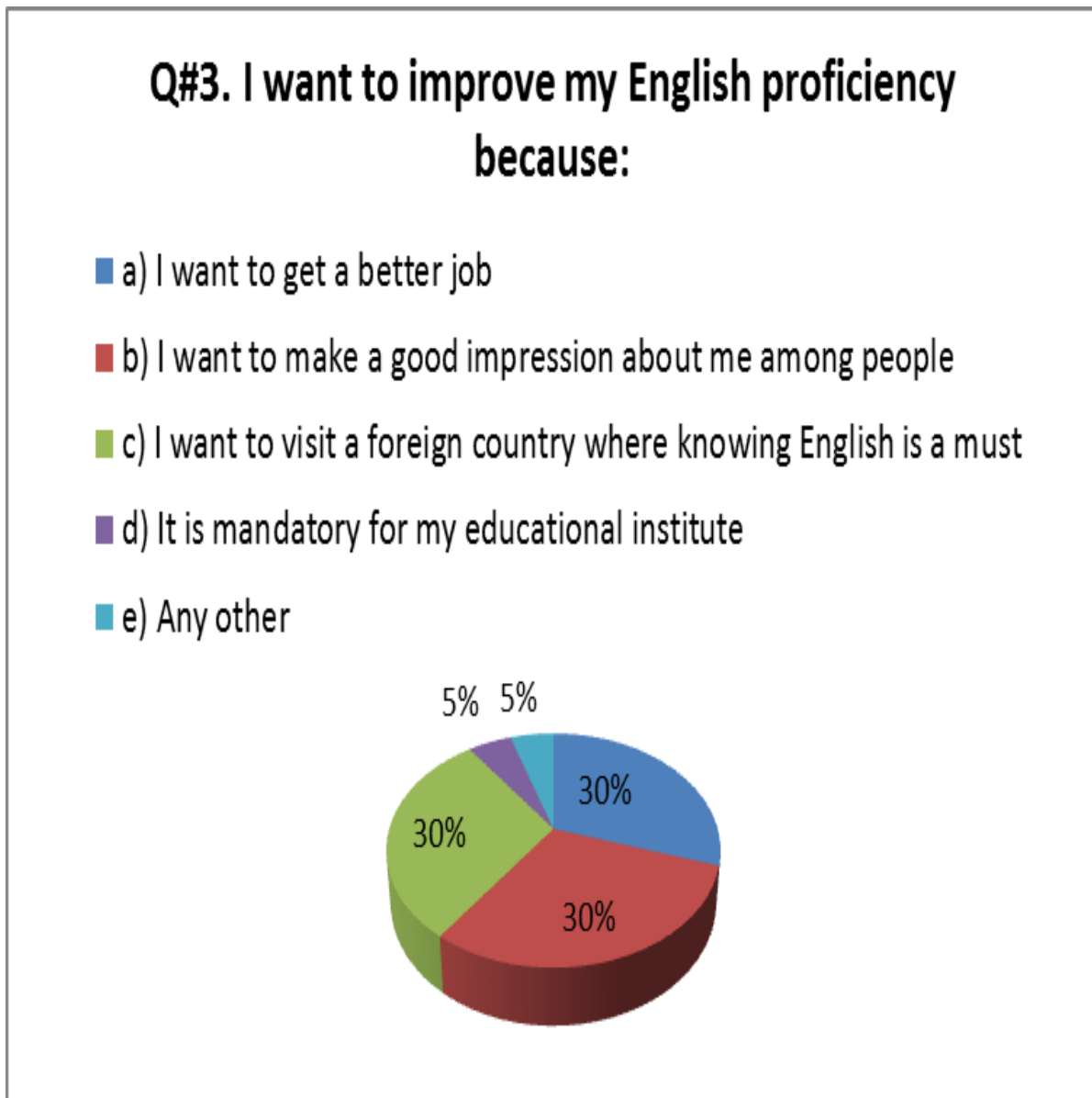


Figure 3: Pie Diagram of Question Number 3

Figure 4 explains stimulation of job market 40.00 % students choose the option strongly agreed. 40.00 % students agreed. 10.00 % were neutral and 10.00 % strongly disagreed. It really shows that job market stimulates the students to learn English. Students want to learn English to get a good job.

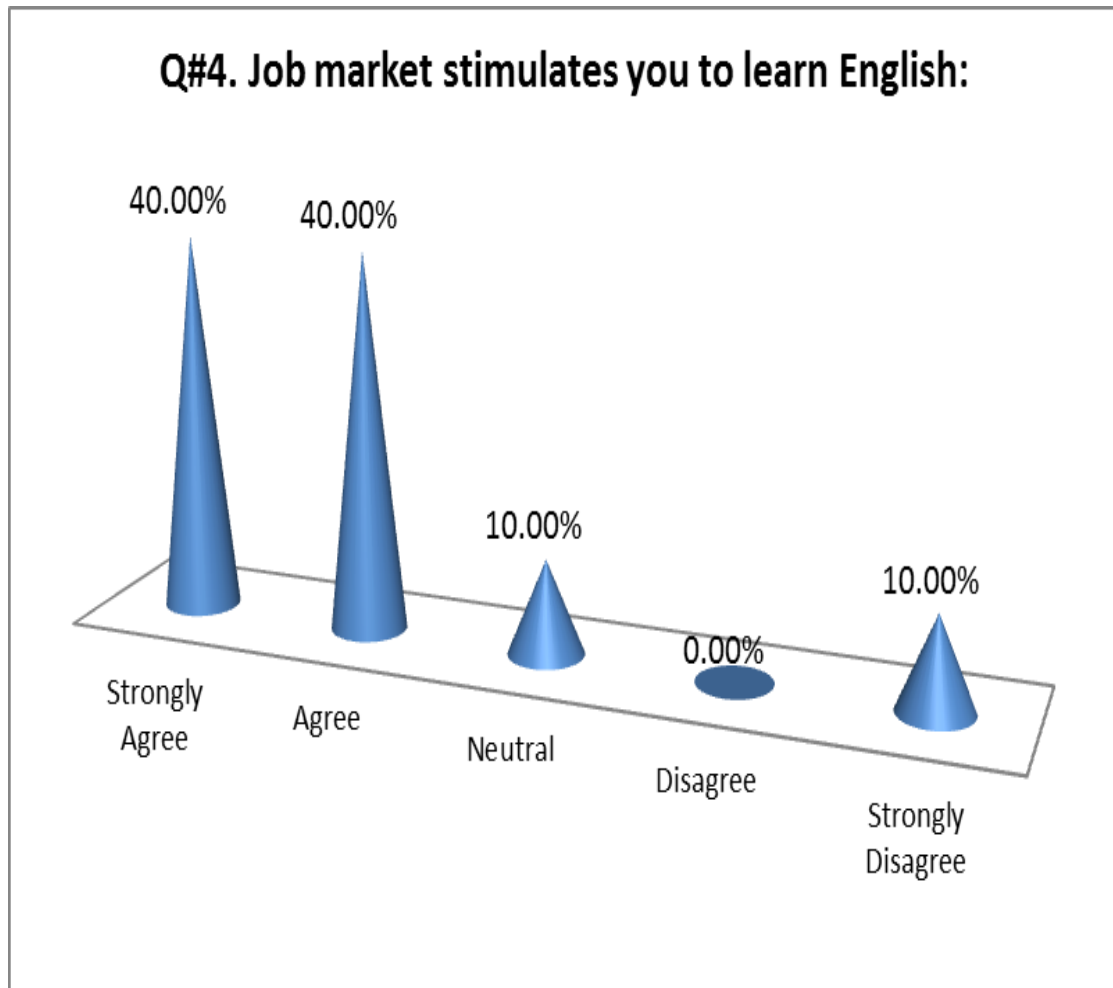


Figure 4: Bar Diagram of Question Number 4

Regarding Emotion

This Figure 5 is about students' emotion of nervousness in speaking English. The researcher wanted to find out the reason behind their nervousness. Based on the chart below, 50 % students agreed on, it is not their native language and 34 % students think their vocabulary is not that upgraded. The rest of the students view was they feel afraid of mocking and their pronunciation.

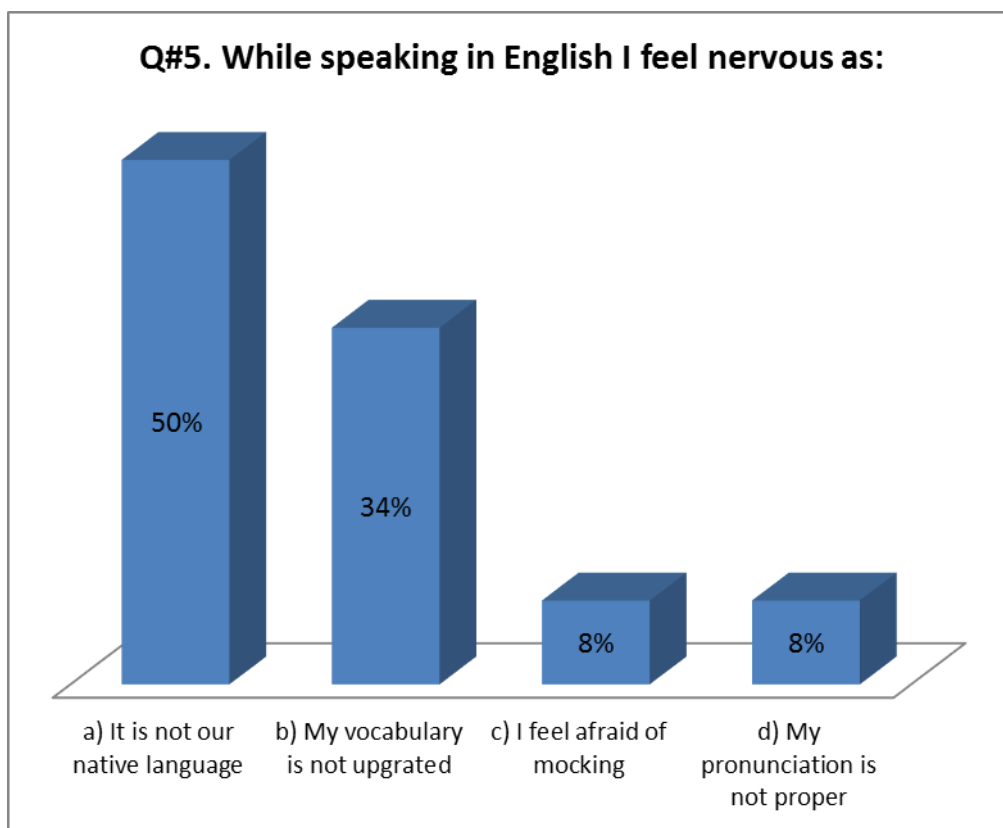


Figure 5: Bar Diagram of Question Number 5

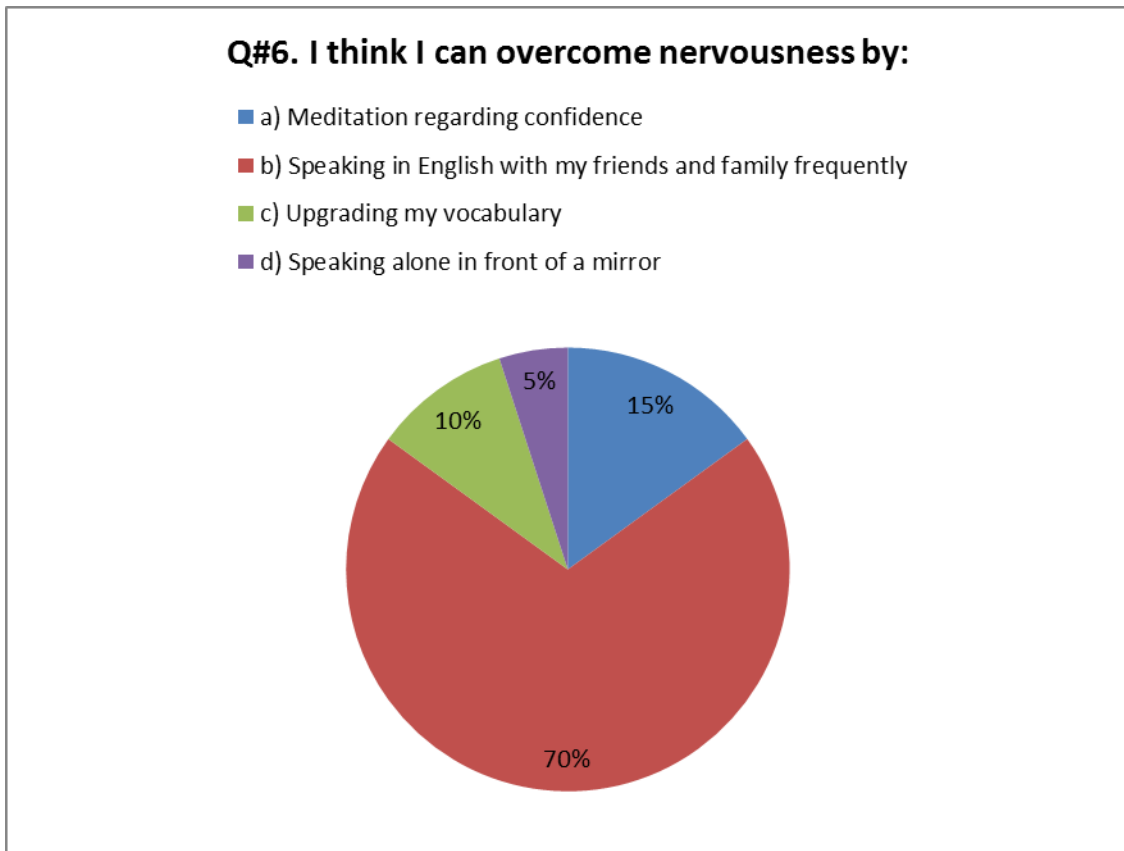


Figure 6: Pie Diagram of Question Number 6

Figure 6 is the pie chart above shows how to overcome the nervousness. 70 % students think that speaking in English with their friends and family continuously is the solution of nervousness. 15 % agreed on meditation regarding confidence. Whereas, 10 % students choose the option upgrading their vocabulary. However, only 5 % agreed on the last option.

Regarding Motivation Tools

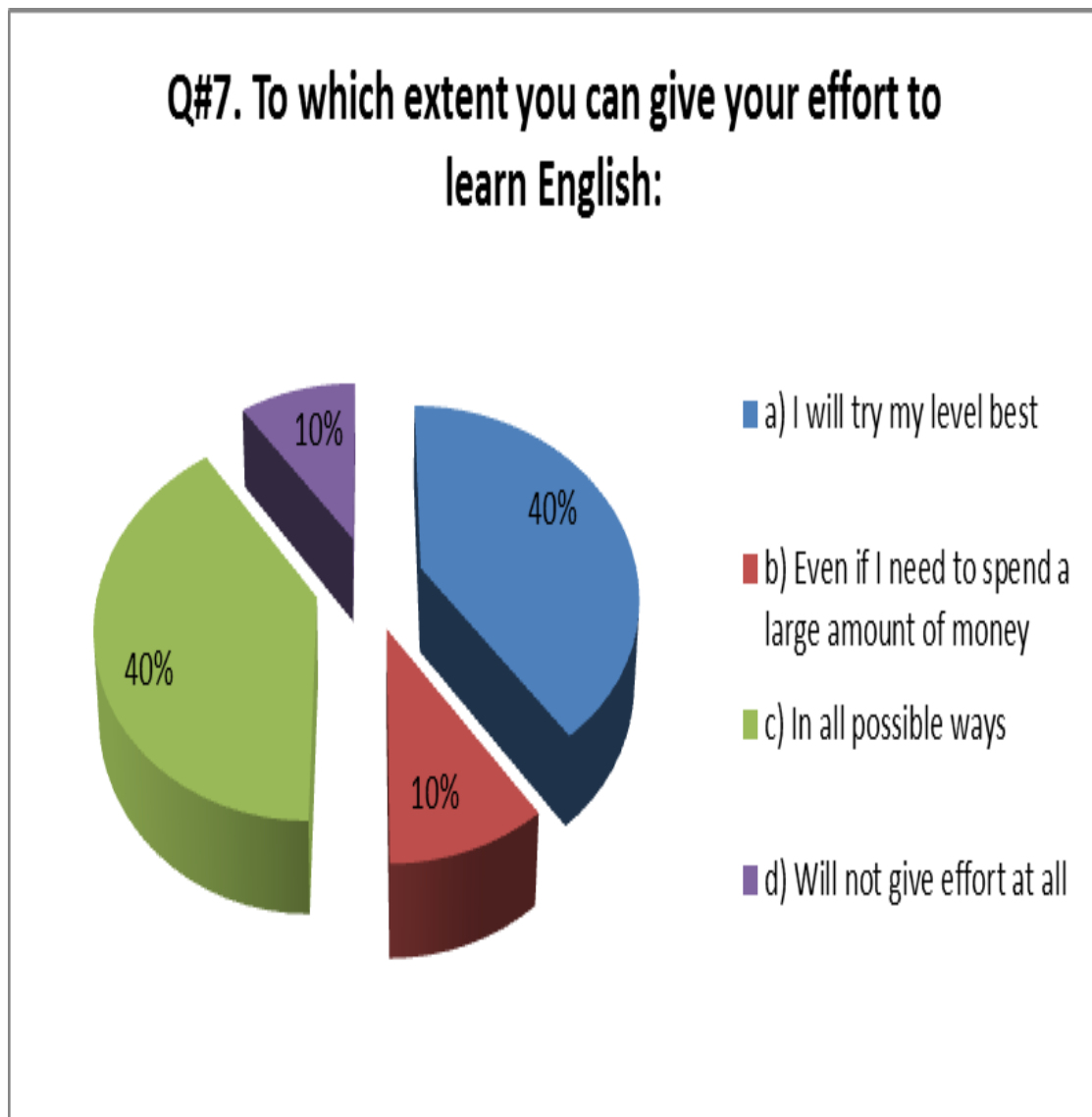


Figure 7: Pie Diagram of Question Number 7

Figure 7 explains about the extent of motivation. 40 % students choose the option they will try their level best to learn English. 40 % students also agreed on in all possible ways. 10% agreed to spend money for learning.

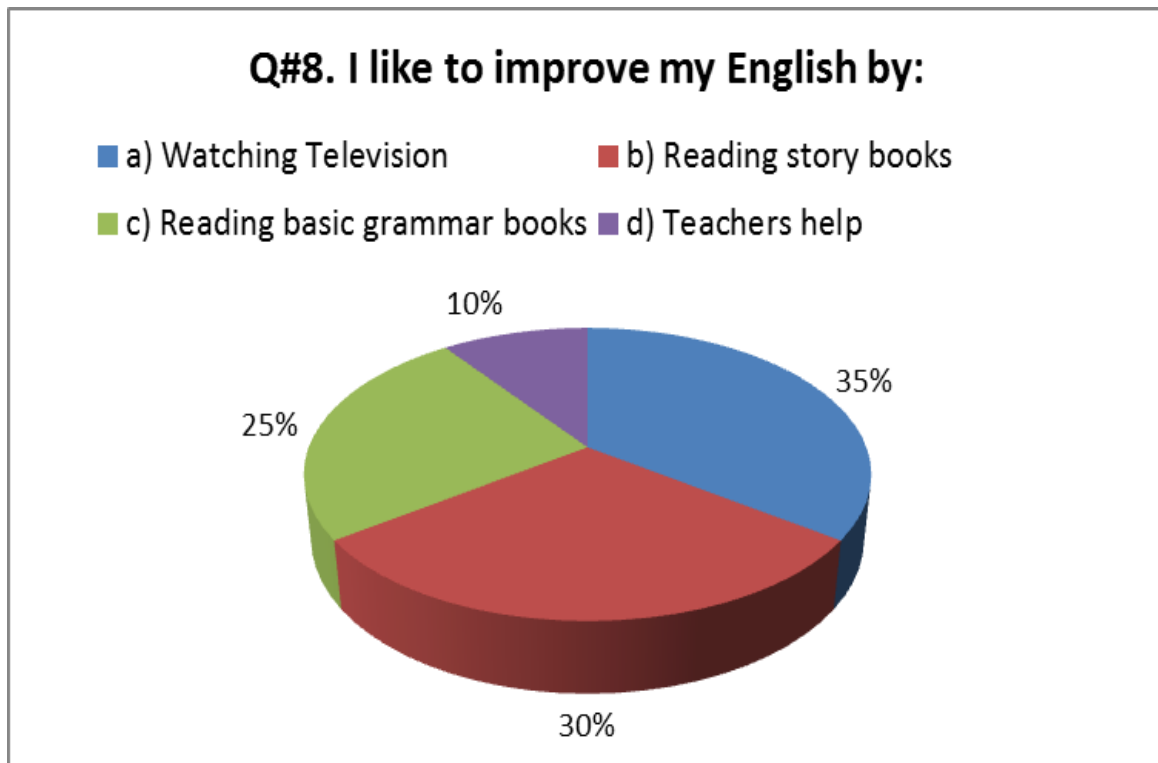


Figure 8: Pie Diagram of Question Number 8

Figure 8 shows, students' thinking about how to improve the skills in English. 35% students' answer was watching television. 30 % agreed on reading story books. 25 % answered reading basic grammar books and rest of the students think teachers help.

Regarding Classroom Environment

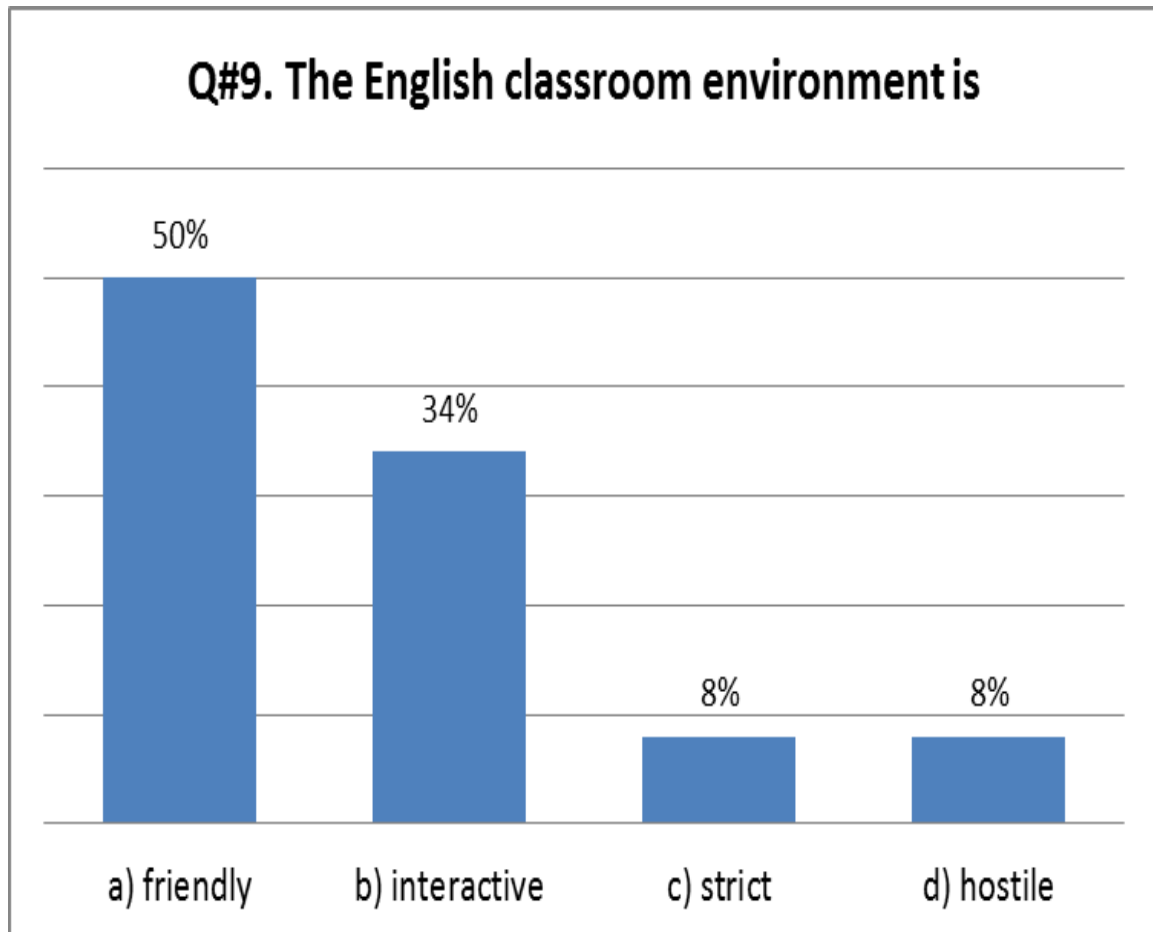


Figure 9: Bar Diagram of Question Number 9

Figure 9 explains the environment of the classroom. 50% students agreed that it is friendly. 34% thinks interactive. Other students think that it is strict and hostile. The result shows that, class-rooms environment is safe and friendly for the students.

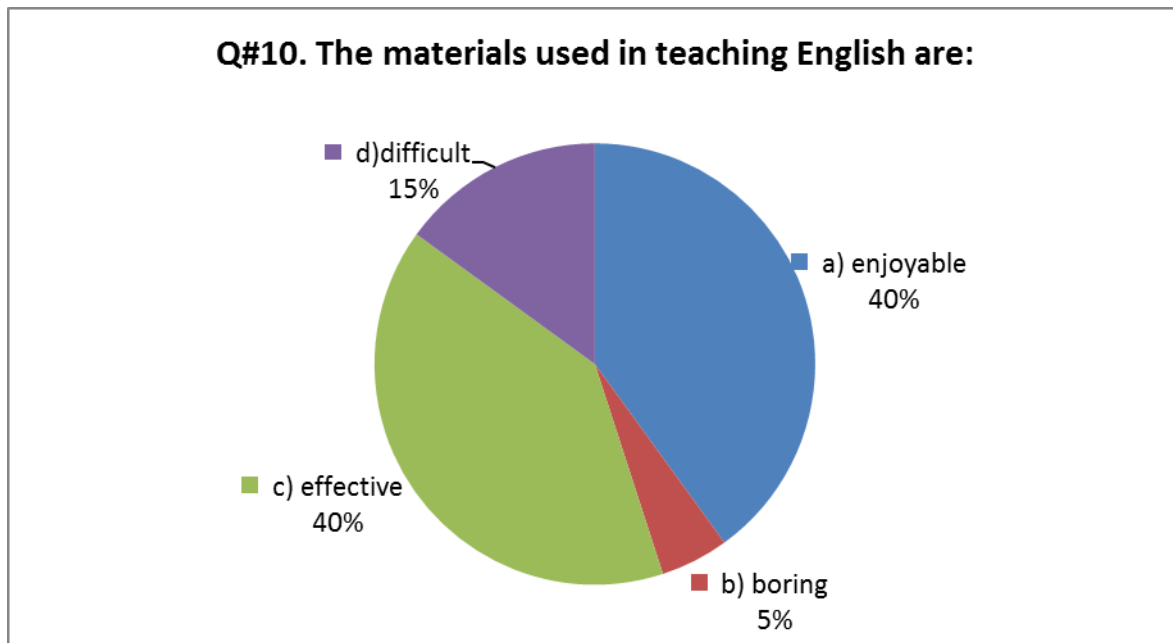


Figure 10: Pie Diagram of Question Number 10

Figure 10 is about the teaching material for teaching English. 40 % students agreed the materials are effective and enjoyable. 15 % students still thinks that it is difficult. 5% students think the materials are boring. So, this finding can be a reason of demotivation in learning.

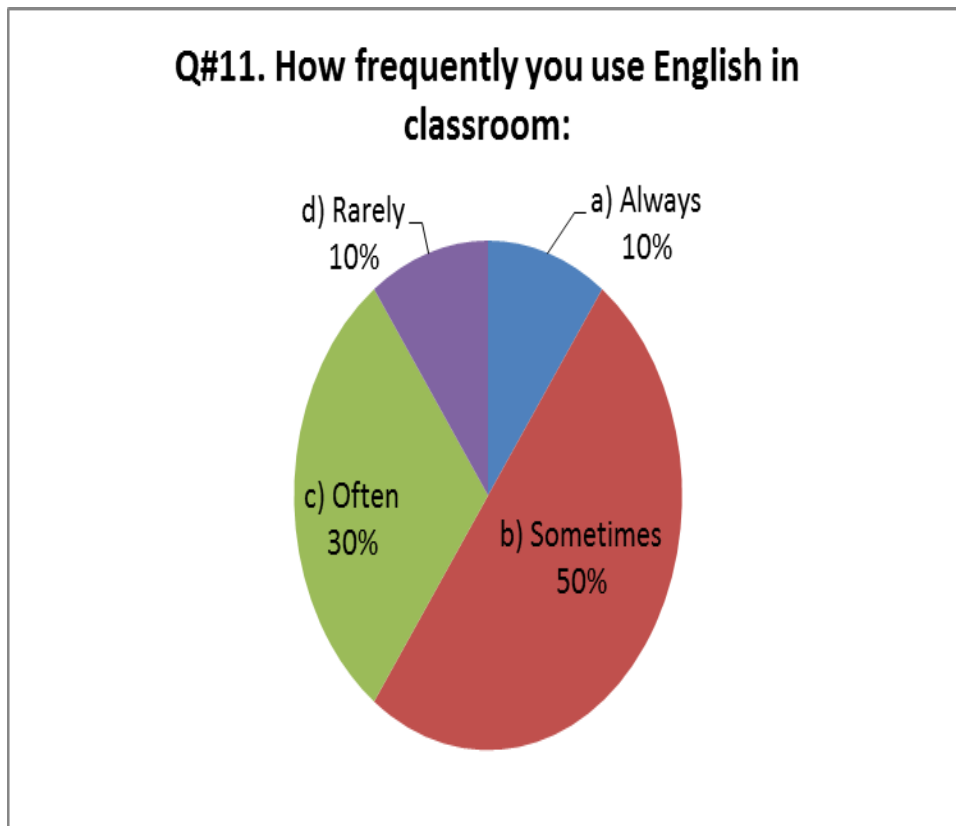


Figure 11: Pie Diagram of Question Number 11

Figure 11 is the findings of how frequently students are using English in classroom. 50 % students are using English sometimes in class-room. 30% students are using often. Rest of the students are using it rarely and always. This result is the picture of students' performance in classroom.

Chapter 5: Discussion of Findings

The purpose of the study is to find out the factors that affects learners' motivation. This study is also about learners' internal and external factors. All the researchers agreed that, motivation is the key factor of learning a second language. In Gardner's Socio-educational model there was importance about learners' ability and motivation. High motivation and ability help learner to acquire a second language. To find out this, there were 11 questions in the questionnaire. After the analysis of the data, researcher found some positive outcomes of motivation.

Most of the students in Bangladesh speak in English because it is their likeness. Students are learning a second language for their own satisfaction or desire that helps them to learn better. It is learners' intrinsic motivation that influences learners' desire to learn. Many of the students are taking language learning as challenge that is also a positive attitude towards language learning.

Students are externally motivated as well. Students want to improve their proficiency in English because they want to get a better job and to make a good impression among the people. Though these are external motivation of learners' but it also influences them to learn better. Job market is also simulating the learners' motivation to learn English.

From previous section findings, the class-room atmosphere is now friendly and interactive. Teachers are trying to make the students confident for speaking. Materials are also enjoyable and affective for learning a second language. Some of the students are feeling bored about the materials but the number is not that countable.

Students are now both intrinsically and extrinsically motivated for learning a second language. Students' performance in English is better now as they are practicing it by many ways. Formal and informal both contexts are helping them for learning.

There were some negative outcomes as well. The researcher has found some negative outcomes from the study. Most of the students felt nervous and shy which is a negative outcome. There can be lack of proper atmosphere for them to practice English. Those students are feeling nervous because they are not motivated enough to perform.

The main reason behind their nervousness is English is not their native language. Another reason can be, students are more conscious about grammar or pronunciation that makes them demotivated to speak or learn a second language. Another problem is the students think that their vocabulary is not upgraded. Students are still facing many barriers to perform.

Students do not believe that, their effort or ability can change their performance. Allocation of rewards can motivate the students for learning. Many of the students are still thinking that the atmosphere in the class room is strict. They do not perceive the classroom atmosphere supportive. Sometimes students can suffer physical, mental or other personal problems that affect motivation.

In addition to that, lack of confidence, too much consciousness about grammar or correctness can be harmful for learning. Motivation helps students to stay focused and students need that to motivate themselves for their performance.

This study shows that motivation is playing an important role for students' language learning and their performance. It is very necessary to create positive and supportive atmosphere for them.

Teachers play a major role for the motivation of students. To get more descriptive and elaborate opinion the researcher interviewed some teachers of private university. They are experienced for making materials for language learning. Teachers can motivate students by eradicating their fear or anxiety. Teachers-students relationship has to be friendly and interactive. Teachers will inform the purposes or achievement for learning. It may motivate the students to learn better. The teaching material has to be interesting. Teachers can give rewards for specific tasks. That will influence learner to participate in every task. Forcing or pressure demotivates student sometimes. Teachers need to understand students' mental and physical situation as well. Too much pressure or forcing may not let the students to learn more or it may decrease learners' interest for learning. Group work/ pair work can be helpful, but it has to be monitored by teachers. Students feel more comfortable to talk with their mates. Students like to participate in this kind of tasks. Teachers can influence learners' extrinsic motivation and enhance poorly motivated students. Teachers should use some audio visual aid and new technologies to make the class enjoyable.

Teachers need to build a friendly and interactive relationship with the students. Teachers can motivate the students with interesting strategies and course material. It is very important to make the students conscious about the purposes of their learning.

Chapter 6: Conclusion

This study introduced many perspectives from researchers on the role of motivation in students' performance. There were some purposes to research in this area. Researcher chose this to find out the importance of motivation or the role of motivation in students' performance. Gardner, Dörnyei and Ushioda defined motivation as the most important key or factor of learning a second language. The researcher proved in the study that, motivation is the main stimuli for better performance in learning. In this study, another purpose was to find out the effect of intrinsic and extrinsic motivation in students' performance. In Chapter 4, researcher found that both intrinsic and extrinsic motivation had a strong influence on learner. Both of them play an important role to learn a second language. This study also investigated the present atmosphere in the class-room. Researcher found the class-room atmosphere is a now improved and friendly for the students.

Another main purpose of the study was to investigate the role of the teachers for motivating the students. The role of the teachers is very much affective for the learners for language learning. In that study, the researcher agreed that, teachers are playing the most important role for motivating the students. Ramage talked about the strategies of the teachers to make the students motivated. In this study researcher found that, class-atmosphere and the guidance of the teachers can make students motivated. Teachers should try to remove the afraid of the students. Students can learn better if they know about the purposes of the learning. It is the duty of the teachers to motivate them by showing them the outcomes or the purposes of the learning.

Limitations

There were some imitations or shortcomings in this study. First of all, the researcher finished the field work in a short time. Only one week for interview was not enough. Secondly, the number of the population was only twenty; this is a very small group of population for research. Third, there were eleven questions in the questionnaire. Some students felt bore to answers this questions, this can affect the result of the study. Finally, the researcher faced some technological problems as well.

Recommendations

Students should try to enjoy the learning process that will help them to be more successful. Teachers should show more positive attitudes for motivating their students' performance. Further study can be done for more findings in learning a second language. Students should try to speak more frequently in the classrooms.

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Appendix

Appendix A

Questionnaire for students

Sample no:

Date of interview:

Location:

Questionnaire on role of Motivation in Second Language Learning for Private University Student's performance in Bangladesh

(The information which will be provided by the respondents will be kept secret & will be used only for research purposed.)

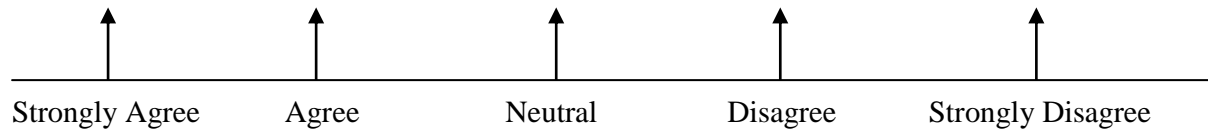
1. Speaking in English is my_____.
 - a) enthusiasm
 - b) hobby
 - c) challenge
 - d) irritation
 - e) others

2. While speaking in English I feel _____.
 - a) confident
 - b) embarrassed
 - c) shy
 - d) nervous
 - e) others

3. I want to improve my English proficiency because:
 - a) I want to get a better job
 - b) I want to make a good impression about me among people
 - c) I want to visit a foreign country where knowing English is a must

- d) It is mandatory for my educational institute
- e) Any other

4. Job market stimulates you to learn English:



5. While speaking in English I feel nervous as:

- a) It is not our native language
- b) My vocabulary is not upgraded
- c) I feel afraid of mocking
- d) My pronunciation is not proper

6. I think I can overcome nervousness by:

- a) Meditation regarding confidence
- b) Speaking in English with my friends and family frequently
- c) Upgrading my vocabulary
- d) Speaking alone in front of a mirror

7. To which extent you can give your effort to learn English:

- a) I will try my level best
- b) Even if I need to spend a large amount of money
- c) In all possible ways
- d) Will not give effort at all

8. I like to improve my English by:

- a) Watching Television
- b) Reading story books
- c) Reading basic grammar books
- d) Teachers help

9. The English classroom environment is

- a) friendly
- b) interactive

c) strict

d) hostile

10. The materials used in teaching English are:

a) enjoyable

b) boring

c) effective

d) difficult

11. How frequently you use English in classroom:

a) Always

b) Sometimes

c) Often

d) Rarely

Appendix B

Interview Questions for Teachers

1. How do teachers play an important role in affecting learners' motivation?
2. How can teacher- student relationship motivate a learner for learning second language in class-room?
3. What are the strategies of a teacher to make the class –room atmosphere safe for learners' motivation?
4. How can teachers help a learner to build his/her attitude positive towards language learning?
5. Should teachers explain the purposes of each activity to the learners to generate their motivation?
6. Why suitable teaching materials are important for generating a learner motivation?
7. Can Group work/pair work motivate learners for learning a second language?
8. How do teachers correct learners' errors in a positive or motivated way?
9. How a teacher's action can demotivate learners' desire to learn L2?