LANGUAGE LEARNING MOTIVATION: WHAT'S ON A STUDENT'S MIND WHEN LEARNING ENGLISH LANGUAGE?

Tahreen Ahmed
Centre for Languages
BRAC University, 66 Mohakhali
Dhaka-1212, Bangladesh
email:tahreen@bracu.ac.bd

ABSTRACT

This paper explores students' language learning motivation and the factors that motivate and demotivate them in English language learning at BRAC University. A total of 124 ENG-091 students were surveyed in Summer 2009 and asked about their reasons for learning English, whether they felt motivated in attending their classes, and the factors that motivate and demotivate them. Also suggestions are given on how ENG-091 can be developed further so that students feel intrinsically motivated to learn language for their own sake rather than for external rewards such as grades and a good job as the findings suggest.

Key words: EFL (English as a Foreign Language), intrinsic, extrinsic, integrative, instrumental

I. INTRODUCTION & RESEARCH QUESTIONS

Language learning motivation has always been at the forefront of understanding why some people learn languages successfully while others do not. This is more so evident in the context of Bangladesh where English is a foreign language (not spoken by the majority outside the classroom) and language learning, has different purposes for different people. Some learn English simply as a school subject because it is mandatory; while others learn it to go abroad for work or higher studies, yet others learn it to get a better job. This paper investigates the fascinating world of motivation and what factors motivate and demotivate students at the Tertiary level. "*Motivation reflects the power to attain the goal which is reflected in the motivational orientation. The power stems from the desire to attain the goal, positive attitudes toward learning the language, and effortful behavior*" (Oxford & Shearin, 1994 p. 14). Thus, one might decide to register for a language curse at university, but how hard they actually work at learning language once in the course is a whole new question.

The purpose of the current study was to investigate BRAC University students' motivations behind learning English language and the factors that

enhance or impede language learning motivation in ENG-091 (Module 3) classes. Also, this paper offers suggestions on what may be done to improve the ENG-091 syllabus based on the findings of this research. The research questions are:

1. What are the reasons for learning English language according to BRAC University students?
2. Do ENG-O91 students feel interested to take part in their classes? Why?
3. What are the factors that motivate and demotivate students when learning English language?
4. What suggestions can be put forward in terms of tasks, activities, teacher roles etc to develop ENG-091 further in order to increase student language learning motivation?

II. BRIEF HISTORY OF MOTIVATION THEORY

One of the earliest models of motivation was proposed by Gardner and Lambert 1972, cited in Arnold, 1999 which divided motivation into two very general orientations *Integrative* and *Instrumental*. The former concerns a positive interpersonal/affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that

community (Dörnyei, 2003). In extreme cases, it may involve complete identification with the target community and possible withdrawal from one's own group. However, Dönyei 2003, stated that "in the absence of a salient L2 group in the learner's environment (EFL settings like Bangladesh where English is learnt as a school subject), the identification can be generalized to the cultural and intellectual values associated with the language, as well as to the actual L2 itself". The latter, according to Arnold, 1999 deals with practical reasons for language learning, such as getting a better job, higher salary, promotion etc. One is not superior over the other but depends on the degree of energizing and the firmness of the direction it provides, and that will also depend on other variables within the learner (ibid p. 13). This social-psychological model was expanded further by Gardner and his associates in 1985 (Arnold, 1999).

Gardner, 1982, as cited in Norris-Holt, 2001, also identified several interrelated factors when learning a second language and contrary to other research, Gardner's model looks specifically at second language acquisition SLA in a structured classroom (foreign language classroom) setting as opposed to natural surroundings. In Gardner's socio-educational model four features of SLA are identified: social & cultural milieu, individual learner differences, the setting or context in which learning takes place and linguistic outcomes. The social and cultural milieu refers to the environment in which an individual is situated, thus establishing their attitudes towards other cultures and languages. In the context of Bangladesh, the majority of the people generally do not see the need to learn a second language such as English as they don't feel any strong affiliation with the language and 'English' or Western culture, although this is not always true for Bangladeshi youngsters today who want to dress and talk like westerners.

The next component of Gardner's socio-educational model is the individual differences between L2 learners. These differences include intelligence, language, aptitude, motivation and situational anxiety (Norris-Holt, 2001). Closely linked to these differences is the next phase of the model, the setting and context where learning takes place, the setting here means the formal setting of the classroom or the natural setting where language acquisition is unstructured and the impact on

individuals and their differences changes in these two settings (ibid). Norris-Holt gives an example, in the classroom, intelligence and aptitude play a very vital role, while they don't exert that much of an influence externally. He adds, the variables of situational anxiety and motivation are thought to have equal impacts in both settings.

The final phase of Gardner's model identifies linguistic and non-linguistic outcomes of the leaning experience. Linguistic outcomes refer to language knowledge and language skills and include test indices such as course grades or general proficiency tests. Non-linguistic outcomes concerns the learner's attitudes related to cultural values and beliefs usually toward the target language community (Norris-Holt, 2001).

Extrinsic motivation, as stated in Dörnyei 1994, occurs when the individual's behavior is geared toward getting some kind of external reward (such as good grades) or avoiding punishment. It can undermine intrinsic motivation. For example, Dörnyei 1994, mentioned several studies have confirmed that students will loose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirements (as is often the case at school with compulsory readings).

Intrinsic motivation on the other hand, occurs when the learning experience is its own reward. In 1985 Rayan & Deci stated that Intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning (Arnold, 1999 p. 14). Research has shown that Intrinsic motivation is the preferred one for long-term benefits such as retention of the language. In the Bangladeshi context, many educational institutions promote Extrinsic motivation as is the case in many courtiers around the word. However, this sort of motivation leads students to please the teacher or authorities, rather than nurturing a thirst for knowledge and independent minds who can think for themselves. Bruner 1996 once spoke of, 'the autonomy of self-reward', affirming that one of the best ways to help children think and learn is to 'free' them from the control of rewards and punishments (Arnold, 1999 p. 14).

Another concept closely related to Intrinsic motivation is the concept of *flow*, founded by Mihlay Csikszentmihalyi. As stated in Arnold, 1999, flow, or optimal experience, is a state of effortless movement of psychic energy. Goleman

1995, talked about its link with affect, flow represents perhaps the ultimate in harnessing the emotions in the service of performance and learning. In flow the emotions are not just contained and channeled, but positive, energized and aligned with the task at hand (Arnold, 1999 p. 15).

According to Drörnyei 1994, research has shown that if extrinsic rewards are properly self-determined and internalized, then they can be combined with or even lead to intrinsic motivation. The Self-determination theory was introduced as an extension of the extrinsic intrinsic construct. Sell-determination or learner autonomy is seen as a prerequisite for any behavior to be intrinsically rewarding. In this theory, extrinsic motivation was no longer thought to be conflicting with intrinsic motivation but has been divided into four types along a continuum between self-determine and controlled forms of motivation.

From the mid 1970's motivational theory focused on Cognitive approaches. This views motivation to be a function of a person's thoughts rather than some instinct, need, drive or state, information encoded and transformed into a belief is the source of action (Dörnyei, 1994). *Attribution theory* became the primary research model for studying student motivation in the 1980's. It made a link between people's past experiences with their future achievement efforts by introducing *casual attributions* (Dörnyei, 2003). As mentioned in Dörnyei 2003, Weiner (1992) has argued, the subjective reasons to which we attribute our past successes and failures mould our motivational dispositions. For example, if we put down our past failure in a task to our low ability, we will probably not try that task ever again. On the other hand, if we think that the problem lay in insufficient effort or unsuitable learning strategies that we undertook, we are more likely to give it another try. Weiner 1992, said that failure attributed to lack of ability is much more limiting than failure attributed to bad luck or other non-stable factors (Arnold, 1999 p. 16).

Another theory of motivation outlined by Weiner 1992, was *learned helplessness* where "learners are convinced through past failures that attempting to change the situation is useless and thus have 'learnt' not to try" (Arnold, 1999 p. 16). They are submerged in a helpless state that engulfs them and

they feel that they cannot possibly achieve their goals, no matter what they do.

Self-efficacy was another theory proposed by Weiner which has to do with learners' opinions about their ability to carry out a task As cited in Arnold (1999: 16) Ehrman 1996, defines it as "the degree to which the student thinks he or she has the capacity to cope with the leaning challenge" (Arnold, 1999 p. 16).

Self-confidence is "the belief that one has the ability to produce results, accomplish goals, or perform tasks competently is an important dimension of self-concept." (Drönyei, 1994 p. 277).

A central component of classical achievement motivation theory as cited in Drönyei 1994 is *need for achievement* is a relatively stable personality trait that is considered to affect a person's behavior in every facet of life including language learning. Those learners who have a high degree need for achievement are interested in excellence for its own sake, tend to initiate achievement activities, work with heightened intensity at these tasks, and persist in the face of failure.

Tremblay & Gardner (1995), as cited in Dörnyei 2003, introduced the concept of *"goal salience"* in their Goal theory in which this term was conceptualized as the composite of the *specificity* of the learner's goals and the *frequency* of goal-setting strategies used.

As all these developments were taking place in the 1990's related to L2 motivation , John Schumann (1998, 1999) as cited in Dörnyei 2003, brought in a new area of L2 research dealing with neurobiological investigation of the brain mechanisms involved in SLA. In his theory, Schumann defined a *stimulus appraisal* which occurs in the brain along five dimensions: *novelty* (degree of unexpectedness/familiarity), *pleasantness* (attractiveness), *goal/need significance* (whether the stimulus is instrumental in satisfying needs or achieving goals), *coping potential* (whether the individual expects to be able to cope with the event), and *self and social image* (whether the event is compatible with social norms and the individual's self-concept). Schumann (2001) has recently expanded his theory by saying that learning is a form of *mental foraging* (i.e. foraging for knowledge), which engages the same

natural systems as the ones used by organisms when foraging to feed or mate and which is generated by an intensive motive and potentiated by the stimulus appraisal (Dornyei, 2003).

During the 1990's however, while former research was conducted on sociocultural aspects of different communities and their motivations behind language learning, there was an "educational shift" and a "motivational renaissance" as stated by Gardner & Tremblay 1994, (Dörnyei 2003). The focus of the researchers was on issues related to the language classroom such as, *course-specific motivational components* (e.g., relevance of the teaching materials, interests in the tasks, appropriateness of the teaching methods), *teacher-specific motivational components*, (e.g., the motivational impact of the teacher's personality, behavior, and teaching style/practice), and *group-specific motivational components* (e.g., various characteristics of the learner group such as cohesiveness, goal orientations, and group norms. (Drönyei, 2003). This shift in research welcomed a *situated approach* characterized by a *micro perspective* to language learning motivation in the classroom, in contrast to the macro perspective of the social-psychological approach introduced by Gardner 1985 (Dörnyei 2003).

III. PARTICIPANTS AND SETTING

The participants in this research were 124 (1st semester & those who completed Pre-University) students of BRAC University in Dhaka, Bangladesh who took an Intermediate proficiency level English language course (ENG-091) as part of their Undergraduate degree requirements in the Summer 2009 semester. They comprised of *70* male, *44* female and *10* students who did not specify their gender whose ages ranged between 18-21 years and who had previously studied in mostly Bengali-medium schools and colleges across Bangladesh.

IV. METHOD

Data collection for this study comprised of a written questionnaire distributed by the researcher in August 2009. According to Wiersma 1995, (cited in Karim, 2004), survey research "measures opinions and is probably the single most widely used research type in educational research" (p. 39). Data collection took six days where the researcher distributed the questionnaire to the respective

Module 3 (ENG-091) teachers in each section to give to their students to complete. There were 9 sections in total. Also, prior to administering the questionnaire, the researcher had to seek permission from the authority at the Centre for Languages (CfL) of BRAC University.

After the questionnaires were collected, the researcher tabulated the answers for each question on paper. Then the results were imputed into an MS Word document using Windows 2000.

V. DATA ANALYSIS

In the Questionnaire (**APPENDIX A**) that was administered to BRAC University ENG-091 students, the first question asked them about their reasons for learning English language. The question was as follows:

Q1. *What are your reasons for leaning English language? Make a list of the reasons below.*

The majority of students responded that English is an international language needed to communicate with people around the world in this modern age. This illustrates that students in Bangladesh are aware of the importance of English as a world language. The next big reason for learning English was that students felt it is essential for getting a good job in the future. Again, students understand the demands of a competitive job market in our country. Increasing fluency in the language was the next major reason for leaning English. This included increasing vocabulary stock, speaking and writing skills, and understanding grammar. Another need for leaning English was for self-development, some students commented that leaning English was associated with being '*smart*'. Closely following this reason was the need for higher education. Students want to go abroad for higher education and thus, see the need to learn the language. Other reasons mentioned by students were:

- Survival at BRAC University
- Good grades.
- All subjects are in English
- It's a foreign language.
- Watch movies
- Helpful for studying books etc.

Next, *Question # 2* asked Module 3 students whether they liked participating in their Module 3

Speaking and Writing classes. This question had a Yes/No response with explanation for the answer. The question was:

Q2. Do you feel interested to take part in your English (Writing & Speaking) classes in Module 3? Yes/No? Why?

Here, forty-four (44) students said that Module 3 classes were fun, creative and interesting and that the classes were interactive, with a lot of group work and presentation practice. Thirty-eight (38) respondents said that they were motivated in the classes because they felt that it increased their language skills such as Speaking & Comprehension, Writing, Critical Thinking, Grammar, and Vocabulary.

Next the students felt that motivation came from their teachers who were encouraging and supportive toward them. Here, 24 students said that they were motivated because of their teachers' behavior toward them. Other motivations given by a few respondents were that English is an international language and that studying English made it easier to study other subjects as BRAC University which is an English medium university.

Few students however responded *No* to the above question and said that Module 3 was similar to the Pre-University course and that there is no need to do Module 3 (4 students). Also, they learnt more in Pre-University (2) and that it should be a credit course (2). Others felt fear in speaking class and said that classes were boring. However, these feelings were held by the minority and are not a reflection of what the majority believe.

Question # 3 asked students to rate motivational factors when learning English language following a rating system where *Excellent,* meant that they agreed *very strongly* with the factor and had a positive attitude toward it, *Good,* meant they *somewhat agreed*. *Average,* meant they were *undecided* and *Poor,* meant that they had *very negative* feelings toward the factor.

Q3. From the following factors please rate which factor motivates you most when learning English language. Follow the rating system below:

1. Excellent   2. Good
3. Average   4. Poor

The first motivational factor was *Feelings toward English language and culture.* (**See Table 1, APPENDIX B**).

Here 39 students responded *Excellent* on the rating scale, 58 responded *Good*, 22 responded *Average*, and 2 responded *Poor*. This clearly illustrates that while 58 students agreed with this motivational factor, and had positive attitudes toward English language and culture, only 39 students said that they had a very *strong* positive attitude toward English language and culture. This is in conjunction with most EFL settings around the word where learners have very little association with the target language and culture outside of the classroom (Norris-Holt, 2001). This is in line with Gardner's socio-educational model of motivation where the social and cultural milieu is a big factor in language learning motivation

The next motivational factor *Tension and fear about English classes*, had only 9 students who rated it as *Excellent*, 26 rated it as *Good*, 41 students rated it *Average*, and 46 rated it *Poor*. This shows that the large majority of Module 3 students did not feel tension and fear about their English language classes (41+46=87), although *Average* here, means undecided .This is in relation to Gardner's socio-educational model where situational anxiety and motivation play an equal role in both formal (classroom) and informal settings.

Fulfillment of a requirement as part of my degree at BRAC University was asked to students as another motivation. Here almost half (55) of the 124 surveyed *strongly agreed* to the statement, while 43 students *somewhat agreed*. Therefore, a total of 98 students clearly seem to be extrinsically motivated when it relates to the ENG-091 course. This is again true for many EFL learners who see the L2 only as a way of attaining future short-term benefits and successes.

The next factor, *I feel motivated about getting a good grade at the end of the course even though its non-credit* had the majority (80) students who rated it as *Excellent* and thus, feel motivated to get a good grade even though ENG-091 is a non-credit course. Also, 27 students rated this as *Good*. Thus, it appears by these results that students feel motivated to do well in Module 3 in terms of the external reward of getting a good grade, even though it's non-credit. However, I do not believe

that this is the true picture as one can see by the results of the previous item of *Fulfillment of degree requirements*, where students primarily do this course as part of the degree, which I will discuss in my findings.

If I learn English language well I will get a good job was of interest as the next factor. Again, students saw the importance of learning English as it is the language of modern business and communication. Thus, in Bangladesh, students are now realizing the value of learning English as it will make the difference when large organizations and MNCs recruit potential employees, employees who can speak and write fluently in English. Here the majority of students (93) felt very strongly about this matter and realize the importance of English in the competitive job market of today.

Another factor was, *The teacher praises me for my participation in class* where 65 students strongly agreed, indicating that Module 3 English teachers are very praiseworthy and encouraging of their students and want them to express themselves and offer opinions as much as possible. Forty-eight (48) students rated it as *Good*. Therefore, although the majority of students said that their participation was encouraged, which shows the caring and dedicated nature of teachers at CfL, more should be done to have a friendly and relaxed atmosphere in the classroom so that learners feel the desire to take part as *affect* (emotional factors) plays an important role in language learning success.

Another Intrinsically motivated factor was *Learning English for my own interest and not for any external reward*. Here 61 students agreed very strongly to this and 36 said they somewhat agreed, this is not however in line with the external rewards that students count on such as grades and a good job, as indicated above. Thus, although students did say that they are learning English for their self interest, without extrinsic rewards, it does not show the actual scenario.

The next factor was *I feel motivated to learn English language because I have been successful in learning it in the past.* From the results in *Table 1*, we see that 39 students *strongly agreed* that past successes motivated them in their ENG-091 course along with 48 students who *somewhat agreed* with this. This indicates that the majority of students (70%) felt that they had positive experiences learning English language previously. Hence, these

findings can be linked to *Attribution Theory* talked about earlier in this paper where what we see as the reasons for past success or failure in language learning can have an affect on our expectations and thus, our performance at present.

Finally, the last factor was, *In my English classes I feel that there is no need to try my best, as I know I cannot improve, because I have always failed in the past*. This statement is related to what Seligman 1991, (as citied in Arnold, 1999) termed as *leaned helplessness*, where learns are convinced through past failures that attempting to change the situation is useless and thus have 'learnt' not to try. In *Table 1* we can see that the overwhelming majority (102) students rated this as *Poor* which are 82% of the 124 Module 3 students studied in this research. This illustrates that the majority of students seem to have not suffered such extreme cases where he or she thinks of him/herself as a failure due to unfavorable learning experiences from early childhood.

Question # 4 asked students to give their suggestions on how they think Module 3 classes can be improved in terms of topics and activities in the syllabus and class. The question was:

Q4. What can be done to improve Module 3 classes according to you? Give your suggestions in terms of topics and activities you want in the syllabus and in the class.

In terms of suggestions given by students to improve Module 3 classes, students said that they would like more oral practice and speaking classes (34). Next 12 respondents said that they wanted more Group Work activities where all group members would be responsible for completing a task, rather than leaving everything up to one or two individuals. Other suggestions are listed below.

- Friendly atmosphere
- Make-credit course
- Writing classes
- Improvement of vocabulary and grammar
- Story telling
- Singing
- Poetry writing
- Pear evaluation
- Joke competition
- Drama
- Enhancement

- Newspaper story response
- Conversation with a foreigner
- Listening activities
- Discussion & Debate
- Read English novels
- Watch short movies in English
- Increase class duration
- 90% attendance mandatory
- Class participation should be equal
- Lessons to do with the Liberation War
- Conversation Test
- Homework, quizzes every week
- Taking someone's interview

This shows that students want a variety of topics and actives where they can use their thinking skills and demonstrate them through real-life communicative actives.

VI. FINDINGS

The findings of this study are as follows. The primary reasons for learning English language (See **Q 1, APPENDIX A**) that students gave were that it is an international language needed for communication and necessary to get a good job. This is in compliance with question *# 3, item 5* **(APPENDIX B)** where 93 students said that *getting a good job* was one of the main reasons for learning language. The next two major reasons for learning English given in Q1 were increasing fluency in language skills and self-development. This is in line with *Q3, item 7* where 61 students said that they were learning English to improve their language skills, for their own interest. Also 38 students in Q2 gave this reason of improving language skills as one reason for taking part in Module 3 classes. In addition, students saw the need for higher studies as another reason for learning English as stated in Q1.

Next, Teacher praise was another motivational factor where students said that they were encouraged by their teachers' behavior and attitude towards them. In Q2, 24 students gave this reason for taking part in Module 3 classes, while in *Q3 item 6*, 65 students rated this as *Excellent* and 48 as *Good*. This indicates that there is a discrepancy in responses and although the teachers teaching this course are very dedicated, more can be done to encourage and reward students by teacher praise.

Getting good grades was another commonality in Q1 and *Q3 item 4* where 80 students rated it as *Excellent*. This shows that although students said that they want to get a good grade in Module 3 despite it being a non-credit course, it still reflects that they are motivated by extrinsic rewards to obtain their degrees.

In Q2, 44 students said that classes were fun, creative and interactive with a lot of student participation like group work and presentations. This clearly illustrates the communicative nature of the Module 3 syllabus where learners become communicatively competent and autonomous. However, this figure does not represent even half of the 124 students surveyed who felt this way. Therefore, ways to make classes more interesting and academically challenging need to be addressed.

Although 80 students in *Q3, item 4* said that they wanted to receive a good grade at the end of the ENG-091 course even though it is non-credit, which is encouraging, it contradicts the result of the previous item *Fulfillment of a language requirement as part of my degree at BRAC University*, where a total of 98 students rated it as *Excellent* and *Good*. This again illustrates the fact that students are motivated by factors such as grades and degree requirements which do not tap into their intrinsic goals.

Another inconsistency is that although students said they felt motivated to learn English language because of past successes in school and college (*Q3, item 8*), it is not a true picture of the Bangladeshi context as language classes are very textbook oriented and where the teacher has much of the control in class, and there is little or no scope for practicing speaking or doing tasks through group work, discussion & debate, grammar games, presentations etc. Here only 39 students *strongly agreed with this* and so, it does not represent the majority.

Thus we can conclude that although Module 3 students seem to enjoy their classes and are encouraged to participate and increase fluency for self development, they are motivated by too many external rewards such as grades, a good job, fulfillment of degree requirements and higher studies abroad as mentioned above.

In terms of suggestions offered, by students in Q4 about how to improve Module 3 classes, 34

students said that they want more oral practice in terms of speaking classes and 12 students said that they want more group work activities where all members would be responsible for completion of the task, and not just left up to one or two individuals. Other suggestions are; make it a credit course, story telling, friendly atmosphere, drama, newspaper reflection, conversation with a foreigner, listening activities, debate etc.

Finally, I would like to point out that any kind of research method is not full proof and students may not have understood everything that was asked in the questionnaire and their may have been minor errors in terms of data collection. But on the whole, the findings are accurate and show the actual picture of the Bangladeshi context.

VII. SOLUTIONS

Based on the findings of this research which has revealed that students of the ENG-091 course are motivated by short----term material rewards when learning English language rather than understanding the Some of these have been adopted from Dörnyei 1994 and made for the Bangladeshi context.

1. In Bangladesh bilingualism can be promoted from early childhood where students can develop interest for other languages besides Bangla as proposed by Ellis and Gardner and cited in Norris-Holt, 2001.

2. On the first day of class the teacher can give a reading on the importance of English language around the world and in Bangladesh and have a class discussion. This will develop instrumental motivation.

3. Setting norms for the class as a group where student decide what is acceptable and unacceptable behavior in the class should be set so that students feel responsible for their behavior.

4. Develop self-satisfaction in students for a job well done by saying '*you should be proud of yourselves* and asking students to do self-reflection on how they went about completing an assignment and the challenges they faced and how they overcame them. This can be a routine procedure where students may keep a personal journal where the teacher can check it occasionally.

5. Teacher should include some content-based activities which focus on meaning and purpose which is related to students' subject area. For example:

- Students can make a presentation about how to start a business of their choice and discuss the steps of that process which they learn in BUS -101 (Introduction to Business).

- In Descriptive/Narrative writing students may write about topics such as *buying process of consumers, buying behavior in consumers* related to any product sold in Bangladesh which would be related to their BUS-101 course.

- Comparing two business plans of Bangladeshi companies and talk about which one is better using transitional signals.

- Teaching Process writing such as Analytic process where *how something works* can be discussed and written about. For example, how a computer works, how a particular computer program works, how a machine works etc. will cater to all students.

- Learning about letter writing skills such as Letter of Complaint, Application, and Enquiry etc.

- Discussing a particular law related to crime, women's protection, and human rights and debating about whether it is really working in Bangladesh and finding instances in the newspaper where a particular law has been violated may arouse interest.

- Discussing or writing about how industries in Bangladesh are contributing to Climate Change, as well as the effects of carbon emissions made by western countries on Bangladesh is a good discussion topic.

- Talking about the latest software which is useful for students and writing about its benefits and drawbacks. Also, talking/writing about any interesting website that could be useful for educational purposes.

- Describing and reading about famous buildings and architects and the important features of the buildings in terms of design, utility, cost etc.

- Teacher can arrange a native speaker of English such as the visiting fellows at CfL or other departments to give a talk. Students can interview them by asking questions in class.

- Also, a writing project could be introduced so that students may write to a pen friend in an English-speaking country.

- Show movies and TV programs in English related to aspects of western culture that students can compare such as morals, traditions, lifestyle etc.

For these suggestions materials from other departments such as BBS, CSE, MNS, Architecture could be collected so teachers of Module 3 can incorporate them.

6. Help learners develop learner autonomy by giving them a choice in reaching goals such as giving 2 topics and asking students to write or discuss about one or giving them freedom on how they attain information when conducting research.

7. Teacher should regularly praise students and make them feel a sense of achievement by giving them tasks which are doable. For example, I say that '*it is okay to make mistakes in my class… we are all there to learn*' when they think that a task is difficult. Also, a mix of doable task and more difficult ones should be incorporated so students feel a sense of continuous achievement as well as academic challenge.

8. Telling students about the teacher's own difficulties in language learning can motivate students and make them feel that '*I am not the only one with this problem, even my teacher went through what I am going through now*'.

9. Teaching students strategies for not only learning and communication but also processing information and problem-solving will help them become more attuned with various scenarios.

10. Teachers should attribute past failures (if this is true) of students to insufficient effort, confusion about what to do and inappropriate learning strategies rather than saying it was for lack of ability which can lead to learned helplessness talked about in this paper. The teachers should make students feel a sense of '*it is achievable*' if effort is put into something.

11. Teachers can ask students to have some personal sub goals related to language learning such as learning 10 words every week from the Academic Word List proposed by Nottingham University. Also the teachers of Module 3 can incorporate the words into their lessons by making students use them in writing tasks and speaking presentations.

12. Other activities may comprise the following:

- Summarizing newspaper articles and essays about Bangladeshi issues.

- Having an open discussion or debate about *Ways to improve English in Bangladesh, How can Bangladesh prosper as a nation economically, socially, politically* etc?

- Giving more project work where students have to research about local environmental issues in their localities and give their solutions for dealing with the problem by talking to people in their areas.

- Teaching grammar through communicative games.

- Making a wall chart of students' work so it shows what the group has learned and achieved.

13. Having a clear and guided grading rubric on each assignment so students know what is expected of them.

VII. CONCLUSION

In conclusion, this research set out to prove that the students of the ENG-091 course are in fact, driven by motivations such as grades, degree requirements, career and higher education abroad. However they, with the dedication and help of their teachers must find a balance between attaining these goals and understanding that English language learning does not need to be about extrinsic rewards, but can also be about the

pleasure of learning a language for no apparent purpose except personal interest and satisfaction. Then surely we will see the long term benefits when students can communicate successfully in English.

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APPENDIX A

Questionnaire

This questionnaire is part of a research study at BRAC University to identify Motivational factors in language learning in ELP301 classes (now ENG-091)

Please answer the following questions and think about them carefully. There are 4 questions in total.

Gender: M   F (Tick)
Age:

1.   What are your reasons for learning English language? Make a list of the reasons below.

2.   Do you feel interested in taking part in your English (Writing & Speaking) classes in Module 3? Yes/No? Why?

3.   From the following factors please rate which factor motivates you most when learning English language. Follow the rating system below:

1. Excellent   2.Good   3. Average   4. Poor

Feelings toward English language and culture?   1.   2.   3.   4.

Tension and fear about English classes   1.   2.   3.   4.

Fulfillment of a requirement as part of my degree at BRAC University   1. 2.   3.   4.

I feel motivated about getting a good grade at the end of the course even though its non-credit
       1.   2.   3.   4.

If I learn English language well I will get a good job   1.   2.   3.   4.

The teacher praises me for my participation in class   1.   2.   3.   4.

I learn English language because I want to improve my language skills for my own interest, not for any external reward such as grades, money, living in an English-speaking country etc.

       1.   2.   3.   4.

I feel motivated to learn English language because I have been successful in learning it in the past.

       1.   2.   3.   4.

In my English classes I feel that there is no need to try my best, as I know I cannot improve, because I have always failed in the past.

       1.   2.   3.   4.

4.   What can be done to improve Module 3 classes according to you? Give your suggestions in terms of topics and activities you want in the syllabus and in the class.

APPENDIX B

Table 1: Response to Question # 3

	Motivational Factors	Excellent	Good	Avg.	Poor	Total Responses
1.	Feelings towards English language and Culture	39	58	22	2	121
2.	Tension and fear about English classes	9	26	41	46	122
3.	Fulfillment of a language requirement as part of my degree at BRAC University	55	43	14	10	122
4.	Motivated to get a good grade at the end of my course even though it is non-credit	80	27	10	7	124
5.	Learning English language well will help me get a good job	93	24	6	0	123
6.	The teacher praises me for my participation in class	65	48	5	2	120
7.	I learn English language because I want to improve my language skills for my own interest, not for any external reward such as grades, money, living in an English-speaking country etc.	61	36	20	6	123
8.	I Feel motivated to learn English because I have had success in it in the past	39	48	29	8	124
9.	I feel thee is no way I can improve in English as I have always failed in it before.	0	5	15	102	122