THE INFLUENCE OF TEACHING MATERIALS ON THE PROCESS OF MOTIVATION IN SECONDARY LEVEL

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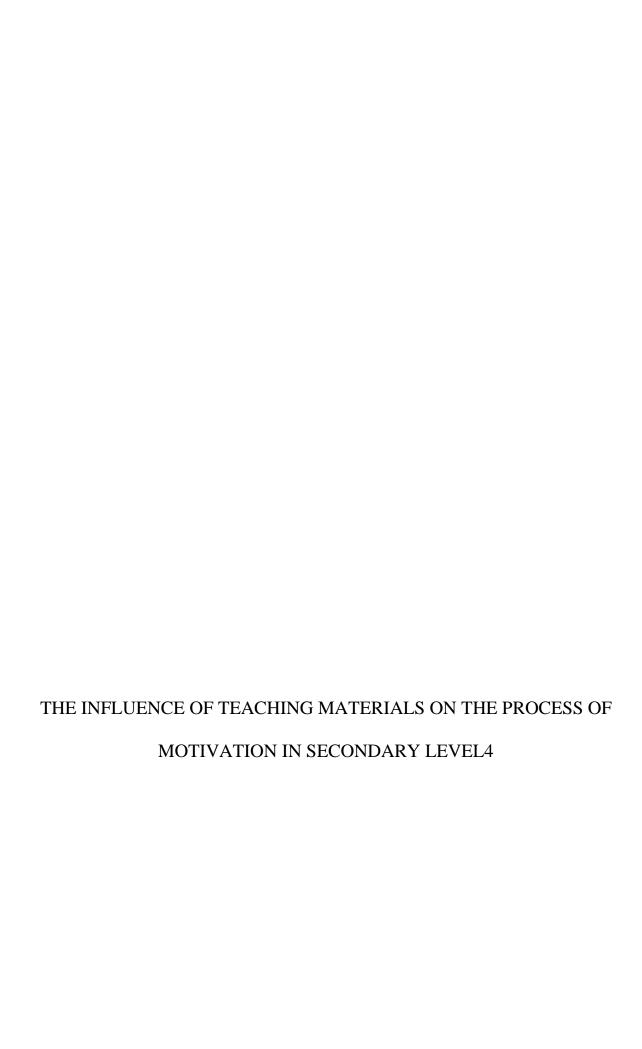**In partial fulfillment of the Requirements for the degree**

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This paper is dedicated to all my teachers for their valuable guidance throughout my academic career.

Abstract

In this research, it would be studied that how the materials of the English language teaching can be used a source of motivationto enhance a fruitful learning and teaching at the same time.It would concern both the students' and teachers' opinion as language learning is a mutual process between the students and the students. Sincestudents are important participants of this valuable study, they are given the autonomy to utilize their cognitive understanding regarding the evaluation of present English teaching materials. Another interest group consists of teachers, who can utilize their teachingexperiences and combined pragmatic learning in order to provide practical ideas and solutions which can positively influence the motivation ofEnglish language teaching materials. In this way,an optimum academic output can be achieved which would ultimately facilitate the overall language learning. A survey would be conducted amongst five Bangla Medium Schools of Dhaka city. After analyzing the findings of the study, prominent ideas would be available to support the enriched form and techniques of motivation actually required for developing an effective language teaching materials for the students of class nine of all the registered Bangla Medium schools. Since, school is the place where primary learning of a second language does take place, motivating students through the English language (L2) teaching materials and in class motivation of the students remain inevitable. Henceforth, in order to find fruitful yet effective results of the research, the surveys and findings of the research has to be handled with much sensitivity, patienceand great care at the same time.

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Chapter: 1

1.1 (INTRODUCTION):

Mc Donough and Shaw (1993)depict the point that the teaching situation of our country has some problems along with the benefits that it brings (p.3). This clearly shows the lacking in healthier and effective motivation of teaching materials and teaching procedures of countries where English is being practiced as an important language in the academia.Dornyei (1994) explains that motivation is one of the major factors behind the achievement of second language learning. When materials are been researched much before publishing, it can incorporate more valuable ideas and practical lessons in them. Moreover, Harmer (2001) discusses the fact that every learner has different age, need, competency level and their cognitive level of understanding in the second language are also different (p.37). It is normal for a beginner level student to be demotivated if he/she is given a high paced intellectual piece of comprehension in a reading class. Noels, Clement and Pelletier (1999) depict that motivation is one element that educationalists can develop in order to improve L2 students' outcomes (p.31). Henceforth,when preparing language materials, the language material preparing body should be aware of the important factors, such as maintaining motivation by providing the students' materials that goes hand in hand with their current proficiency level and other relevant factors. If this is not maintained then it would hamper the overall second language learning process for students whose first language (L1) is not English.Moreover, Gower, Phillip, et all also adds that adding authentic materials would help the students to acquire and pick up language faster (p.83). This is because when students know that their teaching materials are based on real life incidents, it would not only enhance their interest in the subject matter but also motivate them for the language learning at the same time. Moreover, it would bring an ease to theteacher who is

teaching the second language in the classroom as students, as motivated students usually learns faster and effectively than the normal students. Milligan (1942) mentions "Many good purposes may neglect reading entirely, though reading is necessary to the point of realization of purpose at some time" (p.7). Hence, the importance of reading along with motivation of English language materials has been taken into consideration. In addition, Dornyei uses the term "highly effective instructional process" in case of describing the effectiveness of the cooperative learning. Cooperative learning is highly effective as it is a process that appreciates cooperation and assistance rather than authority and structured language teaching like most other traditional methods. Moreover, small groups are formed in the process that allows the opportunity for students to discuss amongst each other, help each other in understanding and make an effective output from the language learning process that seemed to be boring and common in earlier time. However, one motivational theory may not be only taken, most diverse yet effective motivational theories from different background would be studied and thus be recommended for future use in the arena of learning English as a second language.This paper would also include students' view and teacher's interviews which would be adding eloquence to the field of motivation for all the learners of English as second language (ESL). In the process, students' psychological, cognitive and cultural background would be taken into consideration as these factors play a vital role in the process of learning English as a second language (ESL). All of the above factors would stimulate students' interest as they would be encouraged to give their best in class when teachers can actually tap the unchecked areas of the students. As a result, when the students are successfully motivated they would show eagerness and responsibility to learn the elements of the English language. When eagerness and responsibility would workas a whole, language learning would not be a problem anymore, exceptions' apart. If any problem does arise, that problem can be

studied and solved easily if the students and teachers can be motivated at the same time. It would also include the selection of suitable teaching material, also known to be the primary source of motivation followed by in class motivation at a later stage.

1.2Problem statement:

Dornyei illustrates the fact that motivation is one of the major contributing factors for the second language learner (L2). Now, the question arises are we being able to provide appropriate motivation of materials in the classroomfor the L2 students? There is always room for improvement, based on the study, of the target group. Furthermore,Dornyei adds that Gardener's model, Attitude/Motivation/Test/ Battery (AMTB) studies mainly about attitude but that does not provide a detailed study of the learners' classroom dimensions. Hence, motivation in case of its measurement and effectiveness remains questionable.

1.3 Purpose of the study:

The main purpose of the study is to enhance the scopes of motivation within the given framework with slight changes and address new ways of effective motivation into the English teaching materials and in class motivation. The study would also focus on the suggestions made by both the students and the teachers of English as second language.It would help the teachers to know morespecifically about areas where students would need motivation and hence it would enable the teachers to address those respective areas. When students are provided with enriched motivational materials, this would naturally enhance their perception and interest regarding their L2 learning in the classroom despite of the widespread language differences between the two

languages. Even when the second language learning may not be an easy task for the L2 students, addressing of the proper motivational needs into language learning materials, based on the students' level of understanding, preference and cultural unbiasedness can turn the difficult task into an easier one for both the students and the teachers of English as a second language.

1.4 Central Research Questions:

a) What do we mean by motivation of the first language (L1)?

b) The way L2 students are motivated, are they motivated in a similar method, with the similar kind of teaching materials in case of L1?

c)Motivation is functionally effective for both L1 and L2 students when individual student's need analysis is rightfully considered.

d) The principle of cooperative learning (CL) (cooperation from both the students and teachers) can lead to effective motivation forboth the students of L1 and L2.

Chapter: 2

LITERATURE REVIEW:

2.1 Definition of motivation, effect of English expression in Motivation, effect of positive attitude on motivation:

According to Milligan (1942), motivation is not fixed to one *particular* thing, but it is composed of many different things (p.5).Milligan further adds that people do things as they wish to do for exchange of payment, for personal satisfaction, for providing service to others (*ibid*). He mentions one another important most point regarding expression is that it refers to the fact that therole of the teacher is essential (*ibid*). However, Milligan alsoacknowledges the fact that motivation in English expression becomes difficult as the purpose of learning in this sector seems to be on a too low level (p.6).Dornyei (2008) emphasizes on the point that appropriate curricula and good teaching are not only factors to student achievement; rather students with some degree of motivation are to gain more student achievement in case of language learning (p.56).Hence,Dornyei (2008) even specifies it by saying that motivation provides the primary incentive to initiate a second language or foreign language (L2) learning (p.55). On the other hand, Gardener and his colleagues' research could not find out that positive attitude and motivation causes success in learning.However, they have plentiful evidence to support the fact that positive attitude is related to a willingness to keep learning (p.63).Dornyeidiscusses a model of process oriented model (as cited in LightBown and Spada, 2006, p.64). The first phase, "choice motivation" refers to start of an activity, and to setting goals for the activity, second phase "executive motivation" refers to the required tasks to maintain motivation, the third phase

"motivation retrospection" refers to students' appraisal and reaction to their performance (*ibid*).Dornyei explains that three of these are important for the teacher in case of motivating students of English as second language learners(*ibid*). Moreover, LightBown and Spada illustrates that teachers can make a positive contribution to student's motivation if the students can find the content interesting, suitable with their age level and match able with their level of cognitive understanding. Further, LightBown and Nina Spada (2006) adds that the goals being challenging yet clear and manageable the students would come into the class with high motivation when the environment is supportive (p.64).Dornyei (2001) criticizes the theory based approach and thinks that four dimensionsare a way out to the most systematic method of elevating in classroom motivation (as cited in Guilloteaux and Dörnyei, 2008, 57). Dornyeiexplains that systematic motivation can be enhanced by creating basic motivational conditions that is by establishing a good teacher student rapport which can be done by creating a pleasant and supportive environment. Second stage, by increasing learner's expectancy of success, develops positive attitudes towards the language goal (*ibid*). Third stage, by providing stimulating, enjoyable and relevant tasks, providing learners with experiences of success (*ibid*).

2.2Effectiveness of Cooperative Learning (CL) in motivating materials for second language learners:

Dornyei (1997) mentions that "CL is a highly effective intervention , superior to most traditional forms of instruction in terms of producing gains and student achievement, high order thinking, positive attitudes towards learning, increased motivation, better student-teacher and student-student relationships accompanied by more interpersonal skills, and higher self-esteem on the part of the students" (p.482).Moreover,Dornyei adds that CL appears to be applicable with some

confidence at every grade level, in every subject area, and with any task (p.482). Dornyeiwhile

stating the benefits of CL mentions that CL leads to "Positive interdependence results in

promotive interaction, which can be defined as "individuals encouraging and facilitating each

other's efforts to achieve and complete tasks, and produce in order to reach the group's

goals"(p.484). Hence, Dornyei mentions that one would automatically cooperative others in

order to fulfill his learning goal (*ibid*). Besides positive interdependence, Johnson and Johnson

(1995) portrays that individual accountability, mastery of social skills and regular group

processing are

important factors that makes CL more and more effective (as cited in Dornyei,1997, p.484). In

addition, Johnson and Johnson (1995) and adds that CL works better when group rewards are

mixed with the individual accountability in order to ensure that participants are doing their

amount of work (*ibid*).Dornyei (1997) notifies another important point about CL,which also

makes CL unique from other methods, is that it considers the psychological processes of the

language learners which actually lead to successful cooperative learning (p.483). Dornyei

summarizes CL very effectively by saying that every item in CL revolves around mutual

cooperation, which is byvery effectively by saying that every item in CL revolves aroundmutual

cooperation, which is by giving and receiving ideas, and clarification, providing task based

assistance and support, exchange of required materials, providing productive feedback (p.484).

Another important factor described by Dornyei about CL is that students would help each other

and would desire that one another can succeed in language learning (p.485).Dornyei further adds

cooperative learning makes it clear that every matter in the classroom is dependent on

cooperation that is by giving and receiving feedback, ideas, providing task based help and

assistance, exchange required materials (p.484).Furthermore,Dornyei (1997) also emphasizes on

knowing the person on personal level in order to effectively develop cohesiveness in a group (p.485).Dornyei (1997) downsizes cohesiveness into a level that he explains that the effect of cohesiveness can be strongin

languageclass as the learner's communicative skills are developed through participatory engagement in the authentic tasks (p.485).

2.3Effectiveness of classroom environment in motivating L2 language learners: According to Dornyei (2008), four dimensions -creating basicmotivational conditions, generating initial motivation, maintaining and protecting motivation, encouraging positive retrospective self-evaluation is the most systematic approach for language learning (p.57).Moreover, Dornyei (2008) adds that good curricula and good teaching are not enough of their own to ensure student achievement – students need to have a modicum of motivation. This is again supported by Dornyei's another claim, where he explains that the dimension of motivation in classroom environment is not limited to carrot-stick approach rather (i.e. offering rewards and punishment) (p.57). Gowers, Phillip and Walters (1995) mention that gestures and facial expressions are important components of any communication where people listen and speak to each other at the same time (p.11). Moreover, Gowers et al. (1995) add that the above features also help tounderstand other's feeling or attitude in communication.

2.4 Effectiveness ofintrinsic motivation in case of motivating second language learners: Schlackman (2006) describes that intrinsic motivation is a motivation which arises from an individual's interest on a particular topic or an activity followed up by satisfaction from doing

that particular work (p.81). On the other hand, Schlackman (2006) describes that extrinsic motivation is participation of individual in an activity, not for personal stake but rather for the rewards of some external social demand (*ibid*).Elis found that instrumental motivation could be more effective than integrative motivation (as cited in Luknami, 1972, p.118). However at a later stage,Elis mentions that "the really important part of motivation is in the act of communication itself" rather than in any general orientation as implied by the integrative/instrumental distinction (as cited in MacNamara, 1973,p.119).

Noels, Clement and Pelletier (1999)mentions that "an increased motivation can lead to greater motivation amongst students in course materials" (p.25). Moreover,Dornyei mentions that "researchers believed originally that extrinsic motivation implied a lack of self-determination in behaviours performed" (p.24). To further support this notion,Dornyei (as cited in Deci and Ryan, 1985) illustrates that intrinsic motivation creates a sense of self-determination as they arise from the learners' positive feelings.However,Vellard, et all, (1992, 1993) mentionsin support of extrinsic motivation illustratesthat in the third stage of internalization, extrinsic motivation is seen as personally worthwhile to the language learning individual (as cited in Noels, Clement and Pelletier, 1999,p.25). Nunn (2008) in response to intrinsic motivation states that culture plays a strong role in case of learners' personal choice (p.474).Noels, Clement and Pelletier (1999) also adds that the standard of self-perceptions of autonomy and competence are kept so higher that students make their own decision and are provided with clear feedback from theteachers (26). In addition, Dornyei provides a more balanced notion in reference to Self-Determination theory that the extrinsic motivation no longer remains incompatible with intrinsic motivation (p.276). Nunn (2008), on the other end discusses about goal salience, which suggests that one with specific and challenging goals outstrip individuals with non-specific goal at all

(p.474).However, Gardener (1988) illustrates that intrinsic motivation, unlike to integrative motivation does not address proper attitude of the learner towards the L2 community (p.31). Moreover, Gardener (1988) also adds that integrative motivation would refer to highly self-determined forms of extrinsic motivation, where people, who identifies themselves as language learners of the L2 community might desire to develop their linguistic skills (*ibid*).

2.5 Effectiveness of teacher's communicative style and self – determination:

Dornyei (1997), with reference to the Self- Determination theory explains that motivational theory is subjective to self-perception of competence and autonomy which ultimately affects the social environment (p.26).He further adds that the teachers' effective communication style is closely related with students' motivational coordination.Dornyei even specifies when teachers communicate with the students about their self-perceptions;only then students are intrinsically motivated*(ibid).* However, Dornyeicounselsthat when the teacher acts as controlling and does not provide constructive feedback, students tend to lose their self-determination and competence in the language learning process (*ibid*).However, Noels, Clement and Pelletier (1999) mentions an important opinion based on a study that "perception of the teacher as controlling were related to greater student anxiety into the language classroom and to less motivational intensity and intention to continue study the L2" (p.29).However,Dornyei discusses thataffiliative drive is a situation where students need to do well in school in order to please their superior whom they like or appreciate (p.278).Dornyei adds that even this want of the students is for an extrinsic purpose; this is also a predecessor to intrinsic motivation (*ibid*).Hence, Dornyei summarizes that itis for the good for the teachers that the students gets devoted to their subject (*ibid*).LightBown and Spada discusses that teachers have a responsibility to help learners to do their finest, and this

would contain the provision of explicit, form-focused instruction and feedback on error (p.190).Moreover,LightBown and Spadaadd that if the error is based on a developmental error, then the instruction or feedback may be beneficial when the learner is prepared (*ibid*). However, LightBown and Spada stated that excessive feedback on error can have a negative effect on motivation and teachers would have to be sensitive to their students' reaction to correction (*ibid*).LightBown and Spadasummarize that amount and type of correction will also very according to the special abilities of the students and the relationship as well as their relationship with the teacher and with each other (*ibid*).Schlackman (as cited in Mc Kenna, Kear, and Ellesworth, 1995, 82) mentions "Intention to read often depends on readers' interest in the topic, physical environment, and availability of support" (p.82). Moreover, Schlackman (2006) while referring

tothe special abilities of the students emphasizes on the fact that a healthy relationship needs to be maintained between teachers and the students and also amongst students as well (*ibid*).

2.6 Effectiveness of motivating reading materials for second language learners:

Schlackman (as cited in Mc Kenna, Kear, and Ellesworth, 1995, 82) mentions "Intention to read often depends on readers' interest in the topic, physical environment, and availability of support" (p.82).Moreover,Schlackman (2006) while referring to the Mc Kenna (1995) and colleagues about reading attitude theory discusses that if a reader becomes repeatedly frustrated whenever he reads it makes him believe that reading indeed is a frustrating experience (p.82). Furthermore, Schlackman (2006) also depicts the fact whenever a reader finds enjoyment on reading experiences would develop a feeling that reading is enjoyable and hence develop a positive

attitude towards reading (*ibid*).Schlackman (2006) investigated developmental trends in recreational and academic reading attitude in the elementary grades and in the relationship between those attitudes and the variables of reading ability, gender, and ethnicity" (as cited in Mc Kenna and colleagues, 1995, 82). He further added that the growing interest in recreational activity lead to a decrease of a positive attitude towards reading (*ibid*). However,Schlackman (as cited in Mc Kenna and colleagues, 1995) mentions "ethnicity has no meaningful effects on attitude toward reading should be compared with findings from urban schools with more students from diverse cultures" (p.83). However, Schlackman is also very aware of the term "amotivation" which he discusses as a stage where a language learner cannot relate between his/her actions and the consequences (p.25). Moreover, he adds that this amotivation leads to "learner helplessness" which the writer describes to be a situation when the learner lacks any kind of motivation at all (*ibid*).

2.7 Effectiveness of balance of activities in English as second language classroom:

Harmer (2001) discusses that when a lesson plan is balanced over a sequence of lesson, it would determine the overall student development in the course (p.318). He further mentions that students would be given a varied diet of activities, the students would not be zealous to only role play every day, nor expect every lesson to be dedicated entirely to language study (*ibid*). On a different note, Harmer (2001), noted that a mixture of familiar and new materials are what the students need. (*ibid*).Harmer (2001) also acknowledged the fact that one of the best possible ways to keep students engaged and motivating the class is to strike a balance between the activities in students' lessons (p.308). Harmer (2001) also mentions that students may find

themselves working upwith each other for five minutes before returning to their seats and working for a time on their own.He further explains by giving an example that the same lesson may end up with a whole-class discussion or with pairs writing dialogues to practice a language function or grammar point (*ibid*).

2.8 The role of formal instruction in motivating students of English as second language:

As Ellis discusses that, from the teacher's point of view, the role of formal instruction in SLA is of major importance (p.15). However, in describing further, Elis explains that formal instruction would not influence spontaneous writing but would help in planned writing or speech (*ibid*).Elis again summarizes the importance by saying that learners who are given formal instruction learns faster than them who are not given formal instruction (*ibid*). Dornyei discusses that students find instructions to be relevant when the instruction is connected to their important needs, goals or values (p.277). Elis discusses that studies cannot confirm that whether mixed learners who have received exposure and instruction have learned more than learners with formal instruction (p.224). Elis also depicts the fact that neither it could be known that whether the 'absolute effects', that is whether the formal instructions could speed up the acquisition of definite grammatical structure (*ibid*). Long finds out by reviewing of the research that formal instruction can be helpful but it does show the empirical evidence of its support rather than conceived ideas based on theoretical agendas (p.229).

Chapter: 3

RESEARCH METHODOLOGY

3.1 Introduction:

Since researcher's topic is based on improving motivation through authentic and innovative materials for the secondary level student, the researcher will conduct a survey of the class nine students of five of the Bangla Medium schools in Dhaka City. The students would be asked to fill up questionnaires which would only contain 10 close ended questions. There would be five options; strongly agree, agree, neutral, strongly disagree, disagree which the students would have to tick mark in order to communicate their opinions about certain methods and teaching styles for enhancing motivation in the classroom. Since the questionnaires are made for the students of particularly class nine, the setting would be atraditional classrooms setting where students are expected to sit on benches. The teachers' oral interviews come after the students. It would be taken on the teacher's room where the respected teachers would be asked for their opinions regarding the same questions as per the students and they would be commenting on them which would be based absolutely on his/her own opinion and experience. The whole portion of the oral interview of the teachers'would be recorded in the researcher's own mobile phone with the due permission of the teachers and the school authorities as abiding by the school rules and regulations.

3.2 Research Design:

The researcher would conduct a survey with the help of a questionnaire for the students and an interview of the teachers based on the research related questions. The student's part

would be quantitative since the questionnaire would be designed on a way where students

would express their opinion by putting a tick mark on a specific box which would have a

criteria of ranking. In case of the teacher's portion, it would be qualitative since different

teachers' opinion from different schools would be discussed and evaluated. It would be

further seen if any qualitative improvements can be made and would be kept as a

guideline for those who are going to work next on providing more improved English teaching

materials for the class nine students ofBangla Medium where less work has been made. As per

the researcher's thesis topic, the researcher would be conducting his survey in some of theBangla

Medium schools which includes students of particularly class nine.

3.3 Theoretical Framework:

Since motivation of English teaching materials is the central topic of the research, the importance

of Cooperative Learning (CL) is inevitable in this research. "CL is a highly effective intervention

, superior to most traditional forms of instruction in terms of producing gains and student

achievement, high order thinking, positive attitudes towards learning, increased motivation,

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better student-teacher and student-student relationships accompanied by more interpersonal

skills, and higher self-esteem on the part of the students" (p.482). Whenever, there is cooperation

between students and students-teachers, then both the individual and group motivation would be

naturally higher. This would ultimately lead to faster yeteffective language learning amongst the

Bangla Medium students, for whom English is a second language (L2).

3.4 Sampling:

The research that the researcher is doing is mainly done in order to conduct a survey on how to effectively include elements of motivation into the English teaching materials. The researcher would conduct a survey in five of the renowned most Bangla Medium schools where both the students andthe respected teachers would participate on two different timings. The students have to fill up a questionnaire including ten close ended questions. The questions for teacher's oral interview remain the same. The students' questionnaire evaluation would be quantitative and teachers would be qualitative and they would be assessed accordingly. Since, the students' survey questionnaire would be held on a traditional classroom setting,the materials would include awhiteboard, duster, table, chairs, and white paper for students' questionnaire and a pen for each of the student present. However, the teacher's interviewee would be held on a teacher's room, where the materials would include a table, some chairs, a pen in case the teachers. Since the survey deals with school students, the schools would be having a traditional

3.5 Setting:

classroom setting with a table, chairs or benches and a blackboard. The student questionnaires would be taken in a classroom. Therefore, the setting would be a formal setting. In case of the teachers' interview, it would have to be carried out in his office room (teachers' room) after the end of the class. It would naturally include an office room, where there would table, chairs. Formality would be the mode of interaction.

3.6 Instrumentation:

Since, questionnaires for students and question papers for teachers would be used, pen and paper are to be used. Moreover, the researcher would be recording the teacher's interview on my mobile phone, so one mobile phone would be used as an instrument.

However no video cameras would be required since only audio recording would fulfill

the purpose of my work. Student's questionnaire questions are made in accordance with the central research questions.

Chapter: 4

Findings and Discussions

Section: A

4. 1 Findings and Discussions

Students Questionnaire (Class Nine Students of Five Bangla Medium)

Proficiency Level: Secondary Level

(30 students of each school with a total of 150 students as a whole)

Number	Details	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1.	Motivation is one of the key factors for being successful in learning a second language.	120 students 80%	20 students 13.3%	5 students 3.33%	Nil Nil	5 3.33%
2.	Motivation for learning a second language	110 students	25 students	10 students		5 students 3.33%

	includes motivation for both students and teachers since they are dependent on each other.	**73.3%**	**16.7%**	**6.7%**		
3.	Learning a second language is mainly done to secure a good future.	**90 students 60%**	**20 students 13.3%**	**10 students 6.7%**	**5 students 3.33%**	**15 Students 10%**
4.	Learning a second language becomes much easier when a learner has a personal interest in the language.	**120 students 80%**	**15 students 10%**	**10 students 6.7%**		**5 students 3.33%**
5.	Cooperation from student as well as teacher can create the required motivation for learning a second language.	**130 students 87%**	**20 students 13.3%**			
6.	Materials	**115**	**15**	**10**	**5 students**	**5 students**

	that are dependent on real life situations are more interesting.	**students** **76.7%**	**students** **10%**	**students** **6.7%**	3.33%	3.33%
7.	Culture has an influence on motivation. "Second language teaching materials should reflect learner's first language in order to allow the L1 students to make a connection with their first language culture which would ultimately lead to enhanced motivation".	**110** **students** **73.3%**	**30** **students** **20%**	**10** **students** **6.7%**		
8.	Motivation is functionally effective for both L1 and L2 students when the	**125** **students** **83.3%**	**10** **students** **6.7%**	**5 students** **3.33%**	**5 students** **3.33%**	**5 students** **3.33%**

	students' needs are properly addressed.				
9.	Motivation for second language teaching materials may not follow the similar level of difficulty compared to learner's first language learning materials.	125 students 83.3%	15 students 10%	10 students 6.7%		5 students 3.33%
10.	Language teaching material planners should take into consideration the individual learners' differences.	130 students 87%	15 students 10%	5 students 3.33%		

1). In case of Question no 1, 120 students (80 %) strongly agree, 20 students

13.3% agree, 5 students (3.33%) remain neutral, 0 students (0%) students strongly disagree and 5

students (3.33%) disagree about the fact that motivation is one of the key factor for being

successful in a second language classroom.

2). In case of Question no 2, 110 students (73.3%) students strongly agrees, 25 students agrees

(16.7 %). 10 students remain neutral, 0 students (0%) strongly disagree, and 5 students (3.33)

disagrees about the fact that actual motivation refers to a situation where students as well the

teachers are motivated.

3). In case of Question no 3, 90 students (60 %) students strongly agrees, 20 students (13.3%)

agree, 10 students (6.7 %) students remain neutral, 5 students (3.33%) strongly disagree, 15

students disagree about the fact that learning a second language is mainly done in order to secure

a good job.

4). In case of Question no 4, 120 students (80%) strongly agrees, 15 students (10%) agrees, 10

students (6.7 %) students remain neutral, 0 students (0%) strongly disagree, and 5 students

(3.33) disagree about the fact that second language learning becomes much easier when there is a

personal interest. Majority of the students, 135 students about (90%) agrees with the fact.

5). In case of Question no 5, 130 (87 %) student strongly agree, 20 students (13.3%) agree with

the fact cooperation from the student and the teacher can create the motivation required in a

second language classroom. Majority about 150 students (100%) agree with the fact that students

and teachers needs to work hand in hand for creating the atmosphere of motivation in a second

language classroom.

6).In case of Question no 6, 115 (76.7 %)students strongly agree, 15 students (10%) students

agree, 10 students (6.7%) remain neutral, 5 (3.33%) studentsstrongly disagrees, , 5 (3.33%)

students disagrees on the fact that materials based on real life becomes important to learners of English as second language. Majority of the students (about 130 students, 86.7%) agree with the fact that real life materials make the lesson more interesting.

7). In case of Question no 7, 110 (73.3%) students strongly agrees, 30 students (20%) agree, 10 (6.7%) students remain neutral about the fact that culture has an influence on motivating the students of English as second language learners. Majority (about 140 students, 83.3%) of the students are supporting the notion that culture influences L2 motivation.

8).In case of Question no 8, 125 (83.3%) students strongly agree, 10 (6.7) students agree, 5 (3.33) students remain neutral, 5 (3.33%) students strongly disagrees,5 (3.33%) students disagrees with the fact that students' need are to be properly addressed in case of both L1 and L2 students.

9).In case of Question no 9, 125 (83.3%) students strongly agree, 15 (10%) students agree, 0 students (0%) students strongly disagree, , 5 (3.33%) students disagrees about the fact that motivation of materials of second language (L2) may not be similar in terms of difficulty when compared to first language (L1).

10). In case of Question no 10,130 (87%) students strongly agree, 15 (10%) students agree, 5(3.33%) remain neutral about the fact that individual learner differences needs to be considered during the material preparing time.Majority of the students, 145 students, (97%) of the students' belief that, in order to retain motivation in the classroom, individual learner differences are to be taken into consideration during the preparation of English language teaching materials.

4. 2 Section: B

Teacher's Oral Interview Evaluation (Two English language teachers per school):

1). Two of the teachers agreed that motivation is one of the major factors behind second language acquisition. They said motivation also depends on age. Class nine students of Bangla Medium schools are motivated when they are provided with interesting and real life based materials in the classroom.

2). Both of the teachers agreed with the fact that actual motivation means motivation for both the students and the teachers.If a language teacher is not motivated, students would not have confidence on him and thus there is an immediate communication breakdown between the students and the teachers.

3). One of the teachers has agreed and the other teacher disagreed with the fact that learning a second language is mainly done to secure a good future.The teacher, who agreed, mentions that language learning would help learners to develop the literacy skills.Teacher, who disagreed, Mentioned that some students develop a personal interest in the target language learning and hence take it as their preferred subject in their building of their individual careers.

4).Both of the teachers agrees thatsecond language learning would be much easier if a learner has a personal interest. They mentioned that it is human psychology to carry out a work, especially when it is an English language classroom where an individual has a personal interest.

5). Both of the teachers strongly agreed that cooperation is a two way game – that means cooperation is from the teacher and the student. One of the teacher mentioned that the teacher should have a charismatic personality, less of a teacher, but more of a facilitator who would promote cooperation and help in order to guide students in the right most manner in classroom activities.Hence, when the students perceive their teachers as facilitators they would make an

effort to make themselves comfortable with the teacher. Hence, this would create an effective rapport between the teachers and the students which would make the overall process of the language learning more dynamic and productive at the same time.

Another teacher mentioned that the teacher should have to be cooperative to the level it is needed. By this, he tried to mean that teachers need to be cooperative and have the charisma to maintain class at the same time or else the previous would not be effective at all if the language teacher becomes over friendly at times with students. Hence he mentions that a fine balance should be made to make the best out of the cooperative learning method in the English language classroom. Thus, he concludes the teachers' role would play a more important role than their students in this context as students are usually expected to behave the way the teachers maintains their classes.

6). Both of the teachers agrees with the fact that materials based on real life situation are more interesting.When students can relate with the real life materials, it becomes more interesting.

7). Both of the teachers agrees that culture has an influence on language.However, they varied in their opinions.One of the teacher, he mentioned that learners becomes motivated when the materials of the second language reflects the materials of the first language.Another teacher, he mentioned that the second language should be taught based on materials on that language so that students can also have a hold of the target culture which will ultimately to learn the language.

8). One of the teacher agreed and the other teacher disagreed with the fact motivation is functionally effective for both L1 and L2 students.The teacher, who agreed, mentioned it is important to identify students' major needs in order to motivate them in English as a second language classroom. Hence, it is the role of the teacher to identify those areas and provide emphasis on those areas of language learning. Another teacher, who disagreed, mentioned that it

is not possible to carry out an individual need analysis for each and every student in the class, especially when it is alarge classroom. He mentioned that it would unnecessarily take more time, effort which may not be that productive. However, this teacher has suggested that the English language material planning body to focus deeply on individual learner differences while preparing the different sections of the chapter. He thinks that it can be very effective for the students and the teachers as well. It would be effective for the teachers as teachers can then focus on the teaching, if not finding out different type of supplementary materials for the chapter they are teaching.

9). Both of the teachers agreed with the fact that difficulty level of second language learning would be higher than first language learning materials. When the language has widespread differences, the materials of the first language would be naturally more difficult than the second language.

10). Both of the teachers strongly agrees with the fact that individual learner differences are to be taken into consideration. They have explained that different learners have different abilities and they learn accordingly.Hence, material planners should prepare the materials keeping the individual learner differences in their minds or else biasedness towards a group would be problematic and hamper the overall process of learning language.

Chapter: 5

(Conclusion)

5.0 Conclusion

Dornyei illustrates the fact that L2 motivation research has not placed enough concentration on how to motivate students. Hence, the researcher's interest was to work in order to improve

students English teaching materials and in classroom motivation at the same time. The students' questionnaire surveys are opinions of five of the important Bangla Medium schools of Dhaka City. Ten teachers' expertise suggestions, from the oral interview are also there to provide a practical outcome of enhancement of motivation of the target language (L2) where English is taught as a second language and only language spoken where English is spoken is in English spoken.

5.1Contribution of the research:

The research of the students' survey questionnaires and teacher's oral interviews would let the English language planning authority if properly published and advertised that certain areas of themotivational framework of the target language (L2) needs to be brushed up and some parts requires change to reap out the maximum output of motivation from the minimum input.As a result, this research would be able to provide learners with most modern, effective and research based materials on English language teaching materials which would minimize the effort, cost and unnecessary time ofthe English language teaching material preparing members of the country and also facilitate the other English language teaching material planners of the world.

5.3 Practical Implications:

The result of the students' surveys and teachers' oral interviews would enable the English language teaching material preparing body to be more careful about selection and adaptation of the English language teaching materials. Moreover, this research can be very effective for teachers as it provides certain classroom situations of some problems regarding motivation and also has the solution for most of the problems. Henceforth, this research would be dynamic for

teachers, if they can incorporate positive learning environment and use of distinctive instruction based on specific subject matter. This would eventually fulfill the whole purpose of learning English as a second language. Hence the traditional idea of learning English as a second language would be considered as a simple thought processes communication in an another language and not a matter of concern and stress anymore for both the students and the teachers.

5.4 Recommendations:

After having field experiences from students and teachers' survey and reading several literature reviews, the researcher has come to the point that he would recommend that English teaching materials should be based on authentic and simple yet fulfilling the criterion of different type of tasks in order to fulfill the needs of the students with different abilities. In addition, different kindsof tasks are to be included to fulfill the needs of the students of different abilities.In addition, cooperation within the students of an English learning classroom and cooperation between students and teachers on a naturalistic setting would ease the tension and empower the learning as a whole. It would ultimately lead to a fruitful and positive attitude amongst the student. Hence it is very natural for students undergoing a motivated environment to produce significantly remarkable results in the language learning classroom.Furthermore, the researcher would highly recommend the interested future researchers to include sample from both urban and rural areas, apart from Dhaka City as there are many different cities and rural areas apart from Dhaka City where research barely takes place due to lack oftransportation and time concern. Moreover, the language teachers teaching the target language can be brought under one roof through various workshops and training facilities on a monthly basis. This would allow them to interact and share with one another; learn from one another about each other's language

materials and in class motivational techniques that would include motivating their students in a cooperative environment.

5.5 Further Studies:

The motivational study carried out by the researcher mainly focuses on reading. However, motivation does not only include one language area that is reading in our case. It rather includes four of the literacy skills which include reading, writing, listening and some speaking tasks. Given the fact that the Bangla Medium schools do not have any such facilitates for listening and speaking, these two areas also play a vital role in motivating learners of English as second language. Motivation is the driving force for learning a language apart from the mother language. Henceforth, the teaching practitioners' along with the Government officials from the Education Ministry would have to come up with the first step that is they have to ensure that English teaching materials are prepared after a thorough assessment is done by a group of teaching experts, keeping in mind the proficiency level, age, cultural differences and last but not the least the fact that English is a second language for them. It has to be kept in mind thatthe language learning materials should match with the students' proficiency level, age, maturity, individual learner differences and no cultural differences would be evident for the greater good. Moreover, the materials should be authentic, updated, interesting and include varieties of tasks tomotivate the students in the best possible way. Given the fact that the students would be learning a new and different language from their own, these motivational measures can change the perceived notion of the language learning process from negative to positive. As a result, worry and fear of learning the target language, English as L2 would remain a myth for the current and future learners of English as second language.

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Appendix (I)

Students Questionnaire (Class Nine Students of Five Bangla Medium Schools)

Proficiency Level: Secondary Level

(30 students of each school with a total of 150 students as a whole)

Number	Details	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1.	Motivation is one of the important (key) factors for being successful in learning a second language.	120 students 80%	20 students 13.3%	5 students 3.33%	Nil Nil	5 3.33%
2.	Motivationfor learning a second language includes motivation for both students and teachers since they are dependent on each other.	110 students 73.3%	25 students 16.7%	10 students 6.7%		5 students 3.33%
3.	Learning a second language is mainly done to secure a good future.	90 students	20 students	10 students	5 students 3.33%	15 Students

		60%	13.3%	6.7%		10%
4.	Learning a second language becomes much easier when a learner has a personal interest in the language.	**120 students** **80%**	**15 students** **10%**	**10 students** **6.7%**		**5 students** **3.33%**
5.	Cooperation from student as well as teacher can create the required motivation for learning a second language.	**130 students** **87%**	**20 students** **13.3%**			
6.	Materials that are dependent on real life situations are more interesting.	**115 students** **76.7%**	**15 students** **10%**	**10 students** **6.7%**	**5 students** **3.33%**	**5 students** **3.33%**
7.	Culture has an influence on motivation. **"Second language teaching materials should reflect learner's first language in order to allow the L1 students to make a connection with their first language culture which would ultimately lead to enhanced motivation".**	**110 students** **73.3%**	**30 students** **20%**	**10 students** **6.7%**		

8.	Motivation is functionally effective for both L1 and L2 students when the students' needs are properlyaddressed.	125 students 83.3%	10 students 6.7%	5 students 3.33%	5 students 3.33%	5 students 3.33%
9.	Motivation for second language teaching materials may not follow the similar level of difficulty compared to learner's first language learning materials.	125 students 83.3%	15 students 10%	10 students 6.7%		5 students 3.33%
10.	Language teaching material planners should take into consideration the individual learners' differences.	130 students 87%	15 students 10%	5 students 3.33%		

Appendix (II)

Survey Questions (Teachers' Live Interview Questions)

Class: Nine (Bangla Medium School Students of Dhaka City)

Proficiency Level: Secondary Level

Number of teachers (Per school): 2

1). Motivation is one of the important (key) factors for being successful in learning a second language.

2). Motivationinsecond language learning includes motivation for both students and teachers as they are dependent on each other.

3). The purpose of learning a second language is to ensure a prospective career.

4). Learning a second language becomes much easier when a learner has a personal interest in the language.

5). Cooperation from student as well as teacher can create the required motivation for learning a second language.

6). Materials that are dependent on real life situations are more interesting.

7). Culture has an influence on motivation. **"**Second language teaching materials should reflect learner's first language in order to allow the L1 students to make a connection with their first language culture which would ultimately lead to enhanced motivation".

8). Motivation is functionally effective for both L1 and L2 students when the students' needs are properly addressed.

9). Motivation for second language teaching materials may not follow the similar level of difficulty compared to learner's first language learning materials.

10). Language teaching material planners should take into consideration the individual learners' differences.