

THE IMPACT OF MOTIVATION ON ENGLISH LANGUAGE LEARNING:
A STUDY OF PRIVATE UNIVERSITY STUDENTS IN BANGLADESH

By

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Declaration

It is hereby declared that:

1. The thesis submitted is my own original work while completing a 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.

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Approval

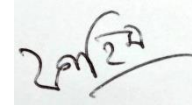
The thesis titled ‘THE IMPACT OF MOTIVATION ON ENGLISH LANGUAGE LEARNING: A STUDY OF PRIVATE UNIVERSITY STUDENTS IN BANGLADESH’ submitted by

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Ethical Statement

I declare that the thesis titled ‘THE IMPACT OF MOTIVATION ON ENGLISH LANGUAGE LEARNING: A STUDY OF PRIVATE UNIVERSITY STUDENTS IN BANGLADESH’ is submitted to the BRAC Institute of Languages (BIL), BRAC University, in partial fulfillment of the degree MA in TESOL. I want to add that no part of this dissertation copied or plagiarised from other published or unpublished work of other writers, and all materials borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference in the appropriate place(s). I understand that the program conferred on me may be cancelled/ withdrawn if subsequently it is discovered that this portfolio is not my original work and contains materials copied, plagiarized, or borrowed without proper acknowledgment.

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I am deeply grateful to the faculty along with all teachers of BIL, classmates, and friends for their inspiration, valuable suggestion, and cooperation.

In addition, I would like to express my appreciation to Brac University as well as it assisted me with sufficient facilities, such as a computer lab and references that are available in the library. Moreover, special thanks to all the respondents who were willing to spend their precious time completing the survey questionnaire and interviews.

Abstract

Motivation has long been identified as one of the main factors affecting English language teaching (Gardner, 1985). Motivation is one of the characteristics of Language learning, and it is definitely a helpful facilitator in the Language Learning process. Motivational strategies are techniques that promote individual goal-related behavior. Because it is known that human behavior is rather complex, there are many diverse ways of promoting it and motivation is one of them whether it is teaching English language skills in teaching or learning. A teacher should focus on the various strategies which can promote classroom L2 learning, even the strategies which present new material, give feedback, set up communicative tasks or assign homework. This study analyzed and determined the various socio-psychological orientations of the undergraduate students of private universities of Bangladesh towards learning English. Investigating on the type and level of English language learning motivation of first-year undergraduate students of two renowned private universities in Dhaka, the study revealed instrumental motivation as more effective compared to integrative motivation in the context of Bangladesh.

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Chapter-1

Introduction

Motivation is defined as the extent one strives to acquire a language because of the desire to do so and the satisfaction derived from it Gardner (1985). Motivation is considered significant in its role in language learning success. Along this line of thought, students' motivation toward English language learning can, to a certain degree, influence their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language. Students have many different reasons for studying a foreign language. It is a complex process for the students of the private university of Bangladesh to learn a foreign language. Some students study a language for practical purposes, while others develop a special interest in the language and its culture. Students learn a foreign language in both the private university and public universities of Bangladesh. In Bangladesh, English is a compulsory subject and all the students pass English as a foreign language. Motivation is something that is directly related to behavior. 'Motivation is the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language' (Gardener, 1985 as cited in Hashemi, Hadavi 2014: 19)'. It is common to hear that success or failure of a language learner to master a foreign language depends on their motivation. A student who speaks well can be said that he/she was highly motivated to learn the English language externally or internally.

There are many factors that contribute to motivation. These factors play an important role in learning a foreign language. If a person wants to learn a foreign language, he must be motivated with determination. It is like the necessity of having both Hydrogen and Oxygen molecules in forming water, deficiency of any will hamper it. 'Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent' (Dornyei, 2009: 117). A student cannot learn a foreign language without motivation because motivation makes purposes clearly visible. Learning a foreign language is very difficult. In learning a foreign language there can be one or more goals such as mastery of the language or communicative competence.

According to these, there are two types of motivation. 'If a person learns a language primarily for purposes like getting a job or fulfilling an academic requirement, s/he is affected by instrumental motivation while integrative motivation has to do with wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of the society' (Anjomshoa and Sadighi, 2015:127). Some researchers have concluded that instrumental motivation plays an important role in learning English and some have given importance to integrative motivation. Someone says that learners rarely select only one type of motivation when learning a foreign language. Zoltan Dornyei (2002) stated that the learner's enthusiasm, commitment, and persistence are the key determinant of success or failure.

Background of the Study

Ellis (1997) points out that, as a teacher, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that a teacher has some control over. Therefore it is important to find out the underlying possible factors which affect students' motivation in English learning, especially in the practical sense to teachers who want to stimulate students' motivation. In Bangladesh English is a foreign language and it is also an international language. Students learn English for different purposes. Due to job scarcity, educational advancement, and similar reasons, more and more university students are realizing the importance of learning this language and are becoming increasingly interested in learning it. There are those who learn English for practical reasons and there are those who learn English out of personal interest. At the university level it is observed that some students speak English well and some are not. At the university level, all books are written in English, so some students face many obstacles that demotivate them from learning English. Amid such a scenario, some categorical motivational factors do play their roles in students' learning English. There are a number of factors that influence foreign language learning.

Purpose of the research:

The research was undertaken to find out the motivational level of the students in private universities in Dhaka and to determine whether students were integratively or instrumentally motivated toward English language learning. This study explained the influence of motivation on

students' performance to learn English. This study focused on the motivational factors of private university students. The objectives of the study were to find out which motivational factors actually worked to learn English in the private universities of Bangladesh. The focus was given to the factors that effect a student's motivation. Therefore, to achieve the proposed goal, one central research question followed by three sub-questions were selected by the researcher as follows.

Research Questions:

Central Question

What is the level of motivation among the students towards English language learning?

Specific Question

- What are the factors that motivate and demotivate students when learning English Language?
- Are they integratively or instrumentally motivated toward English language learning?
- Which aspect of motivation works more to motivate students: Integrative (psychological) or Instrumental (social)?

Scope of the Study

This study will hopefully contribute to the understanding of students' psychological and emotional state as they undergo English language learning process in and outside classroom settings. Consequently, teachers would be able to adjust their course outlines, teaching strategies and classroom management styles to ensure constructive teaching. In a broader perspective, policymakers would find this study useful to formulate English language curriculum as per learners' needs.

Chapter 2

Literature Review

Learning English language as a second language has found a greater significance compared to the previous years, especially among university students. The issue of reasons and factors influencing the process of a second language has been carried out all over the world by different researchers. Previous researches have shown that the motivation of the learner is one of the most essential factors besides age, socio-cultural background, cognitive development, attitude as well as aptitude. This research study deals with the social and psychological aspects of second language learning motivation.

The influence of motivational variables in second language learning was first examined by Robert Gardner and Wallace Lambert. These researchers adopted a social psychological approach that was based on the idea that ‘students’ attitudes towards the specific language group are bound to influence how successful they will be in incorporating aspects of that language’ (Dornyei, 1995). As we know the influence of motivation needs to learn a second language so learning a foreign language requires different levels of motivation. The most successful learners will be those who have both talent and a high level of motivation to learn.

Defining Motivation:

There are many different definitions of motivation, especially in language learning. Harmer (1991:3) explains the meaning of motivation as the ‘internal drive’ that pushes somebody to do something. If we think that our goal is worth doing and attractive for us , then we try to reach that goal; this is called ‘the action driven by motivation’.

Lightbown and Spada (1999: 56) note that motivation in second language learning is quite complicated to study which can be explained in terms of two factors: learners’ communicative needs and their attitudes towards the second language community.

In addition, Parsons, Hinson and Brown (2001:28) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to

achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process.

Gardner (1982), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study.

Aree Punmanee (1991) views motivation as the process aroused by stimulus to achieve desired purposes, behaviors or conditions. Motivation is a continuous process based on a person's desire.

L2 Motivation Research:

Robert Gardner and Wallace Lambert (1972) conducted one of the best-known and historically significant studies of motivation in second language learning. Over a period of 12 years they extensively studied Foreign Language Learners in Canada, several parts of the United States, and the Philippines in an effort to determine how attitudinal and motivational factors affect Language Learning success. Motivation was examined as a factor of a number of different kinds of attitudes. Two different clusters of attitudes divided two basic types of what Gardener and Lambert at that time identified as 'instrumental' and 'integrative' motivation. (Lightbown and Spada, 2006.)

Actually Gardner and Lambert (1972) invented the framework for knowing about different types of motivation. From their study, they found two types of motivation: Integrative and instrumental. The instrumental side referred to acquiring a language as a means for attaining instrumental goals: getting a job, good results, bonuses, etc. In addition to that, Rahman (2005) proved in his journal that instrumental motivation is the main motivation for undergraduate students to learn English as a Foreign Language at a private university in Bangladesh. The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group. The instrumental side referred to acquiring a language as a means for attaining instrumental goals:

furthering a career, reading technical material, translation, and so forth. The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group. Instrumental motivation is language learning for more immediate or practical goals. Integrative motivation is language learning for personal growth and cultural enrichment. However, Shahed (1998) in his study had shown how integrative motivation, in the Bangladeshi socio-educational reality, plays very little role in students' learning English—particularly at the school level.

According to Gardner and Lambert an instrumentally oriented learner can be as intensively motivated as an integratively oriented one; however, they hypothesized that integrative orientation would be better in the long run. Researchers have shown that in certain situations an integrative motivation may be more powerful in facilitating successful second language learning. But in other situations, instrumental motivation may be more effective indicator of success.

There are different stages for learning a foreign language. In order to learn a foreign language a person feels interested in or needs it. Without this, he cannot learn a foreign language. At the tertiary level, a student tries to learn a foreign language for his own interest or for practical purposes. Most of the situations of learning a language include a mixture of each type of motivation. “ Motivation is responsible for achievement in language learning, and without adequate motivation, learners with distinctive talents will not be able to fulfill such objectives, even if they have a good curriculum and/or teachers’ (Dornyei and Csizer cited in Ghamdi 2014:2).

Though there exists good curriculum and teachers in the private universities of Bangladesh, there are students who are not well proficient in English because of lack of motivation. ‘It is difficult to imagine anyone learning a language without some degree of motivation’ (Hall, 2011 cited in Ghamdi 2012:2). Ellis (1990:118) says, ‘The most successful learners will be those who have both a talent and a high level of motivation for learning.’ There are many students in the private university who are actually talented but they are not well proficient in English and also they do not try to learn it because of lacking motivation. ‘Instrumental motivation could be more effective than integrative motivation. Non-westernized female learners of L2 English in Bombay,

who were instrumentally motivated, achieved high scores on a Cloze test' (Lukmani, 1972 as cited in Ellis 1999:118). Nowadays non-westernized female learners want to do something better for their careers which is why they are becoming instrumentally motivated to learn English. Most of the cases the students of the private universities of Bangladesh are instrumentally motivated. They are not much interested in integrative motivation such as knowing the cultures and traditions of the native speakers of English, to interest in reading books, magazines, articles etc. In the context of Bangladesh, most of the students want to build up their careers, want to get a job, and want to get a university degree to learn English. 'The really important part of motivation lies in the act of communication itself rather than in any general orientation as implied by the integrative/instrumental distinction' (MacNamara, 1973 as cited in Ellis 1999:119). It is seen in some cases some students learn English from their family through communication because English is practiced there. From another perspective in the case of motivation, a positive attitude towards the foreign language community is very important. Bangladesh is a developing country and Bangla is not a language that is used all over the world. So many students have a fascination with the foreign language community for different purposes. For this, they are interested in learning a foreign language. Many researchers have shown that if a learner feels enjoys learning a foreign language, he learns better. 'Motivated learners spend much of their time to gain aims in learning a foreign language and motivated learners can also learn language more effectively than unmotivated ones' (Al-Qtaibi, 2004 as cited in Alizadeh 2016:13). There are some students in the private university who are not good at English because they are not strongly motivated.

As a nation, Bangladeshi people consider English as a 'corrupting agent' of traditional values. On the other hand, those associated with education in religious institutions- Madrasas are also mostly non-enthusiastic about learning a foreign language other than Arabic. There is no doubt that English is a prestigious language and day by day it becomes a common language of different language-speaking people, which means, serves as a lingua franca. At the same time, a question arises does English have any societal role in the context of Bangladesh? The answer may be negative. The practice of English in Bangladesh is as a foreign language, not as an official language. Thus, most of the students do not learn English very well, rather they learn English as they have to complete their graduation. In this context, they are not strongly motivated. I think, if English serves as an official language in Bangladesh, students become more motivated to learn

English since they have to bound inter-communication with themselves in English. We see India is a multilingual country and they use English as a common language to inter-communication with themselves. Here, English plays an important social role. Thus, students in India are strongly motivated to learn English.

In contrast, Bangladeshi students face many problems, though they wish to learn English. For the time being, their motivation is less. And finally, they are fossilized. Nevertheless, many of the students of private universities become motivated to learn English because of the effect of globalization. Because of globalization, they are motivating themselves both instrumentally and integratively. Being instrumentally motivated they want to face the job market to lead a better life, that's why they need a university degree with good results. In this situation, they have to learn English very well. To cope with the modern world, students are very interested to know about the cultures, norms, lifestyle of native speakers of English. And they study different magazines, newspapers, and articles in English to understand their lifestyle. These motivational factors greatly motivated them to learn English. In Bangladesh, the demand for English is not restricted to achieving only economic position rather it has social demand as well. "The motivation towards learning English has barriers due to law in Bangladesh because Bangla is the official language.

Though Bangla is considered the national-official language of Bangladesh. The English language is predominantly used in almost all sectors. In some cases, this law creates obstacles to motivation in terms of learning English in Bangladesh (Rahman, Nuruzzaman, and Chanda, 2016: 19). So in this case, cultural aspects influence English learning. If English would be national-official language in Bangladesh then students would be greatly motivated by instrumental motivation. Now a number of students are greatly motivated by integrative motivation. Both integrative and instrumental motivations are very important in the successful learning of a foreign language, it has been argued that integrative motivation sustains long-term success when learning a foreign language. It is continually linked to successful foreign language learning, and the students who support an integrative approach to language study are usually more highly motivated and more successful in language learning. It is important that in countries such as Bangladesh opportunities to use the target language in a daily basis is more or less

restricted and essentially there is no opportunity for the foreign language learners to integrate into target language community. In these societies it seem that students would select instrumental reasons more frequently than integrative reasons. Instrumental motivation and learners need for achievements and higher aspirations are more important than the integrative motivation. There are separate significance about instrumental and integrative motivation. 'English language learners were motivated instrumentally as well as integratively' (Moiinvaziri cited in Mulalic and Obralic 2016: 77). In the context of Bangladesh this research found that the two private university students are motivated by both instrumentally and integratively.

Chapter 3

Research Design

This chapter focuses on the research methodology and data collection procedure that has been applied to find the outcome of the conducted work.

Methodology

In this study, qualitative and quantitative (mixed method) research design were adopted to analyze the collected sample conversation. In order to conduct this research, the researcher first studied the existing published work conducted in this area by other researchers and some EFL Journals. After a thorough scrutinizing of their research pattern and applied methodologies, the researcher decided to apply the mixed method for qualitative and quantitative data collection and analysis.

Participants

The participants of the study were 50 first-year undergraduate students (24 male and 26 female) of the 18- 21 age group (mean age 20 years) who were randomly selected from two reputed private universities in Dhaka. They were studying in the first semester of their first academic year. The respondents were native speakers of Bangla and learned English as a foreign language.

Instruments

A structured questionnaire was distributed among the students and the data was collected over a week. The questionnaire was divided into two major parts to find out the socio-psychological and socio-linguistics background of the respondents. The purpose and different terms of the questionnaire were explained before the distribution. The respondents were not informed that their attitude towards the use of English was being investigated. The researcher was present physically to monitor and to help the respondents to understand certain parts during the completion process of the questionnaire. After completing the survey the researcher took another week for the interview session with the teachers. In total it took two weeks to complete the fieldwork.

Data Analysis Procedure:

After the data was collected researcher organized and analyzed it by using software called SPSS and Excel. Data was analyzed in detail by descriptive graphs. A frequency table was drawn to present the findings. The researcher also conducted interview sessions with the students to search for different opinions.

Limitations:

There were some limitations in this study. Due to permission from the University, the study had conducted involving a small group of students and teachers at two private Universities. The researcher did not get enough time to reach a successful conclusion because some students did not give the answers with proper attention which can affect the validity of the result. This research can be studied further for better validity and reliability. The researcher faced some problems to interview the teachers as the teachers were not available.

Chapter Four

Data Analysis

The collected data were analyzed by using SPSS and Excel. The results are discussed below.

Figure 1 explains students were learning English to get a university degree. This question was made to find out students' instrumental motivation. There were five options for this part. Most of the students think that this is not true and they strongly disagree with this and they are 30%. Some students think that they learn English to get a university degree and they agree with this and they are 28%. Only 10% students are neutral with this.

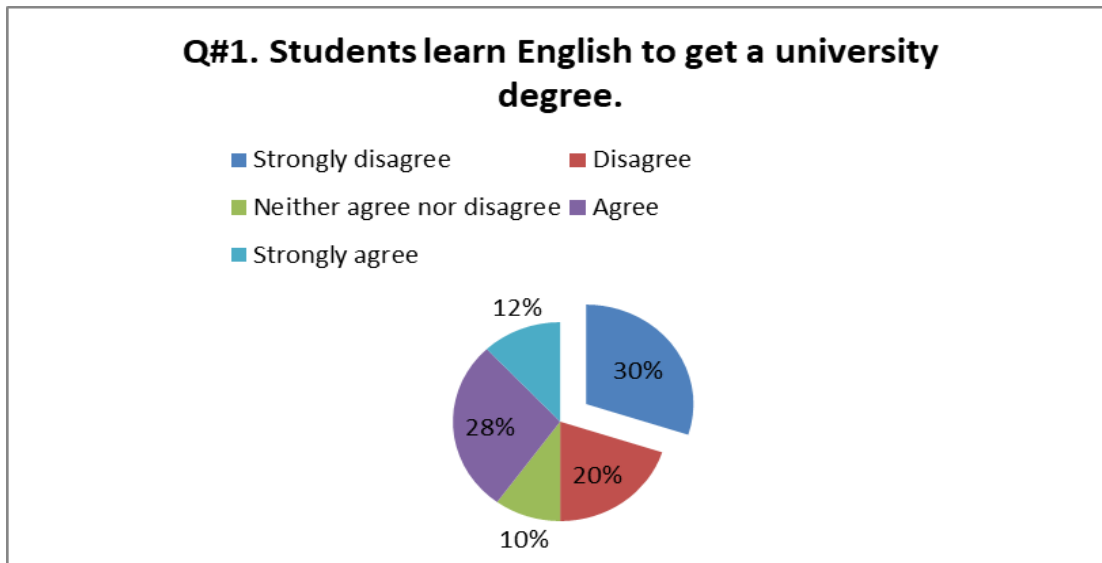


Figure 1: Pie Diagram of Question Number 1

Figure 2 also indicates instrumental motivation. Here also shows that 54% of students strongly agree and 30% of students agree to learn English to build up their career. In this option, there is no one to disagree with this and the percentage is 0.00%. Only 4% neither agree nor disagree with this.

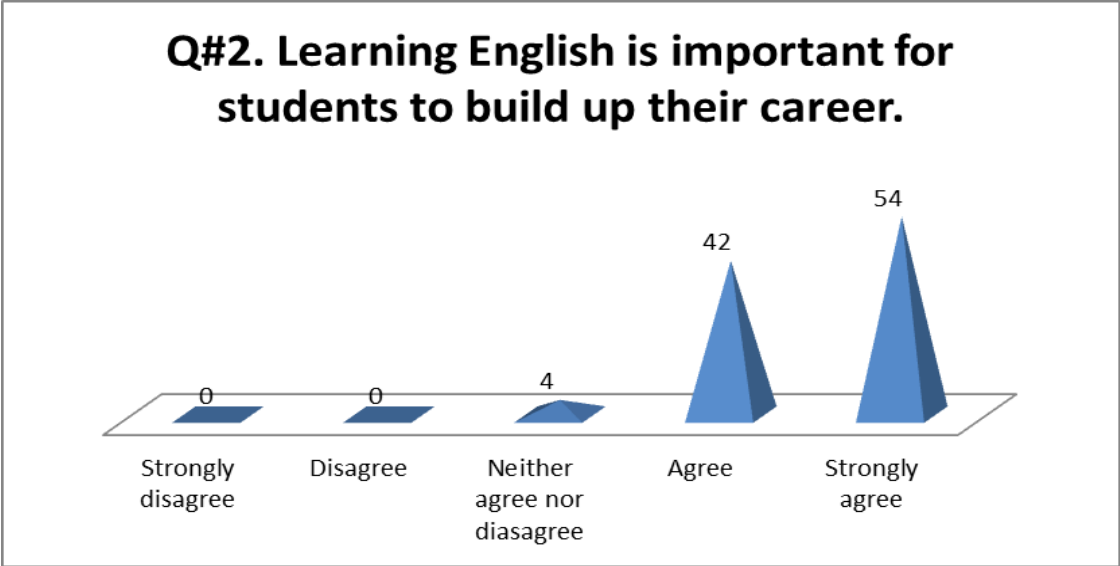


Figure 2: Bar Diagram of Question Number 2

Figure 3 shows the importance of learning English to get a good job. Most of the students supported this and they were 52% who are strongly agreed and 40% students agreed and 0.00% students disagreed with this. Only 8% students were neutral with the option.

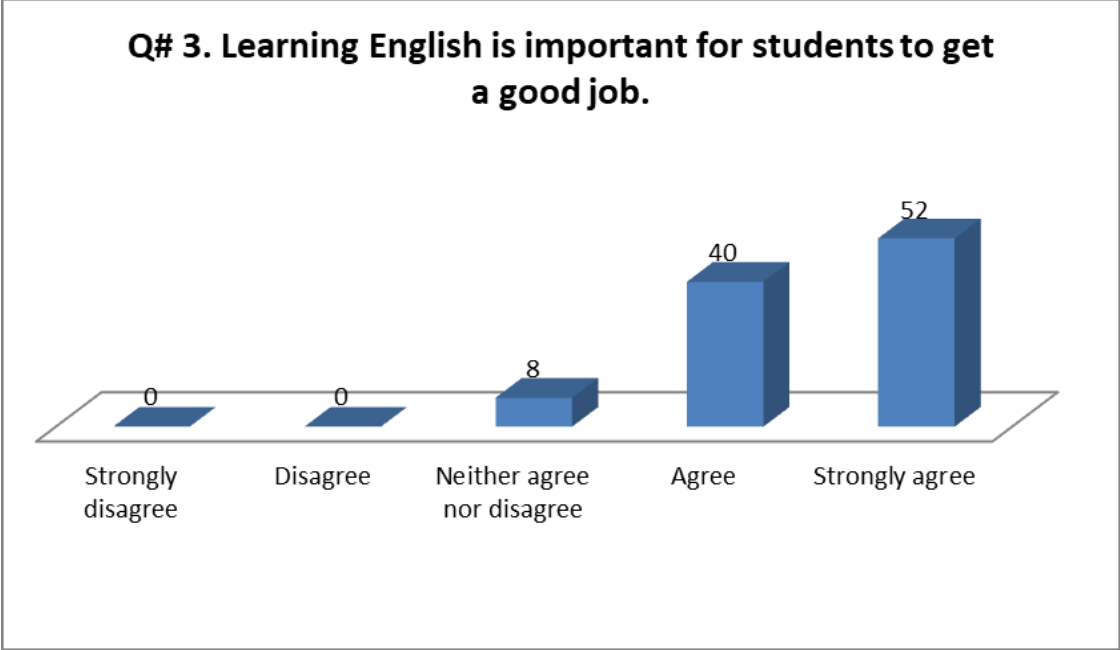


Figure3: Bar Diagram of Question Number 3

Figure 4 is about students importance of learning English to study abroad to get higher education. 54% students strongly agreed and 30% students agreed with this. Only 2% students disagreed and 10% students strongly disagreed with this. The result shows that most of the students supported this option.

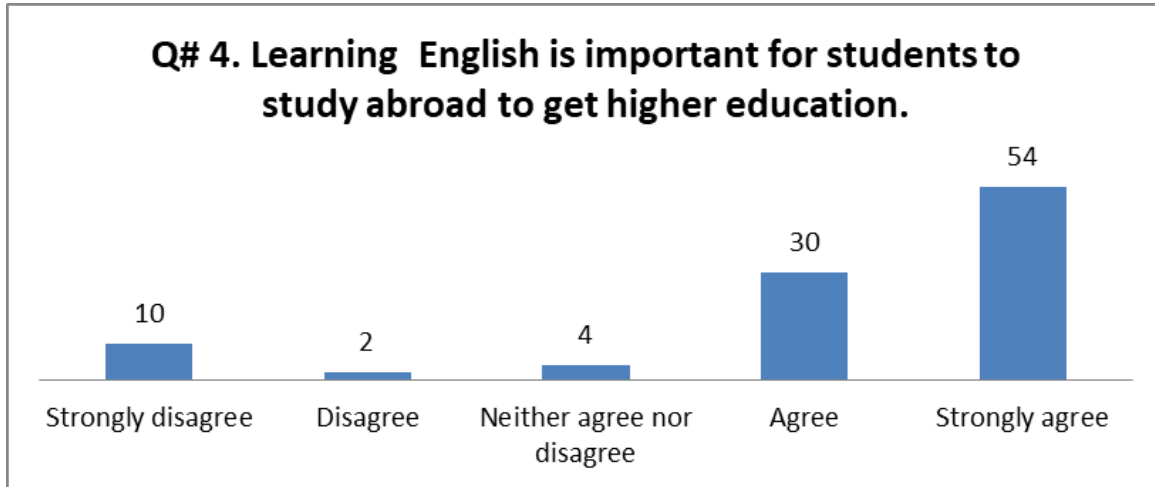


Figure 4: Bar Diagram of Question Number 4

Figure 5 explains learning English helps them to search information on the internet. Most of the students agreed and strongly agreed with this and they are 44% and 26%. Only 12% students disagreed and 12% students were neutral. They think that without knowing English well they cannot search for information online.

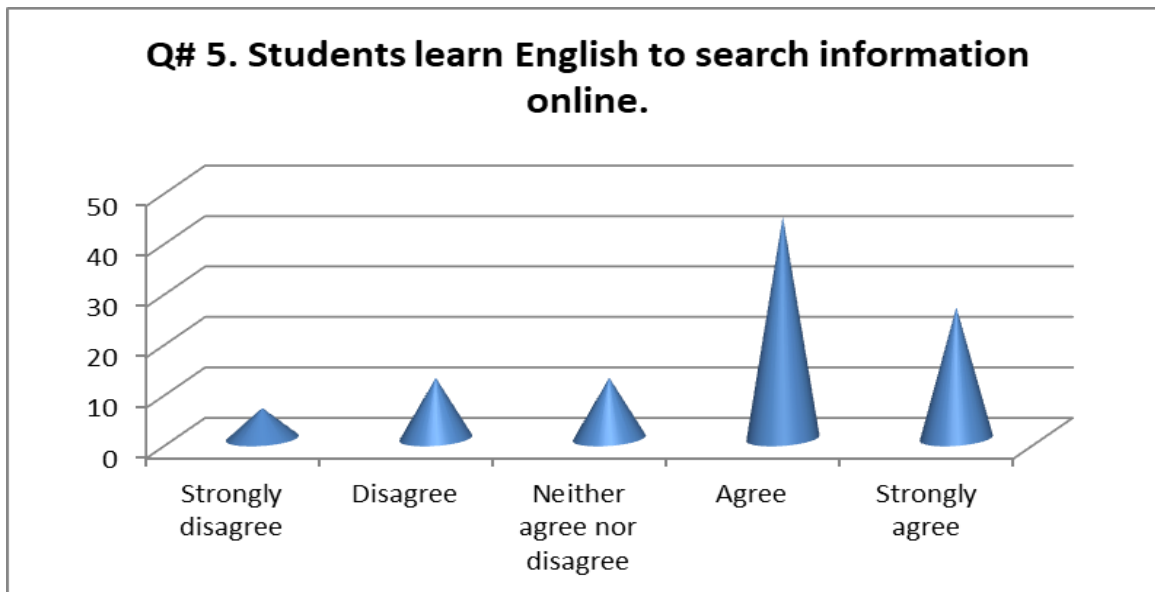


Figure 5: Bar Diagram of Question Number 5

Figure 6 shows about learning English increasing their social status. 36% students agreed and 26% students strongly agreed that by learning English they can increase their social status. But 24% students disagreed with this and 14% were neutral.

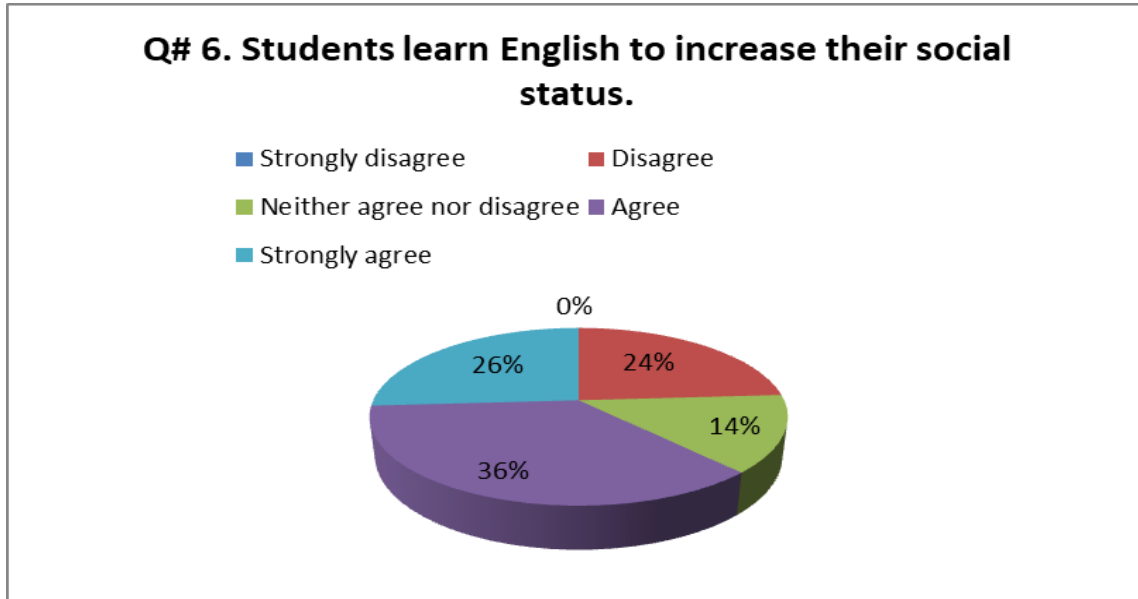


Figure 6: Bar Diagram of Question Number 6

Figure 7 explains learning English helps them to understand English movies, songs and talk shows. Most of the students were interested about this and they strongly agreed with this and they are 42%. 40% students agreed and 8% students disagreed with this.

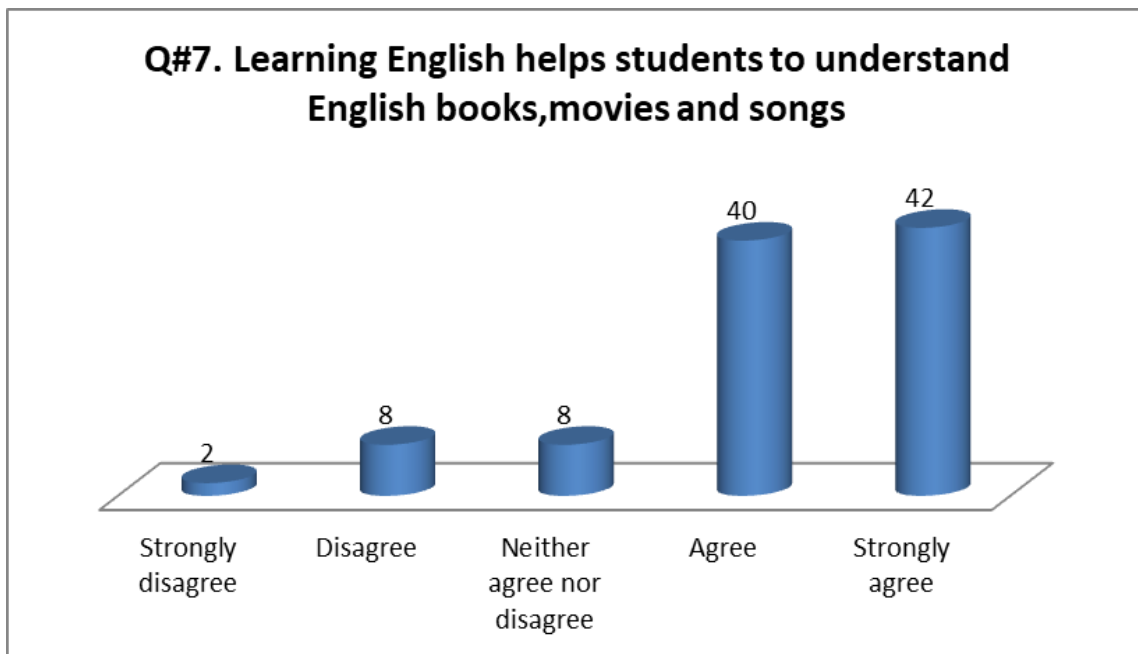


Figure 7: Bar Diagram of Question Number 7

Figure 8 is about students learn English to understand the ways of life of native speakers of English. 50% students agree with this, 12% students disagree and also 12% students are neutral with this. This result shows that they are very interested about the native speakers of English.

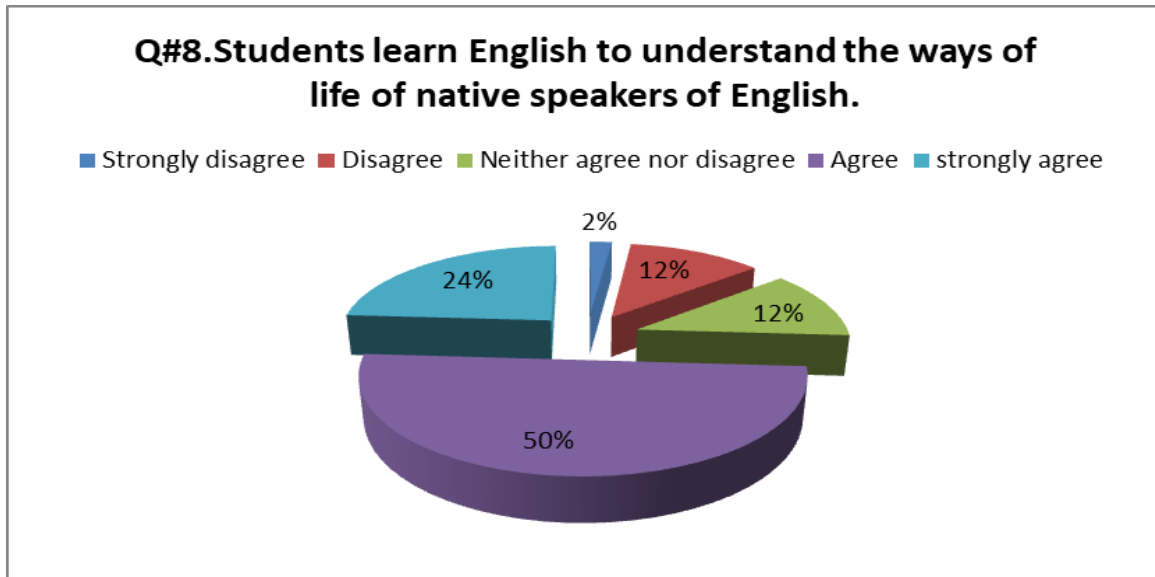


Figure 8: Bar Diagram of Question Number 8

Figure 9 is about integrative motivation and students learn English with their own interest. This figure explains students interest about cultures and traditions of the native speakers of English that's why they learn English and most of the students agreed with this and they are 48% and 22% students agreed with this. 18% students disagreed with this and 12% are neutral.

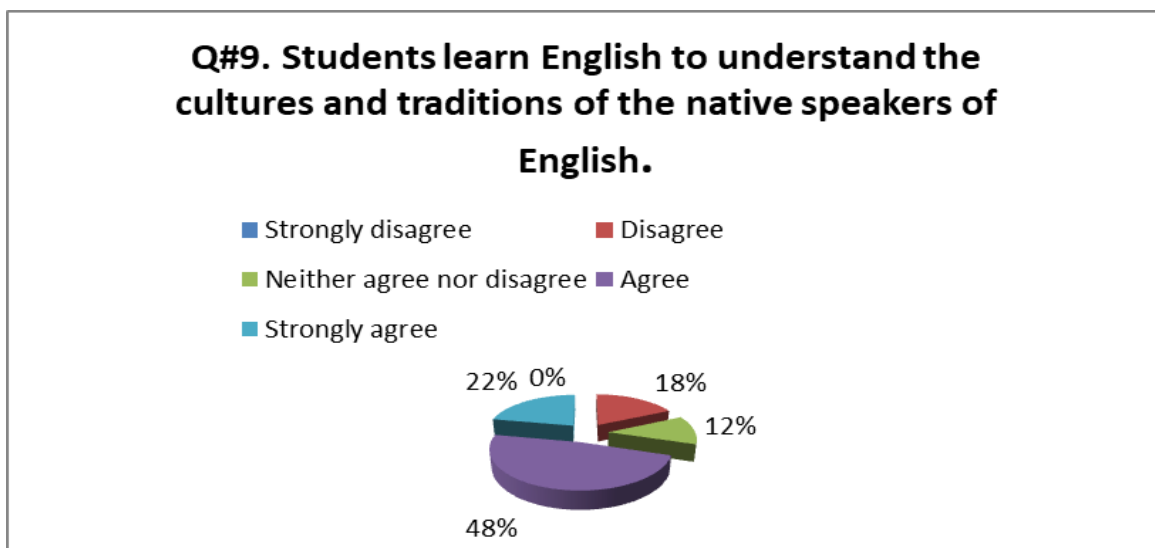


Figure 9: Bar Diagram of Question Number 9

Figure 10 is about learning English help them to contact with others when travelling abroad. 48% students strongly agreed and 46% students agreed with this .Only 4% students disagreed and 2% students were neutral. The result shows that most of the students feel that English will help them to travel abroad.



Figure 10: Bar Diagram of Question Number 10

Figure 11 is about learning English enables them to make friends with foreigners. By learning English they want to make friends with foreigners. They like this option and agree with this. 52% students agreed and 24% students strongly agreed with this. Only 6% students disagreed with this and 12% were neutral.

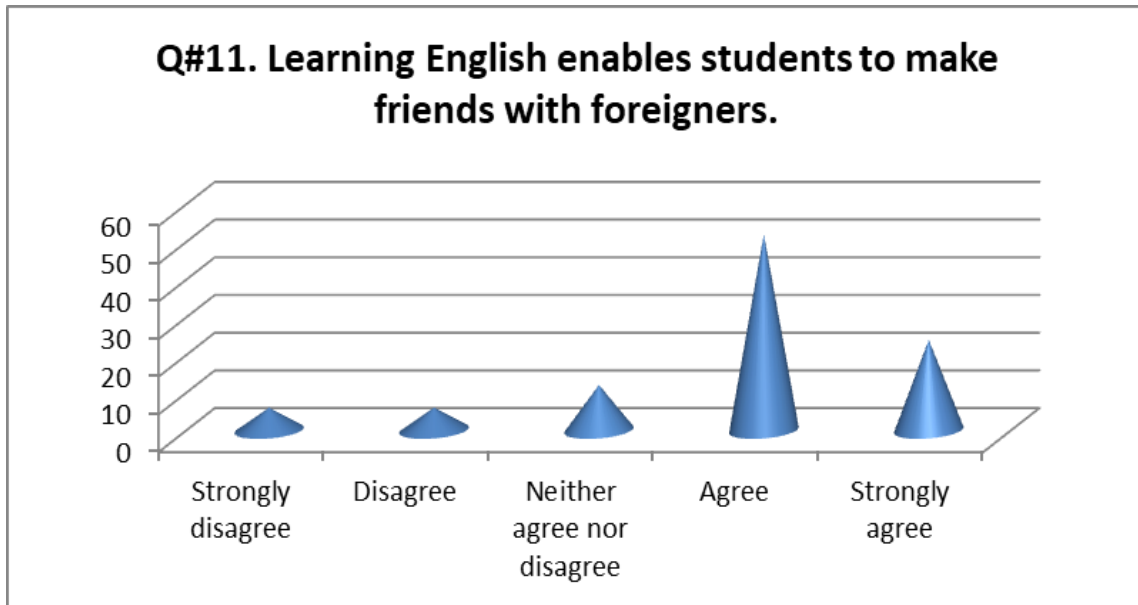


Figure 11: Bar Diagram of Question Number 11

Figure 12 explains that students learn English to understand English stories, novels and literature. Most of the students agreed and strongly agreed with this and they are 54% and 30%. Only 10% students disagreed and 6% were neutral. This result shows that they want to learn English to read literature.

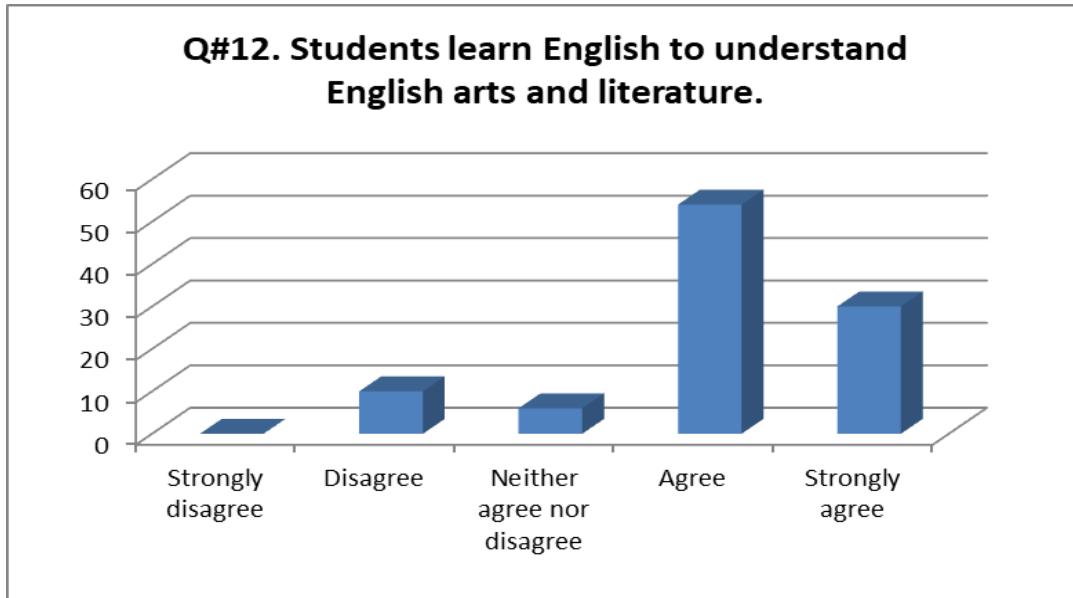


Figure 12: Bar Diagram of Question Number 12

Figure 13 is about students learn English to read English magazines, articles and newspapers. 62% students agreed and 30% students strongly agreed with this. Only 4% students were neutral and 4% students disagreed with this.

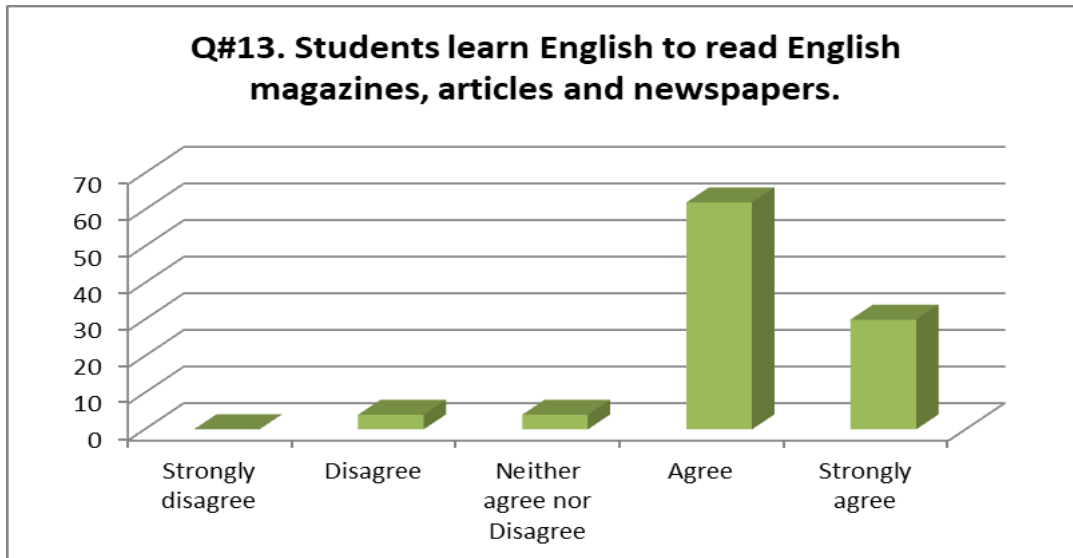


Figure 13: Bar Diagram of Question Number 13

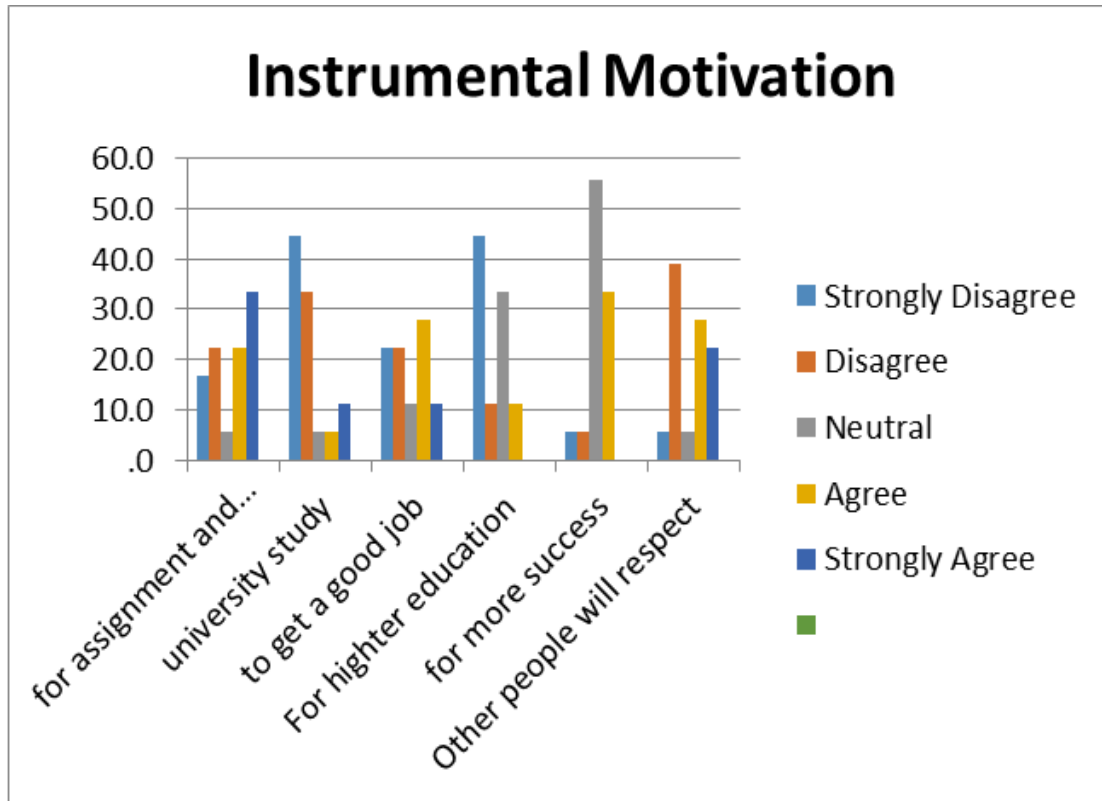
Chapter Five

Discussion of Findings

The purpose of the study is to reveal which motivational factors influence learning English. Students are motivated by both instrumentally and integratively. The necessity of English learning is undeniable in today's world not only for the university students but also for most people. Being proficient in English language is of great importance in the academic and professional lives of the private university students. The result of this study has indicated that private university students are highly motivated in learning the English language. The response to the items regarding instrumental motivation indicated that they see English as a major step for future academic aspirations. Some researchers claim that language learners would be more successful if they like people and cultures of the target language and have a desire to become familiar with or even integrates into society in which the language is used. All the researchers agree that, motivation is the key factor of learning a foreign language. High motivation and ability help learner to learn a foreign language. To find out this, there were 13 questions in the questionnaire. After analysis of the data, this research has arrived a conclusion. Instrumental motivations are those in which students are motivated by the practical purpose of life. Every student wants to shine in their life. Without proper or good education it is not possible. In the context of Bangladesh if a student wants to get a good job or want to build up his career he must need university degree or higher education. In university level, all the books are written in English because English is the medium of higher education. So students have to motivate to read and learn English in the competitive world. The surveys of this research have also reflected this. In case of this research most of the students strongly disagree with that they do not learn English to get a university degree. But other factors motivate them. Many students have desire to communicate with native speakers of English for some practical purposes. Most of the students want to get higher education that is why they need to communicate with native speakers of English. The more one has knowledge, the more he/she gains in life that is why most of the students want to become a more knowledgeable person. This is how he becomes motivated to learn English. English is an international language and also a prestigious language. Where English is not a mother tongue, there English is more prestigious language. There is no doubt that in Bangladesh English works as a prestigious language. So who knows English well, he/she

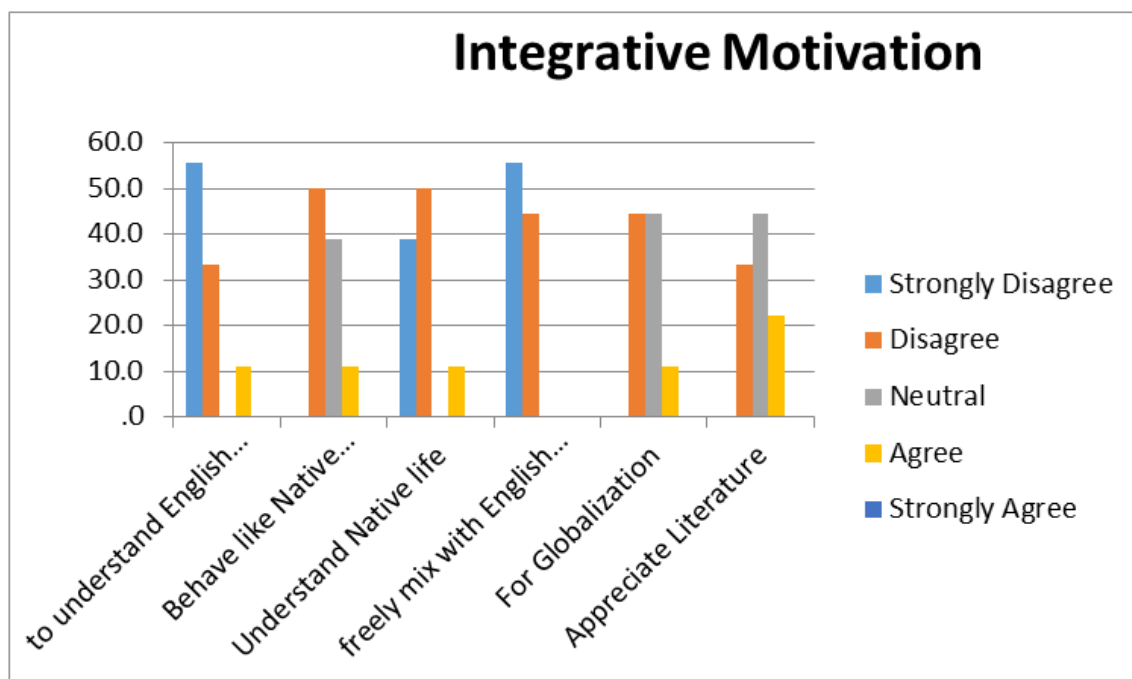
has a social status in the society more or less. This research shows that students learn English to increase their social status. Most of the students want to travel abroad for different purposes. Without learning English, travelling will be boring and incomplete. In that case learning English is necessary. But there are some students in the private university who learn English only for interest. This is integrative motivation. Some researchers say that who are motivated by integratively, they learn better language than instrumentally motivated learner. With the spread of communication media, students are much interested to understand the cultures and traditions of the native speakers of English, they want to read stories, novels, magazines, articles, newspapers and want to make friends with foreigners. In some cases it is observed that private university students are too much addicted to watch movies and they like to listen English songs. Because of this they feel to learn English well. Through this media they are very eager to understand the ways of life of native speakers of English. After analyzing the data in the bar and pie charts it is clear that the students at Brac university and North South University have both instrumental and integrative motivation. It is said that human being cannot take decision of their own which we observe in the instrumental motivation. Students need to respond to the established structure of the society. Modern society is different from traditional one that is why students are bound to learn English if they want to establish their career that represent the motto of instrumental motivation. In this study instrumental motivation is a much stronger driving force for learning English, but is this type of motivation enough for successful language learning? If students really want to learn foreign language he must be integrated with that language by consciously or unconsciously. The investigation of this research finds out that every student agreed with both integrative and instrumental motivation.

Result of Instrumental Motivation:



The above bar chart demonstrates Instrumental Motivation. The data presented that there are variations in the level and degree of motivation of the students. The bar chart illustrates that the highest or the second highest students, in most cases, either agreed or strongly agreed with the questions they answered. The maximum number of students strongly agrees that they learn English (33%) for assignments and for exams. The students either strongly agreed or agreed that they learn English (30%) to get a good job. The students also strongly agreed that they learn English (45%) for higher education. They want to be more successful by studying English (32%). Again most of the students agreed that if they learn English (29%) people will respect them. So, the bar chart shows that most of the students have high Instrumental Motivation. The bar chart indicates that the respondents are instrumentally motivated toward English.

Result of Integrative Motivation:



The above bar chart represents the picture of Integrative Motivation. The bar chart shows that the highest or the second highest student, in most of the cases, either strongly disagreed or disagreed with the questions they answered. They strongly disagreed that they learn English to understand English books/movies/songs (55%). They disagreed that they learn English to behave like a native speaker (50%). The students strongly disagreed (55.6%) and disagreed (44.4%) that they do not learn English to freely mix with the English cultural group. To answer the question of whether they learn English for globalization, the participants disagreed (44.4%).

Semi-structured Interviews

Five questions were designed to elicit respondents' opinions on major issues concerning English learning. Fifteen students from different disciplines were invited to appear for a semi-structured interview to find out students' opinions about five relevant issues.

- a. Why they learn English Language?
- b. Reasons for poor performance in English.
- c. Why do they usually appear for the exam? To get good marks or to show their competence in a second language?

- d. When do they feel interested in taking part in their English classes?
- e. What are the factors that motivate them to learn English Language?

a) Reason for learning English:

When asked to identify the reason for learning English, all the respondents answered that English is learned to get something, i.e. to get a good job, go abroad for higher study, travel, etc.

b) Reason for poor performance in English:

When the respondents were asked to identify the reason for poor proficiency, all of them identified that the method of teaching English what they had learned for 12 years.

c) When asked the reason for appearing for the exam, most of them told that to get good marks and for getting a degree that will help them with their higher study.

I found other answers are also similar to the answers that they learn English to get something new, as a reward which will help them to get a degree or to become a successful person.

Chapter Six

Conclusion

The findings of this paper answer the research questions addressed. While doing this research I gathered lots of information for my analysis which helped me to do my research findings. After analyzing the data I found out that there are two types of motivation which influence people for Language learning. One is Instrumental Motivation and the other is Integrative Motivation. From my Study, I found that Instrumental Motivation is more effective than Integrative Motivation. The research shows that Instrumental motivation is the major motivational orientation for the undergraduate level to learn English as a second language at private universities in Bangladesh. The findings show that students of a private university in Bangladesh have higher instrumental motivation in learning English Language.

In my research, I have applied qualitative and quantitative (mixed methods) for analysis of data. After quantitative and qualitative analysis I found that students of a private university learn English to get something as a reward, not for learning something new. Most of them want benefits after learning English language. The interview was taken among fifty students and after analyzing the answer I found instrumental motivation is more effective than integrative motivation.

Recommendation

Students should try to enjoy the learning process that will help them to be more successful. Teachers and parents should show more positive attitude to motivating a student. Further study can be done for more findings in learning a second language.

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Appendix

Questionnaire (open-ended questions for students)

This questionnaire is a part of a research study at private Universities to identify motivational factors in language learning in English classes.

Please answer the following questions and think about them carefully. There are 5 questions in total.

Gender: Male/Female

1. Why do you learn English Language?
2. Tell me the reasons for poor performance in English.
3. Why do you appear for the exam? (To get good marks or to show your competence in second language?)
4. When do you feel interested in taking part in your English classes?
5. What are the factors that motivate you to learn English Language?

Questionnaire for Students

This questionnaire is part of research on ‘A Study on the motivation of the Bangladeshi Private University Students in Learning English.’ All the information will be treated as confidential and will be used for research purposes only.

Dear Participant,

The below questionnaire is for your response that will help me to analyze the impact of motivation in English language classrooms.

Personal Information

Name: _____

Program: _____ Department: _____

University: _____

Please indicate your level of agreement /disagreement by putting tick () mark on the appropriate response. I will appreciate if you could complete the following table to give your sincere comment against each of the statement. Your evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken.

Thank You,

Sadia N. Chowdhury
MA in TESOL
BRAC University

Instructions

- Please put only a tick mark that you prefer among all the options.
 - Any doubt, please raise your hand silently and I will be there for resolving it.
- If you have understood the above rules, then go for the below questionnaire.....good luck.

SL No.	Questions	Strongly Agree(5)	Agree(4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	I learn English because I want to get a university degree.					
2.	Learning English is important for me to build up my career.					
3.	Learning English is important for me to get a good job.					

4.	Learning English is important for me to study abroad to get higher education.					
5.	Students learn English to search for information online.					
6.	Other people will respect me more if I know English, to increase my social status.					
7.	Studying English enables me to understand English books/movies/songs.					
8.	Studying English enables me to better understand and appreciate the ways of life of native English speakers.					
9.	Studying English enables me to participate more freely in the activities of English cultural groups.					
10.	Learning English will help me to contact others when I travel abroad.					
11.	Learning English enables me to make friends with foreigners.					
12.	Studying English enables me to appreciate English arts and literature.					
13.	I learn English to read English magazines, articles, and newspapers.					