

NATURE OF MOTIVATION ACROSS THE AGE LEVEL

By

Nusrat Jahan Nur
15303002

A thesis submitted to the Department of English And Humanities in partial fulfillment of
the requirements for the degree of
Bachelor of Arts in English

English and Humanities
BRAC UNIVERSITY
April, 2019

© 2019 BRAC UNIVERSITY
All rights reserved.

Declaration

It is hereby declared that

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

Student's Full Name & Signature:

Nusrat Jahan Nur

15303002

Approval

The thesis titled “Nature of motivation across the age level” submitted by Nusrat Jahan Nur of Spring, 2019 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelors at Arts in English on 11April 2019.

Examining Committee:

Dr. Sabreena Ahmed

Assistant Professor

Department of English and Humanities

BRAC UNIVERSITY

Dr. Firdous Azim

Professor and Chairperson

Department of English and Humanities

BRAC UNIVERSITY

Ethics Statement

All the rules of ethical issues have been maintained before conducting the study. Consent from all the participants were collected through a consent form (please see Appendix C) before the interviews.

Abstract

Motivation plays important role in language learning. This motivation can vary from person to person, according to the factors which he or she is surrounded by. Some factors can affect motivation intrinsically or some factors can affect in motivation extrinsically in language learning. The aim of this study is to find out the factors behind Bangladeshi students' motivation to learn English. The researcher has used qualitative multiple case study approach, to study fifteen students in order to get the information by conducting interviews. The fifteen students were from three different age groups, and there are 10 to 12 years, 14 to 16 years and 20 to 25 years old. The findings show how the factors affect students' motivation in language learning. Some of the factors are mandatory subject, students' participation, teachers' feedback, limited study materials. These factors can be helpful to find out the effective way to motivate the students to learn target language, the teachers' technique and also benefit the involvement of parents in the student's life.

Keywords: Language learning; Motivation; Extrinsic motivation; Intrinsic motivation; Instrumental motivation; Integrating motivation

Dedication

Mom and dad, who have always been my guiding stars of my life and helped me to carve my path.

Acknowledgement

First, the researcher would like to thank Allah the Almighty for being with her, giving her the strength to complete this study.

Secondly, the researcher would like to thank Dr. Sabreena Ahmed from the bottom of her heart for guiding, supporting and encouraging her to finish this research. Without her, this research would not be possible to finish by the researcher.

Finally, the researcher would love to thank all the teachers of ENH department, friends, and family member, who were giving her support, love, encouragement to complete this study.

Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract.....	v
Dedication	vi
Acknowledgement	vii
Table of Contents	viii
List of Tables	x
List of Acronyms	xi
Chapter 1 Introduction.....	1
1.1 Problem statement.....	2
1.2 Purpose of study:.....	2
1.3 Research Question	3
1.4 Significance of the study.....	3
1.5 Delimitation	3
1.6 Limitation.....	4
Chapter 2 Literature Review	5
2.1 Motivation:.....	5
2.2 Types of motivation:	5
2.3 Intrinsic and extrinsic motivation	6

2.4 Age and motivation.....	7
2.5 Bangladesh and English learning.....	8
Chapter 3	10
Methodology:.....	10
3. 1. Research design:	10
3.2. Setting:	11
3. 3 selecting the participant:	11
3.4. Data collection procedure:	12
3.5. Data analysis procedure:	13
3.6. Trustworthiness and credibility of the study:.....	14
Chapter 4	Error! Bookmark not defined.
Findings and discussion:.....	Error! Bookmark not defined.
4.1: Introduction to participates	Error! Bookmark not defined.
4.2 Factors that affects the nature of motivation in students of secondary school:	Error! Bookmark not defined.
4.3 Factors that affects the nature of motivation in students of higher secondary school:.....	Error! Bookmark not defined.
4.4 Factors that affects the nature of motivation in students of University:	Error! Bookmark not defined.
4.5. Comparisons of the factors between the students of schools and university:	Error! Bookmark not defined.
Chapter 5	30

Conclusion	30
5.2 Contribution to research.....	30
5.3 Recommendations.....	30
5.4 Further Research	31
References.....	32
Appendix A: Interview questionnaire:.....	37
Appendix B: Letter of consent for Researcher:	40
Appendix C: letter of consent for Participants:	41
Appendix D: Sample Interview of participates:.....	42
Appendix E: Sample of coding templates by researcher:	53
Appendix F: Rating for students' interview by rater 1	63
Appendix G: Sample theme generation template	69
Appendix H:Notional conventions:	73
Appendix I: Inter-rating reliability calculation for students' interview.....	74

List of Tables

Table no	Title of Table	Pages
1	Participant profile: Students of secondary school	17
2	Participant profile: Students of secondary school	17
3	Participant profile: Students of secondary school	18

List of Acronyms

ESOL – English for Speakers of Other Languages

NCTB- National Curriculum and Textbook Broad (Bangladesh)

Chapter 1

Introduction

English is acknowledged and thought to be a great opportunity for people and the society they are living in. They also mentioned that for the global economic purpose, English is used to access into central economic market, mentioned in Chowdhury & Kabir (2014). Moreover, in the Asian countries, people are learning the language as a foreign language for decades now. These countries are adopting the techniques of learning and teaching the language in their education policy so that they also connect with global trade and commerce.

In other Asian countries like India, English can be used as a lingua franca, however in Bangladesh it can never be English and is mostly used as global networking language in the country (Rahman, 2005). In Bangladesh, people are generally forced to use English for particular purposes for example administrative, professional or educational sectors (Rahman, & Karim, 2015). Critics have pointed out that English was forced in Bangladesh because of the British colonial education system. However, English is being used in Bangladesh for years now, for different purposes, one of which is having a social standard that sets people apart in the society. In other words, knowing the language better gives a person a status and social advantage. Being able to use English language gives better option in job sectors, building a successful career, or going in to foreign country to study for the further study (Rahman, 2005).

Masum (2016) had mentioned that the communication approach has been introduced in Bangladesh education system to give the students a chance to practice English in 1900s. Yet, current students are not able to communicate or write in Basic English after 12 years of their education that as English as a mandatory subject. He also mentioned that there is a need of exploring in the nature of motivation when it is closely related to language learning.

Bangladeshis have limited exposure to the language. For instance, they rarely get the chance to interact with the native speakers or their cultural community. In addition, Bangla medium schools tend to use only a limited amount of novels, books or English movies which does not help them attain English properly (Rahman, 2012). This study will be focusing on the factors that affect the nature of the motivation which can be effective for the second language learner of different ages.

1.1 Problem statement

Ahmed, (2012) mentioned that there were changes in the teaching techniques in the Bangladeshi education system, and yet the students are not really developing in terms of learning English. In Bangladesh, English is a compulsory subject for students from class 1 to 12 under national curriculum (Chowdhury, 2003), but even after this they are still not able to communicate or write something in English without memorizing it after. Most of the students are not intrinsically motivated in learning English, when they are forced; they are usually motivated for specific purposes only (Masum 2016, p. 182). This study aims to find out the factors behind Bangladeshi students' motivation to learn English. These factors can be helpful to find out the effective way to motivate the students to learn the target language.

1.2 Purpose of study

The study will be to find out the factors that affect the students in second language learning at different ages in the context of Bangladesh. This research will contain the difference of the motivation between three groups of students. The groups are group 1. 11 to 12, group 2. 14 to 15 years old and group 3. 19 to 22 years old. The purpose of the study is to find out the different factors that affect motivation to learn target language.

1.3 Research Question

Research question 1: Which factors affect the nature of motivation of secondary school students?

Research question 2: Which factors affect the nature of motivation of higher secondary school students?

Research question 3: Which factors affect the nature of motivation of university fresher students?

1.4 Significance of the study

This study focuses on the factors which affect the motivation for language learning of students of different age groups. Teacher and parents contribute in motivating the students in the language learning (Skinner and Belmont, 1993). This study is focused on the factors on how the students can be motivated in learning language. Therefore, the teacher or the lesson planner could make changes in the techniques or in the materials to make sure that the students are being encouraged to learn a new language. This study can also be helpful for the parents to motivate their children rather than forcing them to learn English. It also will be helpful for the students themselves to find their motivation according to their personalities, and their attitude towards learning language.

1.5 Delimitation

The data were collected from different schools by conducting interview from three different age groups. The researcher chose those schools where she has easy access. The last student participants were from a private university's department of the English where the researcher studies. The reason for choosing them was they were studying English and the researcher

wanted to see why they were motivated to learn English. Moreover, being from the same department, it was easy for the researcher to reach the participants.

1.6 Limitation

In one of the schools, the teachers were standing in front of the students while taking the interview. Therefore, the students were nervous to answer and they were hesitating to answer the question. The second problem was faced by the researcher is the younger students were hesitating to answer in the first place. Researcher had to suggest the options to them, and then they were able to answer. As the researcher used two interviewees at a time for the secondary and higher secondary students because of the limited time were given to the researcher, the second person sometimes said “same here” or copied the answer from the 1st interviewee.

Chapter Summary This chapter is composed of introduction and why motivation of students is important to learn English. The chapter also includes the research questions, why the study had been conducted, what problems were faced by the researcher during the data collection process.

Chapter 2

Literature Review

The chapter will discuss about theories and other author studied who studied motivation, language learning, and English education in Bangladesh context. It also seeks find out the gap has been created in the researches, that what the factors affect the nature motivation language learning.

2.1 Motivation

Motivation provides the main principle to learn a second language which makes mark on the language learning process and also the other factors which require the present of motivation in language learning. Without enough of motivation in language learning, it is difficult to achieve the long-term goal with the individual extraordinary capabilities and good environment and good teaching methods (Dörnyei 1998, P. 117). He also mentioned that, the researchers are agreeing that motivation is one the factors which helps a student to get the direction in the process of language learning (p.117). Csizér, Kormos (2008) said, the students with high motivation towards to language learning might be advantage in the various from of language skill, and they will have engaged themselves with the four skills of language learning.

2.2 Types of motivation

Dörnyei & Ushioda (2013) cited Wallace Lambert and Robert Gardner with regard to their work on L2 motivation and found that motivation in learning language is one of the primary factors that would make difference in language learning and in the field of communication. This idea is with some key factors which are including individual perception towards to L2 and towards to the L2 culture and people which can influenced in language learning.

Integrative and instrument motivation:

As reported by Gardner and Lambert (1972) there are two kind motivations of learning motivation: integrative motivation which is learning a language by being interested in language and instrumental which is a language for future goal .Gardener (1985) stated that integrative orientation is related to perception to towards to the L2 and the L2 community and integrative motivated learners would “demonstrate greater motivational effort in learning L2” therefore they will be succeed in learning second language.

Noels, Clément, & Pelletier, (2001) stated that, the integrative motivation is parallel with independent motivation therefore it can be said that who want to learn a new language as it is enjoyable to them and also desirable to them to interact with the community. Their finding shows that intergroup might be encouragement for the students and their interest in learning a new language.

2.3 Intrinsic and extrinsic motivation

Ryan & Deci (2000) and Dörnyei, &Ushioda, (2013) defined intrinsic as it is as a self satisfaction than being pressurized. He also mentioned the new language learners are the intrinsically motivated people who are interested in the language rather than learning the new language because of external pressure or rewards.

To define extrinsic motivation, Ryan & Deci (2000) said in their article that it is opposite of intrinsic motivation which means doing activities for own pleasure, whereas the extrinsic motivation is a behavior which can be said as “invariantly non autonomous” (P. 60). They also exemplified of extrinsic motivation by stating, if a language learner does their work in order to meet the especial outcome like to have good grade in class work, or fear of parental fear. Another similar situation is given that if a student wishes to learn a new language which can be valuable for the career can be also counted as extrinsic motivation Dörnyei & Ushioda, (2013) mentioned the second motivation which is extrinsic means “to some separable end, such as receiving an extrinsic reward (e.g. good grades) or avoiding

punishment” (P. 23). They also included the extrinsic value, that is “awareness of how well a task relates to current and future goals and what role learning plays in improving the quality of one’s or making one a better person” (P. 19).

Zhao (2011) mention in his article, the intrinsic motivation has advantage as predictor of affective variables which includes low level of anxiety, positive attitude towards to target language learning and it also gives the self confident to use the target language.

2.4 Age and motivation

Williams, Burden & Lanvers (2002) stated that there are less research has been made related with age than gender difference in the area of language learning however, there is a tendency to different motivation with age. Lucas et al (2010) mentioned the constructive relationship between the learner’s intrinsic motivation and the new language they are learning which is English and this target language has impact on the academic purpose and also in the community where they moved. This tendency of learning English through the use of the reading, speaking and listening skill is due to the learners’ positive attitude and “inclination towards assimilation, mastery and spontaneous interest to this language” because of their exposure to the target language environment in early age (P. 17).

Williams, Burden & Lanvers (2002) mentioned there are indications that the presence of cognitive and metacognitive awareness in language learning is importance, but little evidence of that “the respondents actually used metacognitive strategies” (P. 521). They mentioned about the 7 to 9 years old students who had he higher degree of integrative motivation to learn a new language

Kormos, &Csizér (2008) said that, the biggest distinction between the age groups can be found in language learning in motivation behavior. He also added that, the students of the secondary school choose a foreign language to study only for the school studies which is

compulsory, and for the university students, is also mandatory to learn a language, without that they can't complete diploma "until they obtain the prerequisite language certificates. However, the adult students survive in the university as they might have taken that course in the school and their cognitive level is high, they might experience the own pleasure in the free time reading in the target language. The adults also are interested in target language as it is valuable in the job market. He also mentioned that, "despite the fact that the mean value for the motivation behavior and language learning attitude are lower the case of secondary school students" than the group of older people (p. 348- 349).

2.5 Bangladesh and English learning

Bangladesh education system has four levels, which are primary, secondary, higher secondary, tertiary; using two languages as medium of instruction. The syllabus and other materials from the primary to higher secondary are created by the National Curriculum and Textbooks Board said Masum, (2016). He also mentioned about the teaching method which was followed by the English teachers in the English class was Grammar- translation method, however the communication approach has been introduced to the Bangladesh education so that the students can practices the target language more (p. 177-178).

In Bangladesh, English is used as foreign language as Chowdhury and Kabir (2014) said. This language is taught to all students as subject in 12 years of school life under a national curriculum, where mostly teach the grammar of the language, translation and how to read in English language (Islam & Bari, 2012, p. 89). In this curriculum, speaking is not important, and all the students try to memorize the materials for the exams only. However, the language teaching techniques are changing day by day, they are trying to develop new strategies for teaching and learning the language. Ali (2011) explained that the national curriculum of Bangladesh included the topics which are related to the real life and global situation, and

related to the Bangladeshi culture so that the ELT curriculum becomes learner-centered and the students become enriched in knowledge (p. 290).

There are no qualitative researches, which explore the relation and the factors affecting student's language learning in the context of Bangladesh. Therefore, this study seeks to fulfill the gaps to find out the affecting factors in the nature of motivation in language learning.

Chapter 3

Methodology

This chapter describes of the research methodology adopted for conducting this study. This chapter has been composed of the methodology that had been used in this research paper, which will include the rationale behind choosing the research pragmatic, it's philosophy, research design, setting, selecting the participant, data collection procedure, data analysis procedure, ethical consideration, and thrust worthiness of the study. The first research question investigates which factors affect the nature of motivation of secondary school students. The second research question explores to find out which factors affect the nature of higher secondary school students. The third research question seeks to find out which factors affect the nature of the motivation of students of tertiary level.

3. 1. Research design

The research is a qualitative research which is an approach where open questionnaire required (Friedman, 2012). This approach also included observation of the behaviour of the students while the interview, students experience with the target language, interaction interview, life story of the interviewee (Denzin & Lincoln 2008). Creswell (2012) added that, qualitative research relies on interviews or observation which cannot restrict the participants' point of view and the information do not stay in specific categories, is analysis of the central phenomenon. Therefore, the researcher gets most of the information about the participants and the results of the research are descriptive.

3. 1.1. Multiple case study approach

A case study method helps the researcher to see or examine the data from the participants within the specific context. Zainal (2007) also mentioned that a case study includes a small area and specific number of contents. In this research, Bangladesh is the geographical area

and the researcher is trying to find out how a specific number of students' nature of motivation changes through their age level. He also added that the case study is the true essence of examination of "real-life phenomenon through detailed contextual analysis of a limited of even or condition". In this research, the researcher tried to find out the real-life phenomenon which is, why the students are not intrinsically motivated in language learning, and whether the nature of the motivation changes as the age level changes. Therefore, the researcher adopted the multiple case studies methods which can be with real life events and show enough evidence "rather than sampling the logic" (Zainal, 2007. p. 2)

3.2. Setting

The researcher conducted the study among ESOL the students who live in Dhaka, Bangladesh. These students have a common language to use in regular life. Moreover, they learn English as a subject in their school.

3.3 selecting the participant

The researcher has selected three groups of students from different age groups. The first group included the students age of 10 to 12 years, the second group included students of age of 14 to 16 year olds and the last group included with 20 to 25 year olds. The researcher used saturation point, whenever repetition of theme was occurring in the data collections process. The saturation point was developed by Glaser and Strauss (1967) which is an approach to qualitative research and focuses on developing a theory form the data collection while collecting the data. (Hennink, Kaiser, &Marconi, 2017). This theoretical saturation occurs when there are some patterns in the data from the interview. (Guest, Bunce, &Johnson. 2006). The researcher adopted the snowball sampling techniques which refers to get information through contact provided by other informants (Noy, 2008). The researcher had contact with an informant who was ex students of the schools where she found students. the

criteria of those students had to be aged between 10 to 13 and 14 to 16 year old, and those who were willing to do the interview. The researcher asked a friend of her if anyone who is fresher, he knows of. the 1st interviewee provided next three interviewees for the researcher.

3.4. Data collection procedure

3.4.1. Interview

Interview is one of the renowned data collecting processes in qualitative research. Creswell (2012), mentioned qualitative interview is when a researcher asked open ended to interviewee and transcribe then in a file and analysis them.

The researcher had used semi-structure interview to collect the data. Semi interviewed is planned to have some prepared question before the interview, where there can be enough place to ask some other open ended questions based on the participants' questions. (Wengraf 2001).

The interviewer asked the interviewee open-ended question. Creswell (2012) mentioned that this kind of question pattern helps the research to get the useful information to “support the theories and concept in the literature” (p.220). The researcher also used audiotape to record the conversation between the interview and interviewee, which is suggested by Creswell (2012) to get the accurate transcript from the interview.

3.4.2. Design the protocol: interview protocol framework

The researcher had followed the IPR frame work which was developed by Castilo-Montya, (2016),she mentioned that this frame work works for structured or semi structured interview. In the study the researcher used the semi-structured interview for three different age groups. The author developed for phrases which are given below:

“Phase 1: Ensuring interview questions aligned with research questions,

Phase 2: Constructing an inquiry-based conversation

Phase3: Receiving feedback on interview protocols

Phase 4: Piloting the interview protocol” (Castilo-Montya, 2016. P. 812),

Phrase1: The researcher made sure that the interview questions represent the research questions. The researcher checked the interview questions whether the questions have coherence with the research topic which is a motivation to learning a new language.

Phrase 2: In the second phrase, the researcher made sure that the interview questions were in chronological manner so that the results of interviews come out as a normal conversation and the participants do not get confused with the questions.

Phrase 3: In the third part, the researcher contacted with an expert who is the lecturer of English department of a private university of Bangladesh. She had guided to make the interview question in chronological order and to get the permission letter to conduct interview in different schools and universities.

Phrase 4: The fourth phrase is to do a pilot study which can identify problems in the procedure of collecting for the study, the pilot study does not give the assurance of being successful in the main interview, however it gives the high chance of success of the main study. (Van Teijlingen, & Hundley, 2001)

3.5. Data analysis procedure

The researcher adopted the interpretive analysis which interpreted the data and made the themes which seek to understand the phenomenon which has been studied in the study Sargeant, (2012). He also mentioned that this interpretation can guide to the extensive grasp on the results of the study. Therefore, the researcher chose to analyse the data with interpretative analysis to the factors which affect the nature of motivation in learning second

language. Miles, Huberman, Huberman, & Huberman (1994) said that interpretative analysis' has 3 steps and those are: deconstruction, interpretation and the reconstruction (as cited in Sargeant 2012). The researcher has followed the step to analyse the data from the interview . In the 1st step, the researcher made transcript of the interview conversation manually as she had to translate Bangla to English language. After the transcription, the conversation were codified. The researcher made themes out of coding (appendix- E) In the 2nd steps, the researcher interpreted the data, comparing the data codes with the different interviewees, finding the difference and the similarities between the themes. In the 3rd steps, the researcher reconstructed the themes into the prominent theme which shows the relationship between the themes and codified conversation.

3.6. Trustworthiness and credibility of the study

For qualitative research, trust and creditable is important. Pandey& Patnaik (2014) and Morse, Barrett, Mayan, Olson, & Spiers, (2002) mention about importance of trustworthy and creditable of a qualitative study where there is no solid number is not present. They also mentioned where Lincon and Guba (1985) talks about trustworthy being involved in building up credibility, transferability, dependability and conformability, which are important for a qualitative research. These elements also have some techniques to make a qualitative research trustworthy.

To build up trust and credibility of this qualitative study, the researcher followed few techniques. The researcher adopted the inter-rating reliability which gives the quantified number in agreeing or disagreeing on coding by multiple inter-rater (Hallagren (2012). (see appendix- I).

Chapter summary: This chapter included the methodology which has been adopted to find out the data collection and data analysis. The researcher has used multiple case studies and semi

structured methods to collect the data. A data analysis framework has been adapted to analyze the data which is interpretive analysis. The researcher followed the step of data collection and data analysis.

Chapter 4

Findings and discussion

The main goal of this study is to find out the factors that affect the nature of motivation in order to learn a new language. In this chapter the researcher will try to see what factors make a language learner motivated to learn the target language through different age-levels with the help of multiple case studies. This chapter will be describing the findings from this study on the basis of the research questions below:

Research question 1: Which factors affect the nature of motivation of secondary school students?

Research question 2: Which factors affect the nature of motivation of higher secondary school students?

Research question 3: Which factors affect the nature of motivation of university fresher students?

In the first section, the researcher will have a brief discussion about the educational background of participants of this study. The researcher will be describing the participants as a group. In the second section, the researcher will show the students' responses to the interview questions and hear their opinions regarding it. The responses will provide the factors which are related to motivation to learn a new language and the learner age.

4.1: Introduction to participants

In this section, the researcher will be introduced to the participants' profile and discuss their background information. The discussion of the background of the students will be helpful to find the factors which are related to age and nature of the motivation to learn a language.

The researcher has used pseudonym for participants', since according to contract, they did not want their names and organization names to appear in this study.

Participant profile: Students of secondary school				
Name	Age	Medium of school Education	Class	Year of studying English
Amina	10	Bangla	6	6
Tasmia	11	Bangla	7	7
Rodela	11	Bangla	7	7
Sabbir	10	Bangla	6	6
Rezwana	12	Bangla	7	7

Participant profile: Students of higher secondary school				
Name	Age	Medium of school Education	Proficiency level of English	Year of studying English
Tina	14	Bangla	9	9
Nahar	14	Bangla	10	10
Hossain	13	Bangla	9	9
Taskin	14	Bangla	10	10
Nira	13	Bangla	9	9

Participant profile: Students of university				
---	--	--	--	--

Name	Age	Medium of school Education	Proficiency level of English	Year of studying English
Joutho	20	Bangla	Fresher	13
Tasfia	19	Bangla	Fresher	14
Fabliha	21	Bangla	Fresher	14
Sejuty	22	Bangla	Fresher	15
Afrin	19	Bangla	Fresher	14

In this second section the researcher will be discuss the response of the students to the motivational question related to the English learning. The researcher will find the phenomena and the factors which are affecting the students to learn the target language.

4.2 Factors that affects the nature of motivation in students of secondary

School

The researcher interviewed these secondary students, who are young and whose age is between 10 to 12 years old. They have recently started their secondary schooling with new excitement and to explore new things. These students were eager to be part of the interview while the researcher was having a little conversation about the interview and explaining the contents of the contract. The excitement did not last for long, which could be seen when the researcher started to ask questions they were quiet and answering with minimal words especially the 1st two participants.

4.2.1. Mandatory Subjects

The five students of secondary level, who were interviewed, mentioned that they like Mathematics. They do not like the grammar part, however they like the part where the teacher tells them stories in Bangla. There are few elements that were found during this interview session. The first element is that, the students do not like the subject, English, especially the grammar part. The interviewee asked that, “Do you like English as a subject”, and one of the students replied that “I like it... but don’t like grammar” (DU AMI 10). These students love to hear stories and enjoys it in class specially when they understand it.

These students were asked about why they are learning English; most of their answer was, that it is mandatory subject, therefore they have no options. Interestingly, they almost started with “English is an international language”, however in the end they mentioned that “And of course it is a subject which is mandatory, if it was not given to us, we would learn it” (DU AMI 25). The researcher found out that the students have to memorise some paragraphs for their English exam. One of the paragraphs they have read before the interview was impotence of English, when the researcher was having the conversation before the interview took place.

4.2.2 Time for Extensive Reading

These students are facing one of the many problems in education which is almost no time to read any book for pleasure, or watch movies in their free time. One of the students said “I don’t really read books except the textbooks as we don’t get that much of free time. However, I like to read the stories from the text book” (DU AMI 28). Haider (2012) said that students need to have extensive reading in order to improve their reading skills, and also mentioned that there are materials which was provided from grade 6 to 8 for extensive reading called “Rapid Reader” (p. 127) by the NCTB. This book is no longer available to the students. He also has stated that, extensive reading can improve an individual’s English, such as, in the area of spelling, grammar structure without being explained in the class.

The reason for not being able to have even a bit of time for pleasure reading outside of the class is also that the students are all busy with the extra classes after the school. These extra classes ensure that they finish the syllabus and do well in the subjects offered in the schools. They also have the pressure that they get from their parents, and from themselves to make their parents happy with the best results. According to them, their parents only cares about their results, it does not matter which subject it is.

4.2.3. Teacher Feedback

In language learning, the teacher and their feedback play a very important role. According to one of the students, “the teacher takes out the marks if the line does not match with the books” (DU TAS 69), when the interview asked about the memorizing the course materials.

The teacher tends to take their English classes in Bangla, translates the English stories in Bangla in order for the students to understand the concept. Mirza, Mahmud, & Jabbar (2012) stated that, using Bangla can be useful for the students and it can work like facilitator. However, using L1 all the time can be harmful, especially if the students get used to the L1 and get uncomfortable to use L2, in addition they also need listening skill to improve, which will not happen with the constant usage of L1.

4.2.4 Students Participation

The students do not get to perform in the class much even if they are enthusiastic. The teacher first reads out the passages then tells them what is to be done about the exercise, and in the 2nd paper class, the teacher only explains the rules and how to solve the exercises. One of the students said that “the teacher comes to the class, explains the rules and then tell us to the exercise”. There is nothing fun or entertaining included in the lesson plan for the students. They said, that they do not have anything interesting like drama, role play or group work in the English class, it is more of a lecture based class.

4.2.5 Classroom Environment

The classroom environment is important for the students to be motivated in learning the target language. The classmates play the role, where one classmate can make the other classmates de-motivated to participate in the class.

4.2.6. Parental pressure

One of the extrinsic motivations which the students of secondary students follow is the parental pressure. The students are more focused on getting good marks on all subjects than learning something. One of the students mentioned their parents and said that, “My parents do pressure me to get the best and highest grade in the English and in other subjects as well” (DU ROD 47). Other students have also mentioned about how they are working hard to make their parents happy.

4.2.8 Limited to study materials

The students have limited exposure to the study materials. Only the textbooks are being used in the class for language teaching. The teacher does not go outside the box to make the class interesting other than telling stories from the book, which is provided by the NCTB. Hossain, (2016) mentioned that good books can make sure that the students learning effectively. Therefore, there is a need for good books which can be enjoyed by the students.

4.3 Factors that affects the nature of motivation in students of higher secondary school

4.3.1. Mandatory Subject

The students of higher secondary students also said that, they are learning this language because it is mandatory for them. All of the five students mentioned about not liking the grammar part of their syllabus.

4.3.2. Students' Participation

Lack of Interesting Factor

Many topics or stories that are included in the syllabus are not interesting enough for the students. The students are not ready to take the interesting factors into the class, they were surprised that English class can be more interesting in the way books has been introduced the CLT methods.

Masum, (2016) mentioned about the teaching method which was followed by the English teachers in the English class was Grammar- Translation method, however the communication approach has been introduced to the Bangladesh education so that the students can practices the target language more. However, these are not being used in the class. When the students were asked that whether the teachers, do drama, group work in the English. They were being surprised that this cannot be include into any class, they should not be include in the class, as these kind of activities can be distracted for the learning. The teacher does not have proper training for teaching which would have shown him/her how to make the class more interesting for the students.

Time for extensive reading

The students do not have that much time to watch to movie or to read books because; they need to go for extra classes for the subjects they are studying in the schools. It is same as the secondary school students who don't read as they don't have time to read. Even the students have the interest in reading books. One of the students who had interest in reading books, but can't read it and said, "I can't read a lot because of the time but, I read borrow some books from my brother. Sometime my brother gives me some books what he is reading for his English literature courses. And he also tells me about lots of books which he currently read if is read before, as I don't that much of time to find out time to read outside from the text. We

already have lots of materials to study (DOU TIN 26). Even if the students have the access to the books, they cannot read it because of the study pressure in which they have done well.

Parental Pressure

Wentzel, (1998) mentioned that, parental involvement plays important roles in the students life, which can be related to the academic results. However, the students of higher secondary are getting pressurized by the parent to do well exam, they are only concerned about the marking for all the subjects. Nahar said that, “My parents tell me to do well in the class and in the exam all the time” (DU NAH 43) “They only concern about the marks for all the subject” (DU NAH 48)

Class Environment

Wentzel, (1998) stated that, the motivated students are more welcoming and can be well-adjusting with the peers and other, these interpersonal faction can cause the de-motivating for a students. To understand classmate is important for a students’ weakness. If the classmate does co-operate with others, they both may lose confidence in participating in the class. The students mentioned that some students do not make fun of someone who makes mistakes, there are also students who support other to do well, and they encourage others to perform in the class.

Teacher’s Feedback

Same as the secondary school, the teacher of the higher secondary school gives feedback to the students only based on the book. The teacher check the scripts line by line and try to match with the books line, if there are miss match in the sentence with the books then the students lose their number, even if they make the correct sentence. There is no place for creative work, they are not allowed to make anything new by their own, and they are not allowed to understand the rules. Teacher gives them to write the model question in class and

outside to the class, they also follow the model questions from the guides, the teacher don't make anything by themselves. Mirza, Mahmud, & Jabbar, (2012) mentioned that, motivation to learn something is also depending on the teacher teaching style and personalities.

“In respect of the difficulties related to teachers, in response to a question “To what extent, do you use English in guiding students for their improvement in communicative skills?”, 58% respondents answered that they use some times, not always. Only 14% answered that they use English most of the times. In response to an open-ended interview question, 55% respondents stated that as they were mostly used to teaching in traditional methods earlier, they still had the tendency to go back to their precious practice of using the first language instead of the target language. They further said that they need to be more fluent, creative and spontaneous in spoken English and provide students with more improvised and spontaneous guidelines.” Salahuddin, Khan, & Rahman, (2013) mentioned that sufficient and proper teaching materials can be affected in language learning.

Limited to study materials

As the researcher said before the students of secondary school has the limited exposure to the material, same in the higher secondary school, the students are not given or motivated to read or watch anything which is in English and not include in the syllabus.

4.4 Factors that affects the nature of motivation in students of university

The researcher took individual interview of these five university students, who were confidants about their opinion, about the question; they did not hesitate to share any information about them.

4.4.1 Being intrinsically motivated

The finding of the university students group is different from the school students, they have different prospective for English language and its' culture. The school going student is

learning the language because it was a mandatory subject, whereas the students of English department who took it because they liked the language. The only similarities they have with the students of school level are the parental pressure for the good grades. “Well, I really enjoy reading a lot, and I do write occasionally but reading is something that has been passion for years. I get to read lots books novel form different times. I also like to write where I get the opportunity to analysis something.” Said when the researcher asked her “Do you like English as a subject and why?” (DU JUO 8). Another student named Tasfia said, “Aaa... I like to read lots of different types of stories, novels, hmm... although my favourite subject is linguistics, I also like literature; I don’t like literature when I have to study for marks” (DU TAS 8). This is a intrinsic motivation for a students to have it. The 1st phenomenon which the researcher has discovered from the interviewed that, the four fresher from English department took English as their major because they like the language, they love to read, discuss, have certain opinion about the text. Some students mentioned that they want to have the knowledge about the heritage and the literature of this language.

One of the students said they took it because it would be easy for her to pass and graduation would be easy way out. She said, “I started my honours in literature, with thought that it would be easier for me to pass and have the good grade without that much of work,”(DU SEJ 13) as she likes to read books, watch movies, and good at writing.

4.4.2 Instrumental motivation

Among these four students, one of the student who liked linguistic and took linguistic as her major. She said that, “Linguistics! It is linguistic because it is almost like math, like analytical, I do something the results going to be the same, Ummm... the result won’t be different. Umm... I also heard that it is easy get scholarship in aboard for further study, if I study linguistics further hen it might help me.” (DU TAS 4). Even she likes the language, she

also have the instrumental motivation which is going abroad. All five students of the students that, this target language can be helpful for them to apply for the further studies abroad even it might be another subject or major. Going abroad is one of main theme which came up in this study, everyone wants to go to abroad, and it does not mean that they are going to study in the same field as now; they want to explore other subjects as well.

4.4.3 Parental pressure

The parental pressure is also present in this section as the other two of the age group of students. However, some parents do care about what their child is learning is also important and it is related to students' interest. Parents make motivation works when they don't pressure the child to do something, but being proud of what the child is doing.

There are lots parental pressures to do well, which will help them to get good job. One of the student said that "they mostly pressure me have good grades because they want us to have good job and settled life after university life" (DU AFR 48). Moreover, some parents like to show off to the outsider that their children are able to speak English, and they feel proud of it. This can a student leads to de-motivation to learn or stop practicing the target language. For example, one of the students said that, "when they ask me to speak in English I don't bother to do that, I carry on with my 1st language" (DU TAS 28).

4.4.4 Social environment

Now days, people are judged by how they speak and how they pronounce a word of English. If the person has proper English pronunciations, proper way of talking, they are counted as higher class people in the society. Even in the job sectors, they will get the higher position of the jobs. All the students were agreed to this that, being able to speak better English can give you the better position in the job sectors, people will take them as higher class. Some students said, "Yes, it does give a person social advantage if he speaks better English, I don't really

support that a will the job because his or her speaking skill... she might not be good at discussion or giving ideas to the project or jobs.” (DU JOU 49), “Of course, it does put a person on the top position or top social status if he or she has better way of speaking English, we also judge people with their English, which should not be done, anyway we all do it... in end of the day” (DU FAB 52).

4.5. Comparisons of the factors between the students of schools and university

4.5.1. Similarities

One of the common factors is found between the school going students and university students is the parental pressure for doing well in the exam and get the highest mark. The reason behind is different, one is to get good grade to go into good college and university, in the other hand, is to get jobs and going abroad.

Another factor is common between them is they both are instrumentally motivated. The students of the secondary and the higher secondary schools have the instrumental motivation is to do well in the exam to make their parents happy and admit to a good collage. In the other hand, the university students’ instrumental motivation is to for further study in abroad. In the sense that, it can be said that they are both want to further education which is the motivation to learn English.

4.5.1 Differences

There are few factors which are different from each other. One of the difference is that, students of secondary and higher secondary students is not intrinsically motivated to learn English, they are learning because it is mandatory for them. However, the university students

took English as their major because they like the language, like reading, like to analysis them, like write.

Moreover, the teaching techniques and teacher feedback play very important in language leaning, which are different in these two groups of student. The secondary and the higher secondary teacher are unable to make their student to learn the language with intrinsic motivation, they cannot make the fun and interesting for the students. Beside, the university teachers able to make the class likable the students to join in discussion and to participate in the class.

The secondary and higher secondary are not able to have the extensive reading outside of the class, nether they are encouraged to do that. They are bound to stay inside into the book which is provided by the NTCB. However, the university students have the chance to read a lot. As the researcher being a university student, she has been observed that the study materials changes for the courses. The university students are encouraged to read books from the outside of the classroom.

This chapter shows that, the factors which affect the language learning for the students in three different age groups. The secondary and the higher secondary students have similar nature of motivation, which is mostly extrinsic motivation like, students make sure to go to the extra classes called coaching class to get the best results, not having time for reading books from outside the syllabus, their parents are only concern about the results, not the learning. In the other hand the university students have mixed nature of motivation where the students are liking the language and they are mostly interested in reading and gather knowledge of the target language community. Moreover, some university students have pressure to do well from the parents and the family member, which are the extrinsic motivation to learn better language. Another, prominent theme which came out as the social

advantage of knowing better English give a person a better position in the society and the better opportunity in the job market. This extrinsic motivation was found in three groups.

Chapter 5

Conclusion

English has been counted a mandatory subject for year in Bangladesh by the Bangladesh education policy, to make the country connected with the rest of the world. The aim of this study is to find out the factors behind Bangladeshi students' motivation to learn English. These factors can be helpful to find out the effective way to motivate the students to learn the target language. It will also be benefited to the parents involvement in students lives and the teachers' teaching technique.

5.2 Contribution to research

This study tried to find out the factors can be affected on students to be motivated to learn English as a second language. To find out the factors the researcher had gather information and opinion from interviewing three groups of people who has three different age group and schools. This study shows that, the factors which are de-motivating the students and which are things are intrinsically motivating a student to learn a language. This dissertation asks the teachers and parents pay attention to this recent tendency of the students' motivation to learn English, and show them how they can bring change in the factors that can intrinsically motivate the students to learn language.

5.3 Recommendations

Based on the findings of this study, the researcher would love to suggest some recommendations to all the teachers, students and the parent that can change the factors which will affects the nature of motivations to learn English. The recommendations are given below:

a) The teacher needs to have proper training teaching technique, so that, they are able to make students motivated.

b) Needs analysis should be done, which can provide the needs and the interest them in the class. The class materials can be included more interesting facts which can make the students focus on study without pressures from the parents and family.

c) Parent need to focus on what are their child is learning is important than getting highest marks in the class.

5.4 Further Research

This study was conducted in two schools of Dhaka city. There are lots of schools, collages, madrashas, outside Dhaka, which can be the setting for further research. The researcher would also add quantitative research for future extent study on his this topic.

The goal of this study is to find the factors which factors affect the secondary school, secondary high school and university level students in learning English. The researcher used a list of semi-structure questions for these three group of students, to find out the factors which are affecting their learning English. Based on the findings, some factors which are parental pressure, teacher's teachings style, limited study material, students' participation in class, social advantage, teachers' feedback are affecting their nature of motivation to learn a language. The main purpose of this study was to find how the factors are affecting the nature of motivation of tree deferent age group of people.

References

- Ahmadi, M. R. (2011). The effect of integrative and instrumental motivation on Iranian EFL learners' language learning. *ELT Voices*, 1(2), 7-15
- Ahmed, S. (2012). English Language Teaching at Secondary School Level in Bangladesh: An Overview of the Implementation of Communicative Language Teaching Method. *Journal on English Language Teaching*, 2(3), 16-27.
- Ali, M. M. (2011). Revisiting English Language Teaching (ELT) Curriculum Design: How Appropriate is Bangladesh Higher Secondary Level National ELT Curriculum as a Learner-Centred One?. *IJUC Studies*, 7, 283-296.
- Baugh, A. C., & Cable, T. (1993). *A history of the English language*. Routledge.
- Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *The Qualitative Report*, 21(5), 811-831.
- Castilo-Montya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *The Qualitative Report* 25(5), 811-831.
- Chowdhury, M. R. (2003). International TESOL training and EFL contexts: The cultural disillusionment factor. *Australian Journal of Education*, 47(3), 283-302.
- Chowdhury, R., & Kabir, A. H. (2014). Language wars: English education policy and practice in Bangladesh. *Multilingual Education*, 4(1), 21.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.
- Csizér, K., & Kormos, J. (2008). The relationship of intercultural contact and language

- learning motivation among Hungarian students of English and German. *Journal of Multilingual and Multicultural Development*, 29(1), 30-48.
- Dörnyei, Z. (1990, April). Analysis of motivation components in foreign language learning. In *World Congress of Applied Linguistics, Thessaloniki, Greece, April* (pp. 15-21).
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(3), 117-135.
- Dörnyei, Z., & Ushioda, E. (2013). *Teaching and researching: Motivation*. Routledge.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(3), 117-135.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(3), 117-135.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*.
- Haider, M. (2012). Extensive Reading in EFL Classroom at Secondary Schools in Bangladesh: Current Practices and Future Possibilities. *International Education Studies*, 5(3), 126-133.
- Hallgren, K. A. (2012). Computing inter-rater reliability for observational data: an overview and tutorial. *Tutorials in quantitative methods for psychology*, 8(1), 23. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3402032/>
- Hennink, M. M., Kaiser, B. N., & Marconi, V. C. (2017) Code saturation versus meaning saturation: How many interviews are enough?. *Qualitative health research*, 27(4), 591- 608.
- Hossain, M. (2012). *English Syllabus of SSC Level in Bangladesh: An Evaluation*.

- Hossain, M. M. (2016). English language teaching in rural areas: A scenario and problems and prospects in context of Bangladesh. *Advances in Language and Literary Studies*, 7(3), 1-12.
- Islam, M. J., & Bari, I. S. (2012). Implementation of CLT in Bangladesh and Thailand: Problems and challenges. *Outlooks: VUB*, 87-105.
- Kang, D. H. (2000). Motivation Is Such a Complex Process in the EFL Foreign Language Classroom. (book Google book)
- Kormos, J., & Csizér, K. (2008). Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves, and motivated learning behavior. *Language learning*, 58(2), 327-355.
- Lucas, R. I., Pulido, D., Miraflores, E., Ignacio, A., Tacay, M., & Lao, J. (2010). A study on the intrinsic motivation factors in second language learning among selected freshman students. *Philippine ESL Journal*, 4(1), 3-23.
- Masum, M. Z. H. J. (2016). Motivation of Bangladeshi higher secondary students in learning English language. *Language in India*, 16(2).
- Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: a meta-analysis of studies conducted by Gardner and associates. *Language learning*, 53(1), 123-163.
- Miles, M. B., Huberman, A. M., Huberman, M. A., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Mirza, G. H., Mahmud, K., & Jabbar, J. (2012). Use of Other Languages in English Language Teaching at Tertiary Level: A Case Study on Bangladesh. *English Language Teaching*, 5(9), 71-77.

- Mohanlal, S., Sharada, B. A., Fatihi, A. R., Gusain, L., Bayer, J. M., Ravichandran, S. M., ... & Thirumalai, S. The Communicative Language Teaching (CLT) at the Higher Secondary Levels in Bangladesh: Problems and Prospects from Teachers' Perspective 14(7), 419- 504.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International journal of qualitative methods*, 1(2), 13-22.
- Noels, K., Clément, R., & Pelletier, L. (2001). Intrinsic, extrinsic, and integrative orientations of French Canadian learners of English. *Canadian Modern Language Review*, 57(3), 424-442.
- Noy, C. (2008). Sampling knowledge: The hermeneutics of snowball sampling in qualitative research. *International Journal of social research methodology*, 11(4), 327-344.
- Pandey, S. C., & Patnaik, S. (2014). Establishing reliability and validity in qualitative inquiry: A critical examination. *Jharkhand journal of development and management studies*, 12(1), 5743-5753.
- Sargeant, J. (2012). Qualitative research part II: Participants, analysis, and quality assurance.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field methods*, 18(1), 59-82.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of educational psychology*, 85(4), 571
- Rahman, M., Hamzah, M. I. M., Meerah, T., & Rahman, M. (2010). Historical Development of Secondary Education in Bangladesh: Colonial Period to 21st Century. *International education studies*, 3(1), 114-125.

- Rahman, M. S., & Karim, S. M. S. (2015). Problems of CLT in Bangladesh: Ways to improve. *International Journal of Education Learning and Development*, 3(3), 75-87.
- Rahman, S. (2005). Orientations and motivation in English language learning: A study of Bangladeshi students at undergraduate level. *Asian EFL Journal*, 7(1), 29-55.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- Van Teijlingen, E. R., & Hundley, V. (2001). The importance of pilot studies.
- Wengraf, T. (2001). Interview “facts” as evidence to support inferences to eventual theorization/representation models. *Qualitative research interviewing [internet]*. *Londres: Sage Publications*, 2-16.
- Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of educational psychology*, 90(2), 202.
- Wigfield, A., Eccles, J. S., & Rodriguez, D. (1998). The development of children’s motivation in school contexts. *Review of research in education*, 23, 73-118.
- Williams, M., Burden, R., & Lanvers, U. (2002). ‘French is the language of love and stuff’: Student perceptions of issues related to motivation in learning a foreign language. *British educational research journal*, 28(4), 503-528.
- Williamson, K. (2006). Research in constructivist frameworks using ethnographic techniques. *Library trends*, 55(1), 83-101.
- Zhao, L. (2012). Investigation into Motivation Types and Influences on Motivation: The Case of Chinese Non-English Majors. *English Language Teaching*, 5(3), 100-122.

Appendix A: Interview questionnaire:

Research question 1: Which factors affect the nature of motivation of secondary school students?

1. Tell me about yourself
 - a. Age
 - b. Background
 - c. Gender
2. What is your favourite subject?
3. Do you like English as a subject? (Why yes or why no) Which part of English class do you like most?
4. What language do your teachers use in English class?
5. Do you like to participate in the class?
6. Why are you learning English? Is it because English is mandatory subject or you like to learn for you to get good marks; to keep your parents or your future?
7. Do you like to read books? Stories in English.
8. Do you like to watch English movie? With subtitle or without? Do you feel good if you understand movie without subtitle.
9. Which steps do you follow to improve your English? For examples, read different books, news paper, collect unknown words.
10. Does anyone inspire you to learn English or force you to learn English and who is that person?
11. Do your parents tell you to do well in English or force you to speak in English outside of the class or in front of relatives? Does that motivate you to practice English?
12. Are your parents concerned about you learning English? How do you feel about it?
13. How does your teacher teach English in class? Does he/she just teach you the rules of grammar?
14. Does he/she make sure that students participate in class?
15. Do you guys do any kind of drama in English class? Dialogue, drama, small scene from book.
16. Do your teachers force you to memorise study materials, like poems, paragraphs, essays, and letters?
17. Do your class mates help you to improve the English?
18. Do your teachers praise students who memorise these items in class and compare with other. Do these motivate you to learn the language?
19. Do you think that, speaking better English gives you social advantage?

Research question 2: Which factors affects the nature of motivation of higher secondary school students?

1. Tell me about yourself
 - a. Age
 - b. Background
 - c. Gender
2. What is your favourite subject?
3. Do you like English as a subject? (Why yes or why no) Which part of English class do you like most?
4. What language do your teachers use in English class?
5. Do you like to participate in the class?

6. Why are you learning English? Is it because English is mandatory course or you like to learn for to get good marks, to make your parents happy or for your future?
7. What is future plan for further studies or career?
8. Do you like to read books? Stories in English.
9. Do you like to watch English movie? With subtitle or without? Do you feel good if you understand movie without subtitle.
10. Which steps do you follow to improve your English? For examples, read different books, news paper, collect unknown words.
11. Does anyone inspire you to learn English or force you to learn English and who is that person?
12. Do your parents tell you to do well in English or force you to speak in English outside of the class or in front of relatives? Does that motivate you to practice English?
13. Are your parents concerned about you learning English? How do you feel about it?
14. How does your teacher teach English in class? Does he/she just teach you the rules of grammar?
15. Does he/she make sure that students participate in class?
16. Do you guys do any kind of drama in English class? Dialogue, drama, small scene from book.
17. Do your teachers force you to memorise study materials, like poems, paragraphs, essays, and letters?
18. Do your teachers praise students who memorise these items in class and compare with other. Do these motivate you to learn the language?
19. Do you think that, speaking better English gives you social advantage?

Research question 3: Which factors affect the nature of motivation of university students fresher?

1. Tell me about yourself
 - a. Age
 - b. Background
 - c. Gender
2. What is your favourite subject?
3. Do you like English as a subject? (Why yes or why no) Which part of English class do you like most?
4. What language do your teachers use in English class?
5. Do you like to participate in the class?
6. Why are you learning English? Is it because English is mandatory subject or you like to learn for to get good marks, to make your parents happy future?
7. Do you like to read books? Stories in English.
8. Do you like to watch English movie? With subtitle or without? Do you feel good if you understand movie without subtitle.
9. Did you take any exam to test your proficiency level English, like IELTS, TOEFL?
10. Which steps do you follow to improve your English? For examples, read different books, news paper, collect unknown words.
11. Does anyone inspire you to learn English or force you to learn English and who is that person?
12. Do your parents tell you to do well in English or force you to speak in English outside of the class or in front of relatives? Does that motivate you to practice English?
13. Are your parents concerned about you learning English? How do you feel about it?

14. How your teacher does take this English course? What does this course teach you? Does it help you to improve your English?
15. Does he/she make sure that students participate in class?
16. Do your teachers give appreciation or award for participating in the class? Does it motivate it?
17. What does your teacher do when you make mistake in the class while participating in the class? Does this feedback motivates you in learning the language or demotivates you and why.
18. Do you think that, speaking better English gives you social advantage?

Appendix B: Letter of consent for Researcher:

Date: March 5, 2019

TO WHOM IT MAY CONCERN

This is to inform you that Nusrat Jahan Nur (Students ID- 15303002) is a B.A. student at the Department of English and Humanities, BRAC University. As part of the degree requirements, she needs to the thesis where she explores “nature of motivations across the age level in language learning”. To this end, she needs to conduct an interview group of high and secondary high school students.

Please note that the study is guided only by academic motivation, and it does not involve judgments on individual students, teachers or educational institutions. Also, please note that the thesis will contain no mention of the names of the participating people or organizations.

Therefore, I request your kind consideration to allow Nusrat Jahan Nur to conduct the interview with a group of students and teachers in your institution. Your cooperation is truly appreciated. For the further inquiry, You may contact me at this number.

Regards,

Dr. Sabreena Ahmed
Dept. of English and Humanities
BRAC University
66 Mohakhali, Dhaka-1212
Bangladesh

Appendix C: letter of consent for Participants:

Your interview will be recorded and only be used for the purpose of this research. In addition, I will not be using the name and the institution name for keeping your identity confidential. If you would like to be a part of this study, please read the details given in the consent form below and sign it. Your kind cooperation in conducting the study will be highly appreciated.

Thank you

Nusrat Jahan Nur

Research Participation Consent Form

Please read the following statements and tick in the box.

1. I confirm that I have read the description and understood the information given which describes what this study is about and data collection methods will be taken.
2. I confirm that I have had the opportunity to ask question and the researcher has the answer any question about the research to my satisfaction.
3. I confirm that My participation is voluntary and I feel free to withdraw at any time
4. I confirm that I agree to take part in interview sessions of this research.
5. I confirm that I agree to be audio taped for my voice.

.....

Name of participate

.....

Signature and date

Appendix D: Sample Interview of participates:

Sample 1: Interview of university students Joutho:

Transcription: university student: Joutho

No	Part	Question and Answer.
1	I	Hello, I am Nusrat Jahan Nur. First of all thank you for taking participation in conducting interview. Tell me about yourself, your name, age and which medium school are you from?
2	Joutho	Hello, I am Joutho, 20 years old and I come from Bangla medium school.
3	I	What is your favourite subject in this department?
4	Joutho	Umm... my favourite subject would be English literature.
5	I	Do you like English as a subject?
6	Joutho	Yes...
7	I	Okay! Why?
8	Joutho	Well, I really enjoy reading a lot, and I do write occasionally but reading is something that has been passion for years. I get to read lots books novel form different times. I also like to write where I get the opportunity to analysis something.
9	I	Which part of English class do you like most?
10	Joutho	I enjoy the discussion classes in literature classes, umm... and where I get to participate and give opinion on the discussion.
11	I	Do you like to participate in the class?
12	Joutho	Well, I love doing this, I love being in discussion classes.
13	I	Haha... That is really good. Why are you learning

		English? Is it because English is mandatory subject for or you like to learn from to get good marks, or to make your parents happy future?
14	Joutho	I am mainly studying English, because I like it. Umm... and I always wanted to study English!!! so... yeah...
15	I	As you said before that you like reading, can you tell me name of the books you have read recently,
16	Joutho	Mostly I like contemporary writers' books, like Nicolas, benziman.... I generally like female authors more...
17	I	Do you like to watch English movie? And with or without subtitle?
18	Joutho	Yes!!! Umm... it really depends, if it is in American accent then I can watch without the subtitles, if it is a difficult accent like British or Australian accent then I prefer subtitle.
19	I	Imaging, that the movie you are watching that do not have subtitle and you understand that movie, and its concept, do you feel good about that? Does it inspire you to learn English more?
20	Joutho	I do feel confident and better when I understand the movie without the subtitle, umm and it does inspire me to watch more without the subtitles and it helps my listening skills.
21	I	Did you take any exam to test your proficiency level of English? For example, IELTS, TOEFL?
22	Joutho	I have not yet... but I have planned to take IELTS exam in future.
23	I	Which steps do you follow to improve your English? For example For examples, read different books, news paper, collect unknown words.

24	Joutho	Umm... i watch a lots of movies, I intent to reads a books a lot, and I use the dictionary whenever, there is a word I don't understand.
25	I	Does anyone inspire you to learn English or force you to learn English and who is that person?
26	Joutho	I come from a family where Bangla poets, so my parents don't really pressurized me to learn English that much. In my family we value the both language in the equally. So... my desire to learn English came from outside place. It is more because, i wanted to read more and i wanted to know about the world, umm and since English is somewhat is an international language, so that motivated to learn English.
27	I	Do your parents tell you to do well in English or force you to speak in English outside of the class or in front of relatives?
28	Joutho	Um... they don't. And I do have a few immigrant family members who do test my English skills sometimes
29	I	Does that motivate you to practice English or does it demotivate you.
30	Joutho	I do find it irritating and demotiving because i do not support the idea that speaking better makes me smarter, English it is just a language just like Bangla is a language. I think that I speak excellent Bangla, nobody test me on Bangla.
31	I	Are your parents concerned about your learning English and the grade of English classes?
32	Joutho	No, my parents do not believe in grades, they are poets. However, I do get pressure from other family members to do well in the exam or English grades.

33	I	How do you feel about it?
34	Joutho	I find it annoying, umm... I feel like they judge my parents through my grades.
35	I	Does it motivate you to do well in English?
36	Joutho	It rather than motivating me it something that make me want do better in English out of spite to prove them wrong rather than actually learn it for benefit of myself.
36	I	How your teacher does take this English course? What does this course teach you? Does it help you to improve your English?
37	Joutho	The class I am taking right now eng 201, I enjoy the class very much, in this class we are focusing on more on writing. Umm. In this class we are discuss more about the professional writing still, like thesis writing or analytical paper.
38	I	Does he/she make sure that students participate in class? Does she pick students to answer the question she asks in the class?
39	Joutho	Yes she does!!! She asks questions to random students not just to students who are responsive in the class.
40	I	Do your teachers give appreciation or award for participating in the class? Does it motivate you to learn the language more?
41	Joutho	Umm. She always highlights the things that we got right, she never really focuses on our mistakes. It somewhat makes me motivated to speak more in the class.
42	I	What does your teacher do when you make mistake in the class while participating in the class? Does this feedback motivates you in learning the language or demotivates you and why.

43	Joutho	Even if she does have to correct us then she does it in gentle manners. However, back n the school when teacher had to correct me, I felt very insulted, and humiliated, that did not really motivated me rather made me not to speak in class again. The current teacher is really focusing on the things what i did well in the class. Umm... when she is correcting me, it fells more constructive and umm... she tries to degrade me umm... so it makes me want to speak out in the class.
44	I	Do your classmates make fun of you if you make mistake while participating in the class?
45	Joutho	They don't.
46	I	Does it motivate you or demotivate you to learn English?
47	Joutho	It is actually motivating to do something when they are allowing me to do what I like, they telling to learn not to get a good marks.
48	I	Do you think that, speaking better English gives you social advantage?
49	Joutho	Yes, it does give a person social advantage if he speaks better English, I don't really support that a will the job because his or her speaking skill... she might not be good at discussion or giving ideas to the project or jobs.”

Sample 2: Interview of students of secondary school Anima and Rodela:

Transcription: class 6 student: Amina and Rodela

No	Part	Question and Answer
1	I	Hello, I am Nusrat JahanNur, I will be taking your interview, before I start taking the question session, I would thank you for participate and give me you valuable time.
2	Amina and Rodela,	Hello, my pleasure
3	I	Hmm.... 1 st Tell me about yourself, your name, age.
4	Amina	I am Amina, I am 12 years old.
5	Rodela,	Rodela, I am 11 years old.
6	I	What is your favourite subject?
7	Amina	Math
8	Rodela,	Math.
9	I	Do you like English as a subject?
10	Amina	I like it... um... but don't like grammar
11	Rodela,	Same.
12	I	Which part of the English class does you like the most? Which class does you like most? There are two classes right? Which one do you like most?
13	Amina	1 st paper, when the teachers teach us the stories..
14	Rodela,	1 st paper.
15	I	Why?
16	Amina	I love stories...
17	Rodela,	We can listen to the interesting stories.
18	I	What language does your teacher use in English class?
19	Amina	They use both, when they are giving example, they give it in English, when they are explaining rules of the grammar, or explaining the story, and they use Bangla. But they use mostly bangle.

20	Rodela,	Same.
21	I	Do you like to participate in class? Like if teacher throws question to class and do you pick your hands up and answer the question.
22	Amina	I do.
23	Rodela,	Yes, I also do.
24	I	Why are you learning English? Is it because English is mandatory subject or you like to learn for you to get good marks; to keep your parents or your future?
25	Amina	English is an international language. And we are learning it because it will help in our study in future. And of course it is a subject which is mandatory, if it was not given to us we would not learn it.
26	Rodela,	Yes, it is and international language, therefore, the teacher made us it as a subject, and yes, I am doing it because it is a mandatory subject.
27	I	Do you like to read books? Stories in English?
28	Amina	I don't really read books except the text book as we don't get that much of free time. However, I like to read the stories from the text book.
29	Rodela,	Same, I don't read books outside the classroom.
30	I	Do you like to watch English movie?
31	Amina	No... umm I don't get to watch TV. There are lots to study for classes, so... no time for movie.
32	Rodela,	Same here...
33	I	Do you watch with or without subtitle?
34	Amina	N/A
35	Rodela,	N/A
36	I	Do you feel good if you understand movie without subtitle while watching English movie?
37	Amina	N/A

38	Rodela,	N/A
39	I	Which steps do you follow to improve your English? For example, read different books, news papers, collecting unknown vocabulary, watching English movie.
40	Amina	Yes... I write the unknown word and the meaning then memorize those words.
41	Rodela,	Same, I also write unknown words and then memorize for the exam.
42	I	Does anyone inspire you to learn English or force you to learn English and who is that person?
43	Amina	My father.
44	Rodela,	No one.
45	I	Do your parents tell you to do well in English or do you get any pressure from your parents to speak in English outside of the class or in front of relatives?
46	Amina	They tell me to do well and try my best in the future but they don't pressure me.
47	Rodela,	My parents do pressure me to get the best and highest grade in the English and in the other subjects.
48	I	Does that motivate you to practice English?
49	Amina	It does motivate me to study more and do well in the exam.
50	Rodela,	Sometimes, it is kind of pressurized for me, then I don't feel like doing anything at all.
51	I	Are your parents concerned about you learning English?
52	Amina	They only concern about the marking of my grade. If it is good then they are okay with it, when it is bad they tell me to do well in the future.
53	Rodela,	Well, they of course concern about our learning, but they more concern about my grade, according to

		them I can't get bad grade in the exams, I have to have get the best results, may be that is why I am the 1 st girl in the class.
55	I	How do you feel about it? This pressure from the parents gives you pressure or make you angry....
56	Amina	Well, for me I feel good then they are not forcing me to do something, and I am not good at English however, I am good at math and science, they appreciate that I am good at something.
57	Rodela,	For me, it is kind of different; they forced me to do well in the exam only they don't care if I am able learn something or not.
58	I	How does your teacher teach English in class? For example, does he/she just teach you the rules of grammar? How does she /he teach the 1 st paper, is there any kind of physical activities in the class. For example, drama, making group, group work, pair work.
59	Amina	1 st they teacher read out the passage from the book and then she/he translates the whole story line by line. She/he gives us to read and then ask us to model question from the guide book.
60	Rodela,	We are in the same class, same things happens.
61	I	Do you guys do any kind of drama in English class? Dialogue, drama, small scene from book.
62	Amina	Umm... No... we don't do this in our class.
63	Rodela	No...
64	I	Does he/she make sure that students participate in the class? Does he/ she picks up students from the class, with students names?
65	Amina	Yes, he/she does
66	Rodela,	Yes, he/she makes sure that, the students answer in the class.

67	I	Do you do any kind of drama, small scene from the book in English class?
68	Amina	No!!!! (had expression that why there should drama, group work in the class and the voice of them had really surprising voice of hearing about drama and group work in the classroom)
69	Rodela,	No !!!!
70	I	Do your teachers force you to memories study materials, like poems, paragraphs, essays, and letters?
71	Amina	Well, rather than the teachers, we force our self to memorize paragraphs, and other staffs to get good grade , as the teacher checks our every line and matches with the books.
72	Rodela,	And yes, if some line is missing or does not matche with the book, the teacher gives us less marks in the exam paper.
73	I	Do your class mates make fun of you when you make mistake in the class while participating in the class?
74	Amina	Sometimes they do... ummm...
75	Rodela,	They do...
76	I	Do these inspire you or motivated you to learning English?
77	Amina	It makes me not to participate in the class, even I know the answer, I don't speak p to say the answer. I don't get the confident to speak in the class anymore.
78	Rodela,	Same, I don't like to speak in the class because I feel like they will make fun of me.
79	I	Do the teacher praise students who memories these items in class and compare with other. Do these motivate you to learn the language?

80	Amina	Hmm...
81	Rodela,	
82	I	Do you think that, speaking better English gives you the social advantage? For example, it might give you the better opportunity to get better jobs?
83	Amina	Yes,
84	Rodela,	Hmmm...
85	I	Thank you very much for your participation. And thank you again for your time.

Appendix E: Sample of coding templates by researcher:

Coding of Joutho:						
Interview question:	Subordinate key words of question:	Subordinate main point from the conversation	Elaboration example from the verbal to support the subordinate	Occurrence main idea transfer into the form as main idea	Frequenc y of occurrence	Orderin g of the discours e unit.
Do like to participate in the class?	Participatio n	1. Gives opinion answer.	“Well, I love doing this, I love being in discussion classes.”	1. Gives opinion answer.	1	DU JOU- 12
Why are you learning English? Is it because English is mandatory subject or you like to learn for you to get good marks; to keep your parents or your future?	1.Reason of Learning English.	1. like it as a language.	“I am mainly studying English, because I like it. Umm... and I always wanted to study English!!! so... yeah...”	1. like it as a language.	1	DU JOU- 14
Do you like to read books? Stories in English.	1. Reading books	1. Reads lots of books.	“Mostly I like contemporar y writers’ books, like	1. Reads lots of books.	1	DU JOU- 16

			Nicolas, benziman.... I generally like female authors more...”			
Do you like to watch English movie? With subtitle or without? Do you feel good if you understand movie without subtitle.	1. Watching movies 2. Confidence level.	1. less confident on accent 2. Self confident risen.	“Yes!!! Umm... it really depends, if it is in American accent then I can watch without the subtitles, if it is a difficult accent like British or Australian accent then I prefer subtitle.” “I do feel confident and better when I understand the movie without the subtitle, umm and it does inspire	1. less confident on accent 2. Self confident risen.	1 1	DU JOU-18 DU JOU-20

			me to watch more without the subtitles and it helps my listening skills.”			
Does anyone inspire you to learn English or force you to learn English and who is that person?	1. Inspirations	1. Close family member. 2. self satisfaction 3. self taught	“I come from a family where Bangla poets, so my parents don’t really pressurized me to learn English that much. In my family we value the both language in the equally. So... my desire to learn English came from outside place. It is more because, I	1. Close family member. 2. self satisfaction 3. self taught	1 1 1	DU JOU- 26

			wanted to read more and I wanted to know about the world, umm and since English is somewhat is an international language, so that motivated to learn English.”			
Do your parents tell you to do well in English or force you to speak in English outside of the class or in front of relatives? Does that motivate you to practice English?	1. Force from parents 2. Practicing English outside of the class.	1. Encourage to in learning not marks.	“Um... they don't. And I do have a few immigrant family members who do test my English skills sometimes” “I do find it irritating and de-motivating because I do	1. Encourage to in learning not marks. 2. De-motivated by the people who judge with skill of English.	1 1	DU JOU- 28 DU JOU- 30

			not support the idea that speaking better makes me smarter, English it is just a language just like Bangla is a language. I think that I speak excellent Bangla, nobody test me on Bangla.”			
Do your parents or other family concerned about you learning English? How do you feel about it	1. parents’ concerns 2. Students’ feeling	1. Encourage in leaning not in grade. 2. Being judged 3. Negative motivation to learn	“No, my parents do not believe in grades, they are poets. However, I do get pressure from other family members to do well in the exam or English	1. Encourage in leaning not in grade. 2. Being judged 3. Negative motivation to learn	1 1	DU JOU- 32 DU JOU- 34 DU JOU- 36

			<p>grades.”</p> <p>“I find it annoying, umm... I feel like they judge my parents through my grades.”</p> <p>“It rather than motivating me it something that make me want do better in English out of spite to prove them wrong rather than actually learn it for benefit of myself.”</p>			
How does your teacher teach English in class? Does he/she just teach you	1.Teaching technique	1. Discussed based class, where students have time	“The class I am taking right now eng 201, I enjoy the class very	1. Discussed based class, where students have time	1	DU JOU- 37

<p>the rules of grammar?</p> <p>Do you guys do any kind of drama in English class?</p> <p>Dialogue, drama, small scene from book.</p>		to talk to	<p>much, in this class we are focusing on more on writing.</p> <p>Umm. In this class we are discuss more about the professional writing still, like thesis writing or analytical paper.”</p>	to talk to		
<p>Does he/she make sure that students participate in class?</p> <p>Does she pick students to answer the question she asks in the class?</p>	1. participatio n	1. Teacher encourage to participate	<p>“Yes she does!!! She asks questions to random students not just to students who are responsive in the class.”</p>	1. Teacher encourage to participate	1	DU JOU- 39
<p>Do your classmates make fun of you if you make mistake</p>	1. Class mate	1. Class environmen t helps to motivate	<p>“They don’t”</p> <p>“It is actually motivating to do something when they are</p>	1. Class environmen t helps to motivate	1	DU JOU- 45 DU JOU- 47

while participating in the class? Does it motivate you or demotivate you to learn English?			allowing me to do what I like, they telling to learn not to get a good marks.”			
Do your teachers give appreciation or award for participating in the class? Does it motivate you to learn the language more?	1. Award or appreciation	1. Focused on the positive part.	“Umm. She always highlights the things that we got right; she never really focuses on our mistakes. It somewhat makes me motivated to speak more in the class.”	1. Focused on the positive part.	1	DU JOU- 41
What does your teacher do when you make mistake in the class while participating	1. Feedback on mistakes. 2. Positive feedback 3. Negative feedback	1. Useful feedback from the teacher 2. motivation	“Even if she does have to correct us then she does it in gentle manners.	1. Useful feedback from the teacher 2. motivation	1 1	DU JOU- 43

<p>in the class? Does this feedback motivates you in learning the language or demotivates you and why?</p>		<p>occurs to speak up in the class</p>	<p>However, back n the school when teacher had to correct me, I felt very insulted, and humiliated, that did not really motivated me rather made me not to speak in class again. The current teacher is really focusing on the things what I did well in the class. Umm... when she is correcting me, it fells more constructive and umm... she tries to degrade me</p>	<p>occurs to speak up in the class</p>	
--	--	--	---	--	--

			umm... so it makes me want to speak out in the class.”			
--	--	--	--	--	--	--

Appendix F: Rating for students' interview by rater 1

RQ3: Research question 3: Which factors affect the nature of motivation of university fresher students?						
Theme	Main idea	DU	Verbal support	Internal- rater		Comment
				Agree	Disagree	
English will help for future. (extrinsic motivation)	Future purpose	DU TAS-17	“I have also plans to study aboard in different subject, which will be helpful for the future”	/		
		DU- TAS 4	“Umm... I also heard that it is easy get scholarship in aboard for further study”.	/		
		DU FAB 17	“Umm... I mostly do it for future”	/		
Being communicative in the classroom to participate,	Participating in the class.	DU JOU 10	“I enjoy the discussion classes in literature classes, umm... and where I get to participate and give opinion on the discussion.”	/		
		DU JOU 12	“Well, I love doing this, I love being in discussion classes.”	/		
		DU FAB 12	“Yes, I like to participate as well as have opinion about what discussion is happening in the class”			
		DU SEJ 12	“I love speaking in the class and participate”			
Better understanding English	Reading books	DU TAS 19	“Yes I do, I like to read the contemporary writers, umm like...	/		

		DU TAS 36	my future jobs and etc.” “They are only concerned about my course marking or grade”.	/		theme.
Self confidence confident can increase with better comprehension of English	Watching movie without subtitle	DU TAS 23 DU FAB 23 DU JOU 20	“Yes, it does make my confidence level higher.” “ of course, it does make my confidence level high, and I feel good and encourage me to watch more movies so I can catch up with accents, slangs” “I do feel confident and better when I understand the movie without the subtitle, umm and it does inspire me to watch more without the subtitles and it helps my listening skills.”	/		
Inspiration can intrinsically motivate a student to learn English	Inspiration	DU TAS 29 DU JOU 26	“My dad. He does not pressurise me to learn it, however, inspire me to do well in it so that it will be helpful for my future.” “I come from a family where Bangla poets, so my parents don’t really pressurized me to learn English that	/		

			<p>much. In my family we value the both language in the equally. So... my desire to learn English came from outside place. It is more because, I wanted to read more and I wanted to know about the world, umm and since English is somewhat is an international language, so that motivated to learn English.”</p>			
<p>Teacher’s feedback to mistake can be one of the motivations</p>	<p>Positive feedback or negative feedback</p>	<p>DU JOU 41</p> <p>DU JOU 43</p>	<p>“Umm. She always highlights the things that we got right, she never really focuses on our mistakes. It somewhat makes me motivated to speak more in the class.”</p> <p>“Even if she does have to correct us then she does it in gentle manners. However, back n the school when teacher had to correct me, I felt very insulted, and humiliated, that did not really motivated me rather made me not to speak in class again. The current teacher is really focusing on the things what i did well in the class. Umm... when</p>	/		

			of the day.”			
--	--	--	--------------	--	--	--

Appendix G: Sample theme generation template

Sample theme generation template

RQ: 2	: Which factors affect the nature of motivation of university fresher?				
Interview question:	Why are you learning English? Is it because English is mandatory subject for or you like to learn from to get good marks, or to make your parents happy future?				
Joutho	Tasfia	Fabliha	Sejuti	Afin	Themes
“I am mainly studying English, because I like it. Umm... and I always wanted to study English!!! so... yeah...” (DU JOU-14)	“I have also plans to study aboard in different subject, which will be helpful for the future” “Umm... I also heard that it is easy get scholarship in aboard for further study”. (DU TAS 17)	“Umm... I mostly do it for future” (DU FAB 17)	“ Well, for the future I have the plane to go abroad for the further study” (DU SEJ 17)	“Umm... I love learning a new language and its heritage, culture and literature” (DU AFR 14)	English will help for future. (extrinsic motivation) Liking a language, it culture and heritage.

Interview question:	Do you like to participate in the class?				
Joutho	Tasfia	Fabliha	Sejuti	Afrin	Themes
“I enjoy the discussion classes in literature classes, umm... and where I get to participate and give opinion on the discussion.”	“I don't like it.” (DU TAS 12)	“Yes, I like to participate as well as have opinion about what discussion is happening	“I love speaking in the class and participate” (DU SEJ 12)	“Yes, I love to give opinion on any topic” (DU AFR 14)	Being communicative in the classroom to participate. “Afraid to communicate in public place”

(DU JOU10) “Well, I love doing this, I love being in discussion classes.”(DU JOU 12)		in the class” (DU FAB 12)			
---	--	---------------------------	--	--	--

Interview question:	Do your teachers give appreciation or award for participating in the class? Does it motivate you to learn the language more?				
Joutho	Tasfia	Fabliha	Sejuti	Afrin	Themes
“Umm. She always highlights the things that we got right, she never really focuses on our mistakes. It somewhat makes me motivated to speak more in the class.” (DU JOU41) “Even if she does have to correct us then she does it in gentle manners. However, back n the school when teacher had to correct me, I felt very insulted, and humiliated, that did not	“Yes our teacher offers rewards like bonus marks and it motivates us a lot. And the teacher main point out which is correct in the sense of context, if the English is little bit weak for someone, she tent ignore or sometime she correct it with very gentle manner” (DU TAS 44)	“ Hmm... the teacher give us reward as in appreciation or giving us as an example” (DU 44)	“Teacher gives us extra points where we do want get more point so we participates more. And of course she does not insult us if we do any mistakes. She corrects us in poilite way, sometime she call us privately to show the mistakes. (DU SEJ 44)	Well, she knows that all the students do not have same proficiency level and comfortable with speaking in English still try for it, she appreciates that, which makes the students perform more and speak in correct English. (DU AFR 44)	Teacher feedback to mistake can be one of the positive motivations or bring the integrated motivation. Positive appreciation for participating gives the intrinsically motivated to learn new thing.

<p>really motivated me rather made me not to speak in class again. The current teacher is really focusing on the things what i did well in the class. Umm... when she is correcting me, it feels more constructive and umm... she tries to degrade me umm... so it makes me want to speak out in the class.” DU JOU 43</p>					
--	--	--	--	--	--

Interview question:	Do you think that, speaking better English gives you social advantage?				
Joutho	Tasfia	Fabliha	Sejuti	Afrin	Themes
Yes , it does give a person social advantage if he speaks better English, I don't really	“Hmm... of course it does, we people judge other people with their English, when hear	“Of course, it does put a person on the top position or top social status if he	“Well, it does. I have experienced that in air port where people from air port speak with you	Yes, I think it does, however, it should not be the case. It is just a language, it just justify	Knowing better English gives the better opportunity to have social status which is an extrinsically motivating

<p>support that a will the job because his or her speaking skill... she might not be good at discussion or giving ideas to the project or jobs.” DU JOU 49</p>	<p>someone speaks in good English we already judged that person who is from well background and has good social status” DU TAS 52</p>	<p>or she has better way of speaking English, we also judge people with their English, which should not be done, anyway we all do it... in end of the day.” DU FAB 52</p>	<p>when you have good English, and sometime they feel irritated when people with weak English.” DU SEJ 52</p>	<p>your talent. (DU AFR 52)</p>	<p>factor.</p>
--	---	---	---	---------------------------------	----------------

Appendix H:Notional conventions:

Notional conventions:

I: Researcher

Umm... : Making some voice while thinking

Amm...

Hmm...

Yeah... agreeing

Appendix I: Inter-rating reliability calculation for students' interview

DU	Main ideas by rater 1
17	3
10	2
19	3
28	3
23	2
29	2
41	2
49	2

Percentage agreement = $\frac{\text{Total agreements on main ideas}}{\text{Total main Ideas Identified}} \times 100$

Total main Ideas Identified

$19/20 \times 100 = 95\%$ agreement