

Role of Motivation on the Tertiary Level Students of Bangladesh in Learning English

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Abstract

This research work investigates the reasons why the tertiary level students of Bangladesh learn English language to find out what motivates or inspires them to learn English. It explores the kind of motivational orientation the Bangladeshi students have in learning English from three kinds of motivation: instrumental, integrative and global. This paper determines that Bangladeshi students specially the tertiary level students of Bangladesh do not learn English to integrate or, assimilate themselves with the culture of the native speakers of English, rather they learn English for some practical purposes like getting high ranking jobs or undertaking higher studies, achieving success in career etc. This paper also discusses the current condition of English in Bangladesh by mentioning the areas where English is used extensively. Finally, it suggests some ways that may be useful in removing the obstacles that hinder the effective teaching and learning of English in the country.

Key terms: instrumental motivation, integrative motivation, global motivation, tertiary level education.

CHAPTER I INTRODUCTION

1.1 Introduction:

Motivation, according to *Cambridge Advanced Learner's Dictionary* (2008) is “enthusiasm for doing something”. This enthusiasm means internal or external factors that stimulate desire and energy in people to be interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal.

One researcher (Wlodkowski 1985 in Bettiol 2001) says that there are more than twenty widely recognized theories of motivation, all of which have their own ‘terminology and definitions, experimental approaches and opposing viewpoints’. In line with the behaviourist view of psychology, Murray (1938) sees some needs as causing inner tensions which have to be liberated. Motivation was defined in terms of the ‘press’, that causes the desire to liberate the inner tension and satisfy the needs.

Motivation is often related to the notion of the need to achieve. Ames (1992) identifies three different types of goals in the area of achievement motivation. The first goal is the mastery or the learning goals, which focuses on obtaining competence or mastering a new set of knowledge or skills to achieve success. The second kind of goals are called performance goals or ego-involvement goals, which are related to doing better than others or doing well without a lot of effort in order to avoid failure. And the last ones are called social goals which focus on relationships among people.

An important aspect of the achievement motivation theory is that learners can be motivated to either avoid failure or achieve success. In other words, it means that when learners want to avoid failure they try to select either easy tasks in order to achieve success or difficult tasks in order to have a good excuse for why failure occurred. However, when learners want to achieve success they try to select moderately difficult tasks, which will provide an interesting challenge for them to keep the high expectations for success.

From a cognitive view of motivation, people can choose the way in which they behave, so that they have control over their actions (Williams and Burden, 1997). When making a choice, however, people have to be aware of the possible results of what they decide to do, allowing them to set goals for themselves, and then they can decide to act in certain ways in order to achieve these goals. In this way, from a cognitive perspective, “motivation is concerned with such issues as why people decide to act in certain ways and what factors influence the choices they make”.(Williams and Burden,1997)

As per cognitive view of motivation, individuals make decisions about their own actions as opposed to the behaviourist view which considers motivation in terms of external forces over which they have no control.

On the basis of these views, it is important to mention Gardner's approach to motivation. Gardner & Lambert

(1959, and Crookes & Schmidt, 1991) distinguished between integrative motivation and instrumental motivation. Integrative motivation was identified by the fact that students are attracted by the culture of the community speaking that L2 and they want to integrate themselves into such a culture or become a part of that society. It is associated with components such as “interest in foreign languages”, “desire to learn the target language”, “attitudes toward learning the target language”, “attitudes toward the learning situation”, “desire to interact with the target language”, and “attitudes toward the target language community” (Gardner, 1982, and Dörnyei, 1990). Instrumental motivation, on the other hand, is marked by the fact that the learner studies the L2 with a utilitarian purpose in mind, such as a better job or a higher salary. Thus, no matter what type of motivation students have, the strength of motivation depends on the state of a student’s needs and goals.

Motivation, as a psychological phenomenon, has multidimensional roles in ESL/EFL and other areas of learning and teaching. It affects different people in various ways in various situations, places and time. It may affect the same people in the same intellectual pursuit or in the same area of learning differently in different time, place, or environment. The same people may get motivated to learn English differently in different countries. A group of students, for example, may feel motivated to learn English in a way in China, which is different from the way the same group of students may feel motivated while they are in the United States of America.

In learning English as Foreign Language, motivation is “a complex phenomenon which can be defined in terms of two factors: learners’ communicative needs, and their attitudes towards the second language community” (Lightbown & Spada, 1993 p. 40). It means that if students need to use the foreign language in a variety of social situations or maybe to get a better job they will notice the importance of the foreign language and consequently will be motivated to learn it. Likewise, if students have positive attitudes towards the speakers of the language, they will probably want to have more contact with them.

Ur (1996), regards motivation as a very important phenomenon in English language learning. Instead of defining motivation, she prefers to think about motivation in terms of ‘motivated’ learners, that is, learners who are willing to involve themselves in learning activities for the purpose progress. Ur (1996) states that teaching and learning can become much easier and more pleasant when there is learners’ motivation. She points out some features of motivated learners of English. Some of them are, firstly, the learner would be ‘positive task oriented’ which means the learner is willing to handle tasks and challenges, and has confidence in his/her success. Secondly, He/she would be ‘ego-involved’ that means the learner finds it important to succeed in learning in order to maintain and promote his/her own self-image. Thirdly, he/she has a need to achieve meaning to overcome difficulties and succeed in what he/she sets out to do. Fourthly, he/she possesses high aspirations. The learner is very aware of the goals of learning, or of specific learning activities, and directs his/her efforts towards achieving them. Fifthly, he/she is perseverant. The learner consistently invests a high level of effort in learning, and, is not discouraged by setbacks or apparent lack of progress. Finally, he/she is tolerant of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion. He/she can face them patiently, in the confidence that understanding will come ultimately. Among these characteristics, a very outstanding one is the need for achievement in which learners are motivated to reach a goal that they have set, being willing to overcome difficulties in order to achieve their aim.

The term ‘motivation’ is often confused with aptitude. So, it is crucial to mention the difference between aptitude and motivation. Ellis (2008:75) states that while aptitude describes the “cognitive abilities that underlie successful L2 acquisition, motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2”. Therefore, aptitude is a more or less stable component which the learner cannot directly interfere with. Motivation, on the other hand, is a component that can change comparatively fast and can be altered by the learner himself. Gardner (2001) writes that motivation describes the driving force behind the effort of a learner. According to Gardner (1982) motivation consists of three elements of which the first one is “effort”. The learner who is more motivated, will put more effort in his or her studies. He will be open to do extra work in order to improve his language skills, spend more time with studying for the language and even deal with the subject on a subconscious level.

The second element is "desire". A learner desires to achieve a goal in this case to successfully learn a second language. A learner without desire is not at all motivated at all.

The last element is called "affect". The learner enjoys learning the language. Learning the language is a fun and challenging task which might even lead to enthusiasm.

Each element on its own is not enough to be called motivation. If a learner lacks one element, he will not be entirely motivated and therefore learning will be more difficult for him. Example: A learner that fulfills the

elements "effort" and "desire", but does not enjoy the language at all, will perhaps study hard, but will have problems to make progress as the learner's affective filter may be high.

Classification of motivation:

Motivation has its variety. According to sources motivation is classified as intrinsic motivation and extrinsic motivation. Further, on the basis of purpose it is divided into Integrative motivation and Instrumental motivation. Next, depending on its relationships to learning it is divided into three types: Situational motivation, Task motivation, and Global motivation (Brown, 1981 in Ellis 1985).

Intrinsic motivation:

Intrinsic motivation is motivation from within the student (Landsmen). It is a spontaneous interest on the part of the learner for the target language. An intrinsically motivated student studies because he/she wants to study. To the student the material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning. This kind of motivated student is very often found busy reading, writing, or solving any problems in the target language. The student demands more effort from himself/herself and has a need for deep understanding.

Extrinsic motivation:

When a student performs in order to receive a reward, like graduating or passing a test or getting a gift from anybody, or to avoid a penalty like a failing grade, s/he is said to be extrinsically motivated. Some kind or other external forces are involved in this kind of motivation. This type of motivation comes from outside not from within the learner. An extrinsically motivated student is inclined to put forth the minimal effort necessary to get the maximal reward. If students aren't given a reward or credit for their efforts, and no feedback is given to the student, then most students' intrinsic motivation would begin to decrease.

Integrative motivation:

The 'integrative motivation' is the type of motivation through which L2-learner wants to integrate himself in the target language group. In other words, an integrative motivated learner likes the target language group and perhaps even wants to be a part of it. A twisted form of the 'integrative motivation' is the "Machiavellian motivation". In that case, the learner does not like the target language group and does not want to be a part of it. He merely wants to "manipulate and overcome the people of the target language" (Ellis 2008)

Instrumental motivation:

Hudson (2000) says that the desire to obtain something practical or concrete from the study of a second language is instrumental motivation. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement.

Situational motivation:

Situation specific or situational motivation refers to the learner's motivational state in a given situation. Foreign language learning occurs in the classroom in situations that vary in their motivational effects. For instance, co-operative, competitive and individualistic situations are reported to affect motivation differently.

Task motivation:

The interest a learner feels for performing some tasks in the target language, is termed as task motivation. Different tasks affect motivation and learning in different ways. In communicative language teaching Nunan's (1988) definition of task suggests that task in language class should be motivating for the learners. According to him a communicative task is a piece of classroom work which involves learners in understanding, manipulating, producing or, interacting in the target language while their attention is principally focused on meaning rather than form.

Global motivation:

It is a general interest towards the goal of learning a second or foreign language. Because of the globalised world, world peoples are dependent on one another and for this people have to communicate in English for their business transaction, achieving education, exchanging technology for so many other things. So, to keep abreast with the global phenomena, some people get motivated to learn English.

Whatever or what kinds of motivation are there among the learners is a matter of researches and studies. What is more important is that motivation of the learners plays a very crucial role in their learning of the foreign or

second language. Harmer (1998) asserts that "...highly motivated students do better than ones without any motivation."

1.2 Purpose:

The primary goal of this study is to find out what motivates the tertiary level students of Bangladesh to learn English. This study will try to find out the types of motivation that inspire the Bangladeshi students of the concerned level to learn the English language. The findings of the study, the researcher hopes, as the ultimate goal will help improve the learning and teaching situation in the country.

1.3 Significance of the study:

As the condition of learning and teaching English in this country is not satisfactory at all, the researcher guesses the findings will help him understand the problems lying behind it which might be helpful for the researchers and others working in the same field in contributing to the teaching and learning of English in the country. Because motivational orientation in learning a language is very important for learners of the language.

1.4 Research questions:

- a. What role does motivation play in the tertiary level students of Bangladesh in learning the English language?
- b. Is motivational approach essential for teachers of language for better performance of the learners?
- c. How crucial is the role of motivation for the tertiary level students of Bangladesh in learning the English language?

1.5 Hypotheses:

- a. Integrative motivation plays more important role on the tertiary level students of Bangladesh in learning English than integrative motivation.
- b. Instrumental motivation has more influence on the tertiary level students of Bangladesh in learning English than integrative motivation.
- c. Most of the tertiary level students of Bangladesh are oriented with global motivation in learning English.

Chapter II Background

2.1 Literature review:

Research in the field of motivation in ESL/EFL has been done by a good number of researchers. In linguistics, sociolinguistics and second language/foreign language acquisition a number of language learner motivation models have been suggested. Research works by Gardner and Lambert (1959), Clément, Gardner, and Smythe (1977), Dornyei (2001) et al are probably most well known. The social-psychological theory of second-language (L2) learning proposed by R. C. Gardner (Gardner & Lambert, 1959; Gardner, 1979; Gardner, 1982; Gardner, 1983) has been one of the most long-standing theories of L2 learning.

Researchers in this field have shown through their research works that motivation is a significant factor in the arena of second/foreign language learning. Gass and Selinker (2008) say that motivation has a powerful impact on the students' learning of a second language. They reflect on the basis of studies that integrative motivation has better impact on learning than instrumental motivation. They also say that these results may vary from culture to culture.

Learners' motivation is important for teachers who want to teach language better. Bartels, J.M. Magun-Jackson, S. & Ryan, J.J. (2010) say that lack of motivation can affect the learners' learning process and teachers play a significant role to students' motivation in learning a second/foreign language.

Cook (2001) emphasises that not having any type of motivation students can find hard to learn a second language. He also, mentions that high motivation causes successful learning. Wlodkowski (1993) shows the importance that motivation has in the learning field. Motivation is related to scholastic achievements and it is important that teachers know when and how students are motivated. By knowing when students are motivated things in the learning process go more easily.

Gardner and Lambert (1959) say that motivation is of two kinds: the instrumental motivation and integrative motivation. They maintain that integrative motivating is a desire to communicate and become similar to

members of that L2 community.

On the other hand, they have shown instrumental motivation as the desire to learn the L2 for practical gains such as getting a better job. They found that of the two kinds of motivation those students who were integratively motivated made use of the most of practice opportunities, volunteered more answers in the classroom, were more precise in responses and were generally more successful students.

Markwardt (1948) in Dornyei (2001) suggested five motives for learning a second language. He described two of them as non-utilitarian and three of them as practical. The non-utilitarian motives were (i)-to be a cultivated person and (ii)-to maintain a minority's language whose speakers are resisting assimilation into a dominant culture. The practical motives are (iii)-to foster assimilation into a dominant culture (iv)-to promote trade and colonisation, and (v)-to have access to scientific knowledge and technical skills.

Markwardt's (1948) first motive was a reminder of the detached, aristocratic, and humanistic view of humans. The remaining four motives, however, typified an era of scientific and technological progress paralleled with capitalism, colonisation, trade, and wars. Markwardt's (1948) discourse supports a dominant ideology and philosophy. The minority group that resisted colonisation and supremacy would not profit from technological progress like the community, which sought assimilation and acculturation. Planters, settlers, and merchants had to learn the language of the people whom their country had colonised to make them civilised and good consumers of manufactured products. Here Markwardt's (1948) motives are the reflection of the spirit of the age in which they originated.

2.2 Motivation research in Bangladesh:

Researches on motivation in learning English as a foreign language or second language do not seem to be wide. The limited extent to which this research has been done, the findings indicate that the role of motivation in EFL/ESL in Bangladesh is different from the same in other countries. For example, Gardner and Lambert (1959) observe that integratively motivated learners tend to be more successful than the learners who are otherwise motivated.

Contrarily, researchers in Bangladesh in the same field find that in a situation where English is taught and learnt as a foreign language, integrative motivation has insignificant role to play. Haque (1994) finds that the learners of English in Bangladesh are mostly instrumentally motivated, because the students in Bangladesh learn English for the purpose of easing their higher education and getting better employment opportunities. They do not seem to learn English for the sake of knowing deeply about the culture and people who are native speakers of English. They are not interested in getting integrated with any English speaking group of people either. Their intention in learning English is to use it as an instrument for practical gain, not for expressing solidarity with any group of native speakers of English.

Later Maniruzzaman and Haque (2000) found out that in Bangladesh integrative motivation had a stronger influence on the learners of English as a foreign language than the instrumental motivation. This is a contradictory finding with the results of the research conducted by Haque in 1994. Here the researcher of this research guesses that the subjects taken as sample were from only one department of only one university. Had the sample been taken from more diverse areas, the results could have been different. The sample population that was selected was from a particular discipline of studies in a particular university, which might lead them all to think in an identical way regarding their learning of English. It might be media like BBC, CNN or other foreign media activities, English movies, standard life style of the people of English speaking countries etc. that had led them to think fallaciously that they studied English for integrative reasons.

Next, another research conducted by Rahman, S. (2005) reveals that instrumental motivation has stronger impetus behind the learners of English in Bangladesh where integrative motivation plays insignificant role. Rahman, S. (2005) regarding the findings of his research puts in :

... the instrumental motivation is the major motivational orientation for the undergraduate students to learn English as a foreign language in Bangladesh. This provides a sufficient answer to the research questions addressed, and contradicts the findings of a few researchers (Maniruzzama and Haque, 2000 and 2001), who claimed that integrative motivation is the primary reason /motive for learning English in Bangladesh. Rather, the study here is able to show that in Bangladesh, the students learn English primarily for instrumental reasons.

2.3 English in Bangladesh:

One researcher (Davies, 1989) in Rahman, A. (1998) mentioned that it was difficult to think of any country where English was not being taught. Bangladesh is not an exception. For the survival and all out development as

a nation, Bangladesh uses English with utmost importance. Here those who learn English language lead better livelihood than those who do not. Regarding the importance of English, Banu (2005) maintains that in Bangladesh the education system of the country creates a 'linguistic divide' between those people who learn less English at Bengali medium schools and those who learn better English in the English medium schools. She adds that there is a great demand for English in this country for its social and material benefits among all classes of people.

Pedagogically speaking, English enjoys the status of a foreign language in Bangladesh though it is taught and learnt here with the importance of a second language. A foreign language, according to Nunan (2003) is a target language which is not the language of communication in the society (as medium of instructions in educational institutions, business, industries etc.) For example, English in China, German in any Arabian country and Spanish in India are treated as foreign languages.

A second language, as per Richards et al (1985), is a language that is not a native language in a country but widely used as a medium of communication (for instance, in educational institutions and government offices, businesses etc). It is usually used along with another language or languages. English, for instance, in India, Singapore and Fiji is a second language as it is widely and officially used in those countries.

Definition-wise, English is not a purely foreign language, and it is not a second language either in Bangladesh. If the extent to which the Bangladeshi people use English and the domains in which they use it are examined, the status of English in this country will be clear.

English in schools:

English is taught as a compulsory subject at all primary, secondary and higher secondary levels of schools of the country. In madrasas (Islamic religious secondary and higher secondary level schools) also English is taught as a compulsory subject. Apart from this, there are several thousand English medium schools mostly located in urban areas which have been set up mainly to make students conversant in English language.

English in higher education:

The medium of instructions in almost all the higher educational and professional programs in the country is English. Though instructions in certain educational programs in tertiary level colleges and public universities are given in Bengali, the students and teachers have to depend on foreign books written in English for reference and additional information.

Private universities, professional institutions like medical colleges and engineering-technological institutes and universities impart education in English as books and study materials are all in English. For being acquainted with the up to date know how of newly invented fields of science and technology there is no alternative to English. Rahman, S. (2005) says "though there was no clear indication about the choice of the medium of instruction, interestingly in all private universities, the medium of instructions is inescapably English".

Private universities of the country which were created to meet the growing needs of the higher educational seats offer almost all the degrees of higher education (except M.Phil and Ph.D.) like B. A. (Hons.), B. Sc. (Hons.), B.S.S. (Hons.), B.B.A, LL.B.(Hons) B. Arch, B.Pharm; M. A., M.Sc., MBA, MSS, MS in many general and highly technical subjects like English, Economics, Computer Science and Engineering, Civil Engineering, Architecture, Pharmacy, Electrical and Electronic Engineering; Accounting, Human Resources Management, Management Information System, Business Administration, Marketing, and so on.

As the students of these highly technical subjects need a high level of proficiency in English language which they cannot attain despite twelve or thirteen years of studying English language as a core subject from primary to higher secondary level of education, the universities have chalked out English courses to bring their proficiency level up to a required level so that the students can carry out academic studies comfortably and confidently overcoming the linguistic barrier.

English Courses designed for the private university students are usually termed as English foundation courses, or English remedial courses. Though these courses are of similar nature, there are some differences too. Some universities offer one course in the name of Foundation course or remedial course etc., for one semester for the students of each program of studies. On the other hand, there are universities who offer two or three English courses for consecutive two or three semesters for the students of each program of studies. These courses are generally called English communication skill – I, English communication skill – II, and English communication

skill-III. While some other universities opt for Basic English communication, English composition-I and English composition -II. In this ways, the students of each academic program are taught the English language skills that are required for the academic purpose.

During the 80's English was banished from the syllabus of B. A. (pass) course of the curriculum of the country by the people at the helms of affairs of the education department. After a decade considering the gravity of the consequence of dispensing with English, the subsequent government not only restored English in the syllabus but also made it mandatory for students to study English language in all the tertiary level degrees of the country.

English in Administration:

After the independence of Bangladesh in 1971, the government of the country tried to replace English with Bengali in administrative works but it could not be done and English continued to remain as the dominant language. Subsequently, the government in 1987 created the Bengali Implementation Act (Bangla Procholon Ain) and implemented it. From that time English started to lose its significance in administration. However, it is worth mentioning that in communications between non-government organizations and government, between all the international organizations and the government English is used extensively.

English in Economic activities:

As the he economy of Bangladesh is heavily foreign-aid dependent, Bangladesh has to communicate with economically developed nations like Great Britain, United States of America, Canada, France, Germany, Italy, Japan, and Australia etc., and international aid-giving agencies like the USAID, The World Bank, and The International Monetary Fund (IMF). And the medium of communication between Bangladesh and the countries and agencies mentioned is English.

For export and import business the country has to maintain liaison with many countries in English. As an economically backward country Bangladesh has to put much importance on trading than manufacturing industry. Trading requires constant communication with foreign companies. This communication is maintained through English in dealing with foreigners.

Garments manufacturing industry is an emerging sector in the country. About 4000 garments factories are operating in the country. Many foreign buyers and their representatives visit Bangladesh every year. For communication with these foreigners English is the only means. That is why the jobs in the export sector of garments industry like merchandisers, sales representatives, marketing staff require English.

Furthermore, most of the job advertisements are posted in English. Even if they are posted in Bengali newspapers, they are posted in English. Again, almost all the private organisations state that the applicants must have good proficiency in English language as a prerequisite. The public limited companies publish their annual reports also in English. Some of these companies produce a Bangla version of their annual report but the emphasis is always on English. So it is clear that English is the dominant language in the economic activities of the country.

English in financial institutions:

English is profusely used in almost all the banks which are about 50 in number. They include 9 foreign commercial banks, about 32 private commercial banks and some state owned specialized banks and the central bank. Most of the banking instruments, documents and forms are in English. For examples, checks, demand drafts, pay-orders; deeds of agreements, account opening application forms are in English are printed and written English. And the whole data base of all the banks are in English digits. Furthermore, for employment in the banks the candidates have to have a good command in English. For this reason, the employment advertisements are published in English in newspapers, interview cards are issued in English and interviews are conducted in English.

English in judiciary:

Though the lower courts carry out their activities in Bangla, English is yet very influential in the High Court and the Supreme Court of the country. A lawyer has to have a good command in English if he or she wants to practice in the High Court or the Supreme court. Many of the judges still give their verdicts in English language. In this circumstance, it seems that this trend of using English in the judicial sector of the country will increase in future.

English in entertainment sector:

English is used for entertainment purpose by a remarkable number of people in the country.

Rahman, S. (2005) found in a study that 37% respondents watch English movies *all the time*, 45% of them watch sports programs in English *all the time*, and 35% respondents listen to English songs *always*. Rahman, A. (1998) says that nearly 85% of the channels offered by satellite TV are broadcast in English.

Chapter III METHODOLOGY

3.1 Population and sampling:

In order to find out the motivational orientation of the undergraduate students in their learning of English and the types of motivation they are oriented, 76 students (53 males and 23 females) of average age 22 years were randomly selected from different disciplines of a private university, and an institute of a public university in Dhaka.

Among them 11.84% (09) students were from B. Sc. in Computer Science and Engineering program (first year), 7.89% (06) students from B. Architecture program (first year), 21.05% (16) students from B. A. (Hons) in English literature program (second year), 11.84% (09) students from BSS in Economics program of the private university located at Mohamamdpur, Dhaka and 47.37% (36) students were from the first year B.Sc. in Textile Engineering program of a textile engineering institute affiliated with a public university.

And these seventy six students came from thirty seven districts of Bangladesh.

These students have studied English language for about 12 or 13 years right from the beginning of their student life. That means they started learning English at the age of five or six in their pre-primary or primary level classes and continued up to higher secondary level of education. It is worth mentioning that these students studied English as a mandatory core subject in their pre-primary, primary, secondary and higher secondary classes. Of course, they studied the language as a foreign language. Even then their competence in English language is not sufficient to undertake and carry out undergraduate courses at the tertiary level classes in private universities where the medium of instructions is English.

3.2 Instrumentation: In collecting data survey questionnaires in the modified Likert scale (1932) have been utilized. A copy of the whole questionnaire has been appended in the appendix.

3.3 Rationale for choosing the incumbent subjects:

As the researcher has been involved in teaching English language in the aforesaid university for about seven years as a full time faculty member (and in several other private universities including the textile institute under the above mentioned public university as guest teacher for a number of years) he has chosen those two educational institutions for the subjects of his research. Because of being involved as a teacher, the researcher has a good knowledge of the competence of the students of these institutions in English language for he taught and still teaches English Language Skill to the students of different disciplines as English language foundation courses or remedial courses. Moreover, having a good rapport with the students, he has easy access to these students. As a result, the researcher could comfortably distribute the questionnaire among the subjects, interpreted the questionnaire as and when needed. This helped the researcher in eliciting the probable right answers of the questionnaire from the subjects.

One more thing about choosing the tertiary level students as subjects is that the students of this level are mature enough to give information about their motivational orientation regarding learning English as a foreign language.

3.4 Procedure of data collection:

The questionnaire was primarily divided into two parts. The first part contained questions that were to find out the background information of the subjects like age, gender, home district, starting age of English language learning, occupation, highest academic qualification, how he/she has learnt English so far, whether he was educated at English medium school or not. These data were helpful in getting some helpful information regarding the subjects' personal, occupational, educational, and regional and social background though these data are not the main aim of investigation in this research.

The second part of the questionnaire consisted of questions to find out social and psychological make up of the subjects' minds regarding learning English. The second part had three sections with statements on (i) instrumental motivation, (ii) integrative motivation, and (iii) global motivation. Ten statements in three

motivational categories were designed to elicit the overriding reason among the tertiary level students of Bangladesh in general and the students of different private university students in particular for learning English. In the instrumental category the statements related to whether the respondents require English for studying university level courses; whether the respondents learn English as a tool for getting good jobs; whether they learn English for the purpose of higher studies; and finally whether they learn English on the belief that they need to know English for success in any profession they will choose.

In the second category, i.e. for integrative category, the statements were to find out whether the respondents learn English because of their liking the culture and civilization of the native speakers of English; whether they learn English as they like the countries where English is the native speakers' language; whether they study English because they like the people who are citizens of English speaking countries; and finally, whether they study English because they think that English is a language which has formal and polite expressions for effective communication.

In the third category, for global motivation, the purposes of the statements were to find out whether the respondents learn English in order to know about the world; whether they learn English to know about the culture and socio-economic conditions of other nations of the world.

As the researcher apprehended that the students, who were randomly taken as subjects of the current research, might not understand the questionnaire perfectly, he explained each and every line to the students while administering the questionnaire among the sample population. The sample students answered the questionnaires in presence of the researcher. In some cases the researcher read out the statements and wanted the subjects' responses. The students responded individually and the researcher himself filled in the questionnaires. However, the categories of the questionnaire were not mentioned in the questionnaires given to the subjects and they were not told that their motivational orientation was being investigated. On being asked about the purpose of the survey, the researcher informed the subjects that the purpose of the survey was to find out why the students of this country study English language and how to improve its teaching and learning in this country.

3.5 Variables studied:

The centre of attention of this research was to examine some socio-linguistic and psycholinguistic variables. They were several motivational aspects of Bangladeshi learners of English.

The following variables were investigated using Likert scale (1932) which is a psychometric scale commonly used in survey research (in a five point scale) that ranged from strong disagreement to strong agreement.

The subjects were asked to fill in a five point Likert Scale (1932) where a scale value of 1 indicates a strongly unfavourable attitude (strongly disagree), 2 means disagree, 3 means neither agree nor disagree, 4 means agree and 5 means a strongly favourable attitude (strongly agree). This scale was used to find out how important each reason was for their learning English as a foreign language. Three types of motivational orientation under investigation were instrumental, integrative and global. And the raw data were calculated statistically

a. **Instrumental motivation:** On this scale the subjects were asked to opt for their interest for learning English to use it as a toll for utilitarian purpose or to gain some materialistic gain. There are four items which measure the attitude of the learners towards learning English. A high score in this scale would indicate a learner's instrumental orientation in learning English language.

b. **Integrative motivation:** This scale has four items the choice of which would show the learners' intention of learning English for the purpose of getting integrated, assimilated, and acculturated with the target language, its speakers, their life style, and culture. A high score in this scale would indicate a learner's integrative attitude towards learning English language.

c. **Global motivation:** In this scale there are two items which will measure the learners' intention of learning English for keeping them abreast with the affairs of the current globalised world. A learner's high score in this scale would indicate that the learner's motivation for learning English is globally oriented.

CHAPTER IV RESULTS

4.1 Findings

On the basis of the results calculated statistically the following tables have been prepared showing the frequency

distribution and Mean scores of three different motivational orientations to present the findings. By comparison and contrast of the results placed in the first three tables, it has been found that instrumental motivation has stronger influence on the undergraduate students of Bangladesh in learning English than the other types of motivation investigated.

This finding may be taken as the answer to the first research question which asks what role motivation plays in the tertiary level students of Bangladesh in learning English. The finding reflects that the motivation that works behind the tertiary level students' learning English plays an instrumental role. The subjects under investigation are undergraduate level university students who are pretty mature in their age, thinking and decision making. They have found that the people who have a good command in English are a privileged class and are endowed with high paid jobs, honour and dignity in the society. Considering the benefits and advantages of learning the skills of English language, most of the students of the said level in Bangladesh decide or feel motivated to learn English.

The favourable responses of most of the respondents towards the use of English as an instrument or tool for materialistic success indicates that the role of motivation in this regard is a very crucial one and hence it satisfies the answer to the third research question as well. However, the study does not address the question whether motivational approach is essential for teachers of language for better performance of the learners. This aspects needs to be studied separately.

The tables and figures given in the subsequent pages will show the findings of the survey analytically and visually.

Table 1: Instrumental motivation: (frequency distribution and Mean Score)

Responses	Q1. learning English for university level studies		Q2. Learning English for job		Q3. Learning English for higher studies abroad.		Q4. Learning English for success in career	
	frequencies (fi)	%	frequencies (fi)	%	frequencies (fi)	%	frequencies (fi)	%
1 Strongly disagree	02	2.63%	00	0%	01	1.32%	00	0%
2 Disagree	11	14.47%	00	0%	11	14.47%	01	1.32%
3 Undecided	01	1.32%	00	0%	12	15.79%	01	1.32%
4 Agree	25	32.89%	15	19.74%	36	47.37%	26	34.21%
5 Strongly agree	37	48.68%	61	80.26%	16	21.05%	48	63.16%
Total	76	100	76	100	76	100	76	100
Mean	4.10		4.80		3.63		4.59	
Over all Mean: 4.28								

Q1. I learn English because it is required for my studies at university.

Q2. I learn English because it will help get a respectable job.

Q3. I learn English because for higher studies abroad.

Q4. I learn English because success in any career depends on knowing English.

Table II: Integrative motivation: (frequency distribution and Mean Score)

Responses	Q1. learning English for culture and civilization of native speakers		Q2. Learning English because of love for English speaking countries		Q3. Learning English because of liking for citizens of English speaking countries		Q4. Learning English for polite and effective communication.	
Score (xi)	frequencies (fi)	%	frequencies (fi)	%	frequencies (fi)	%	frequencies (fi)	%
1 Strongly disagree	17	22.37%	17	22.37%	16	21.05%	01	1.32%
2 Disagree	48	63.16%	46	60.53%	52	68.42%	21	27.63%
3 Undecided	02	2.63%	00	0%	03	3.95%	08	10.52%
4 Agree	08	10.52%	08	10.52%	03	3.95%	33	43.44%
5 Strongly agree	01	1.32%	05	6.58%	02	2.63%	13	17.11%
Total	76	100	76	100	76	100	76	100
Mean	2.05		2.18		1.99		3.47	
Over all Mean: 2.42								

Q1. I study English because I like the culture and civilization of native speakers of English.

Q2. I study English because I like the countries where English is spoken.

Q3. I study English because I like the citizens of English speaking countries.

Q4. I study English because English has polite formal expressions for effective communication.

Table III: Global motivation: (frequency distribution and Mean Score)

Responses	Q1. Learning English for knowing about the world		Q2. Learning English to know socio economic condition of other countries	
Score (xi)	frequencies (fi)	%	frequencies (fi)	%
1 Strongly disagree	01	1.32%	02	2.63%
2 Disagree	17	22.37%	23	30.26%
3 Undecided	06	7.89%	06	7.89%
4 Agree	31	40.79%	35	46.05%
5 Strongly agree	21	27.63%	10	13.16%
Total	76	100	76	100
Mean	3.71		3.37	
Over all Mean: 3.54				

Q1. I study English because I believe if I know English language, I can know about the world.

Q2. I study English because I want to know the culture and socio economic condition of other nations of the world.

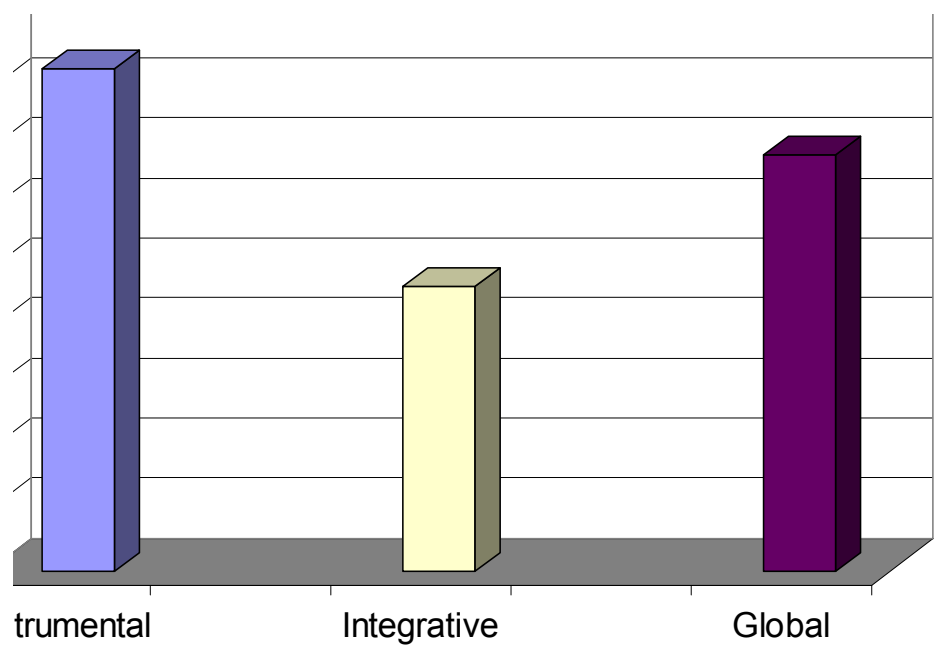


Figure 1: Graphical presentation of comparison of Instrumental, Integrative and Global motivational orientations

Table I, Table II and Table III show that the three scales have three Mean Scores: 4.28, 2.42, and 3.54 for instrumental motivation, integrative motivation and global motivation respectively, which indicate most of the subjects' intention for learning English in Bangladesh is to have some utilitarian gain. That is, they are instrumentally motivated in learning English.

From table 1 it is evident that percentage wise 80.26% students strongly agree that they learn English because it will help them get a respectable job, 63.16% students strongly agree that they learn English because, (they believe) success in any career depends on knowing English, 48.68% students strongly agree that they learn English because it is required for their studies at university, and 21.05% students strongly believe that they learn English for higher studies abroad.

In contrast, Table 2 shows that only 1.32% subjects strongly agree to the statement *I study English because I like the culture and civilization of native speakers of English*. 6.58% subjects strongly agree to the statement *I study English because I like the countries where English is spoken*. 2.63% subjects strongly agree to the statement *I study English because I like the citizens of English speaking countries*. And finally, 17.11% subjects strongly agree to the statement *I study English because English has polite formal expressions for effective communication*.

Now it appears that a very low percentage of the subjects have opted for the integrative orientation for learning English in Bangladesh compared to the instrumentally oriented subjects.

Finally, table 3 shows that 27.63% subjects strongly agree to the statement *I study English because I believe if I know English language, I can know about the world*. And 13.16% subjects strongly agree to the statement *I study English because I want to know the culture and socio economic condition of other nations of the world*.

This table shows that the number of subjects globally motivated to learn English is greater than the number of

subjects integratively motivated in the country.

Once again, if the overall Means of all the three categories of motivation (instrumental, integrative and global: 4.28, 2.42 and 3.63 respectively) are compared and contrasted, it confirms that the majority of the tertiary level students of Bangladesh have instrumental reasons for studying English language. It also indicates that integrative orientation for learning English among the students is insignificant. However, the number of students who have opted for the globally oriented motivation is a little bit higher than the integrative orientation but still pretty lower than the number of instrumentally motivated students for learning English in this country.

The main reasons for the students of being instrumentally motivated for learning English appear to be clear. Firstly, Bangladesh is a member of the third world countries. Its people have hardly any scope for interaction with the native speakers of English. Secondly, English has become so important globally as a means of communications that English seems to be a must – know - language for the international world of business, education, entertainment, science and technology.

Regarding the domains of English in Bangladesh, Arifa Rahman (1998) opines that English as a vehicle of communication is used in science, technology and development; maritime and air transport; diplomacy and multinational manufacture and distribution of goods and services, trade and banking. With regards to the status of English as a marker of modernization, she adds:

...the vehicular load of English has been further strengthened, in particular by the digital revolution with its computer data-bases, high level programming languages and the proliferation of the information superhighway. Furthermore, modern-day broadcasting, satellite telecasting, international sport, and all varied allurements of western pop culture appears to have taken the scene by storm. Particularly, in communication involving the electronic information network, English has extended its use aggressively... although opportunities to use different languages are available in the Internet, it is clear that the cutting edge of information technology is biased towards English. (Rahman, A. 1998: 30-31)

For personal as well as national development English is a must and it has become impossible to enter any prospective area of development or success without knowing English. In this regard, Burchfield (1985) in Banu (2005) asserts that if a person, in spite of being educated, does not know English, s/he is in a real sense deprived.

Regarding the young people's necessity of learning English, what Rahela Banu (2000) says is worth mentioning:

...young Bangladeshi students perceive competence in the English language as an important tool for professional and scientific enhancement. Knowledge of English is a passport to good jobs in banks, multinational corporations, business houses, non-government organizations, international organizations, and helps in higher studies abroad. (Banu, 2000: 59)

For all these reasons the finding of this study, that is, the instrumental motivation is the major guiding force that inspires or makes the concerned students learn the English language in Bangladeshi context seems to be appropriate.

Thus the findings of this study appear to be in line with the findings of S. Rahman's study (2005) which state that the motivational orientation of the tertiary level students of Bangladesh is strongly instrumental in nature. Furthermore, the findings of the current study also reflect the findings of Agnihotri and Khanna's (1998) findings in Rahman, S. (2005) that the motivational orientation among South-Asian students is instrumental, the miniature-scale integrativeness that exists in this area is insignificant.

One statement, *I study English because English has polite and formal expressions for effective Communication*, under integrative motivation has been agreed by 43.44% subjects.

This phenomenon cannot be interpreted that these students want to learn English only for the love of its polite and formal expressions. Rather, they want to be adequately communicative using the language as a tool so that they can achieve their utilitarian gain: a good paying job, or success in whatever professions they are. One of the other factors that nullify the probability of the subjects' integrative orientation in learning English is that there is an explicit discriminatory attitude between the people of the developing nations and the natives of the English speaking countries. Because of the existence of this discriminatory attitude, very few the people of the developing countries would like to integrate, assimilate or ...them with the natives of English speaking countries. Even if they emulate their English utterances and pronunciation, they do it for their material gain. They do not intend to learn English for the sake of learning English. They do not want to learn English for the sake of

aesthetic value of English either.

The overall Mean (3.54) of global motivation scale shows that it is pretty higher than the overall Mean of integrative orientation (2.42). Moreover, there is one finding that 46.05% subjects agree that they want to learn English because they want to know the culture and economic condition of other nations of the world. This does not also mean that the subjects want to learn English only to satisfy their desire to know the culture and economic conditions of other nations. Rather, their purpose of learning English may be to have information about the opportunities various other economically developed nations and rich cultures can provide them with. In this way this motivation can be interpreted as globally instrumental motivation.

Next, the finding indicates that the second hypothesis that states that instrumental motivation has more influence on the tertiary level students of Bangladesh in learning English than other motivations is the working hypothesis. In contrast, the first hypothesis that says that integrative motivation plays more important role on the tertiary level students of Bangladesh in learning English than integrative motivation proves to be the null hypothesis as it contradicts with the finding of the current research.

However, the third hypothesis that says that most of the tertiary level students of Bangladesh are oriented with global motivation may be taken as an alternative hypothesis as the first hypothesis is contrary to the statement made in the working hypothesis and the calculation of the measurement of the motivational orientations (Mean score) indicates that the Mean score of the third hypothesis is in between the working hypothesis and the null hypothesis.

Ratio of male and female participants:

Among the 76 subjects who participated in the survey there were 53 male students and 23 female students selected in a pattern in which each subject has an equal chance of being chosen. In percentage the ratio of male and female respondents in this study comes to 69.74% : 30.26%. Figure V shows the data visually.

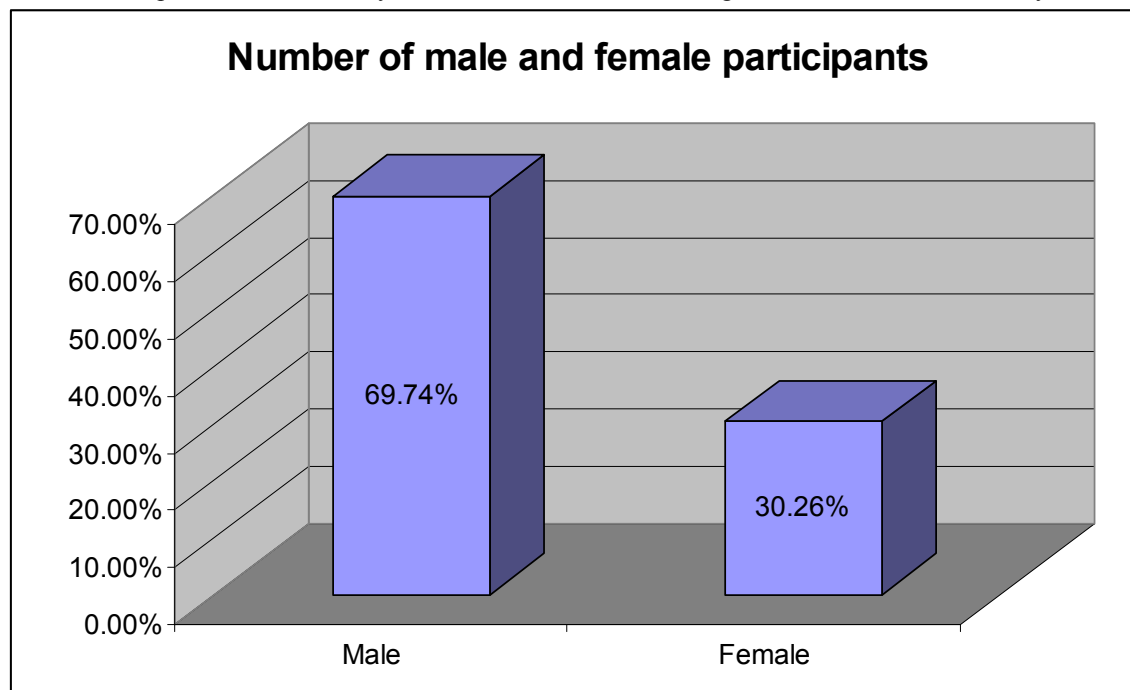


Figure II: Graphical presentation of the ratio of the numbers of male and female participants

Now, if the male respondents' scores of the three motivational orientations are analysed it is found that the scores are on a par with the scores found in the mixed (male and female) respondents' responses. Here figure VI shows that among the male participants approximately 42% have instrumental motivational orientation, 35% have global motivational orientation and 23% have integrative motivational orientation towards learning English. Similarly, in the mixed category, 41.80% subjects opted for instrumental orientation which is almost equal to the male respondents' scores (42%) for the same. Likewise, in the mixed category the score for global motivation is 34.57% which is nearly equal to the male respondents' score for the same motivational orientation. Finally, the score of the mixed category for integrative motivation is 23.63% which compares with the male respondents'

score (22.78%) for the same motivation.

Table IV: Instrumental motivation of male participants: (frequency distribution and Mean Score)

Responses	Q1. learning English for culture and civilization of native speakers		Q2.Learning English because of love for English speaking countries		Q3.Learning English because of liking for citizens of English speaking countries		Q4.Learning English for polite and effective communication.	
Score (xi)	frequencies (fi)	%	frequencies (fi)	%	frequencies (fi)	%	frequencies (fi)	%
1 Strongly disagree	01	1.89	00	0	00	0	00	0
2 Disagree	07	13.20	02	3.77	04	7.55	00	0
3 Undecided	00	0%	00	0	11	20.75	01	1.89
4 Agree	19	35.85	09	16.98	31	58.49	18	33.97
5 Strongly agree	26	49.05	42	79.25	07	13.20	34	64.15
Total	53	100	53	100	53	100	53	100
Mean	4.17		4.72		3.77		4.62	
Over all Mean: 4.32								

Table V : Integrative motivation of male participants: (frequency distribution and Mean Score)

Responses	Q1. learning English for culture and civilization of native speakers		Q2.Learning English because of love for English speaking countries		Q3.Learning English because of liking for citizens of English speaking countries		Q4.Learning English for polite and effective communication.	
Score (xi)	frequencies (fi)	%	frequencies (fi)	%	frequencies (fi)	%	frequencies (fi)	%
1 Strongly disagree	16	30.18	15	28.30	13	24.53	01	1.89
2 Disagree	22	41.51	29	54.72	35	66.04	20	37.74
3 Undecided	02	3.78	00	0	02	3.77	08	15.09
4 Agree	06	11.32	06	11.32	01	1.89	18	33.96
5 Strongly agree	07	13.20	03	5.66	02	3.78	06	11.32
Total	53	100	53	100	53	100	53	100
Mean	2.36		2.11		1.75		3.15	
Over all Mean: 2.34								

Table VI: Global motivation of male participants: (frequency distribution and Mean Score)

Responses	Q1. Learning English for knowing about the world		Q2. Learning English to know socio economic condition of other countries	
Score (xi)	frequencies (fi)	%	frequencies (fi)	%
1 Strongly disagree	01	1.89	02	3.77
2 Disagree	16	30.18	18	33.96
3 Undecided	04	7.55	06	11.32
4 Agree	20	37.34	22	41.51
5 Strongly agree	12	22.64	05	9.43
Total	53	100	53	100
Mean	3.49		3.74	
Over all Mean: 3.61				

Table VII : Instrumental motivation of Female participants: (frequency distribution and Mean Score)

Responses	Q1. learning English for culture and civilization of native speakers		Q2.Learning English because of love for English speaking countries		Q3.Learning English because of liking for citizens of English speaking countries		Q4.Learning English for polite and effective communication.	
Score (xi)	frequencies (fi)	%	frequencies (fi)	%	frequencies (fi)	%	frequencies (fi)	%
1 Strongly disagree	01	4.34	00	00	01	4.34	00	00
2 Disagree	04	17.39	04	17.39	07	30.43	01	4.34
3 Undecided	01	4.34	00	00	01	4.34	00	00
4 Agree	06	26.09	06	26.09	05	21.72	08	
5 Strongly agree	11	47.82	13	56.52	09	39.13	14	
Total	23	100	23		23		23	
Mean	3.95		4.21		3.61		4.56	
Over all Mean: 4.08								

Table VIII : Integrative motivation of Female participants: (frequency distribution and Mean Score)

Responses	Q1. learning English for culture and civilization of native speakers		Q2.Learning English because of love for English speaking countries		Q3.Learning English because of liking for citizens of English speaking countries		Q4.Learning English for polite and effective communication.	
	frequencies (f _i)	%	frequencies (f _i)	%	frequencies (f _i)	%	frequencies (f _i)	%
1 Strongly disagree	03	13.04	03	13.04	03	13.04	00	00
2 Disagree	17	73.91	16	69.57	17	73.91	00	00
3 Undecided	00	0	00	00	00	00	00	00
4 Agree	02	8.70	03	13.04	03	13.04	16	69.57
5 Strongly agree	01	4.35	01	4.35	00	00	07	30.43
Total	23	100	23	100	23	100	23	100
Mean	2.17		2.03		1.13		1.00	
Over all Mean: 1.58								

Table IX: Global motivation of male participants: (frequency distribution and Mean Score)

Responses	Q1. Learning English for knowing about the world		Q2. Learning English to know socio economic condition of other countries	
	frequencies (f _i)	%	frequencies (f _i)	%
1 Strongly disagree	00	00	00	00
2 Disagree	02	8.70	04	17.39
3 Undecided	00	00	00	00
4 Agree	13	56.52	13	56.52
5 Strongly agree	08	34.78	06	26.09
Total	23	100	23	23
Mean	4.17		3.91	
Over all Mean: 4.04				

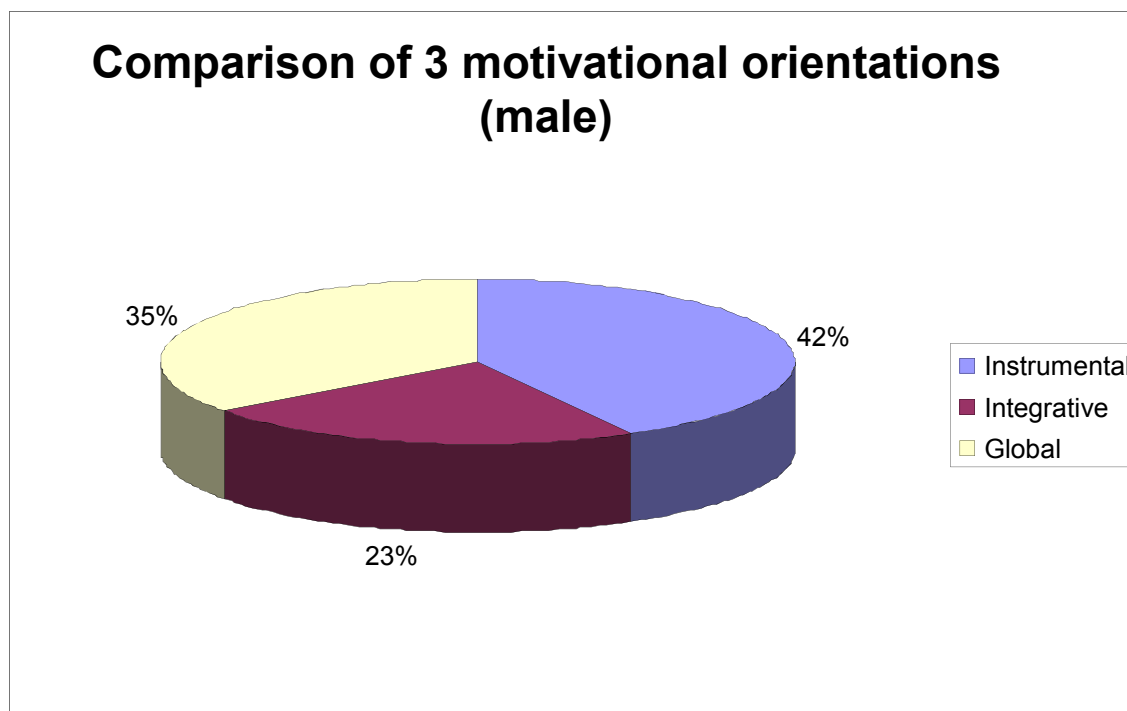


Figure III: Scores of three motivational orientations among male respondents

Again if the scores of three motivational orientations of female respondents are analysed, it is found that the score in instrumental motivation is similar to the previously shown mixed group (male and female) score and male group score. However, the

Female motivational orientation score in global motivational orientation is higher than the male score and the mixed group score in the same category. The high score in global category in female subjects may be attributed to the fact that the statements in instrumental and global categories are overlapping to each other. The two statements in the global category: - (a). *I study English because I believe if I know English language, I can know about the world.* (b). *I study English because I want to know the culture and socio economic condition of other nations of the world* – seem to be instrumental. Because the purpose of knowing about the world and the socio economic conditions of various nations through learning English may not be luxury or hobby for the common learners of English language. There may be an implicit purpose behind the subjects' intention of learning English. They might want to know the socioeconomic conditions of different countries so that they can find out some employment of academic opportunities. If this is the case among the subjects in choosing the global motivational option, then, it can be treated as globally instrumental motivation.

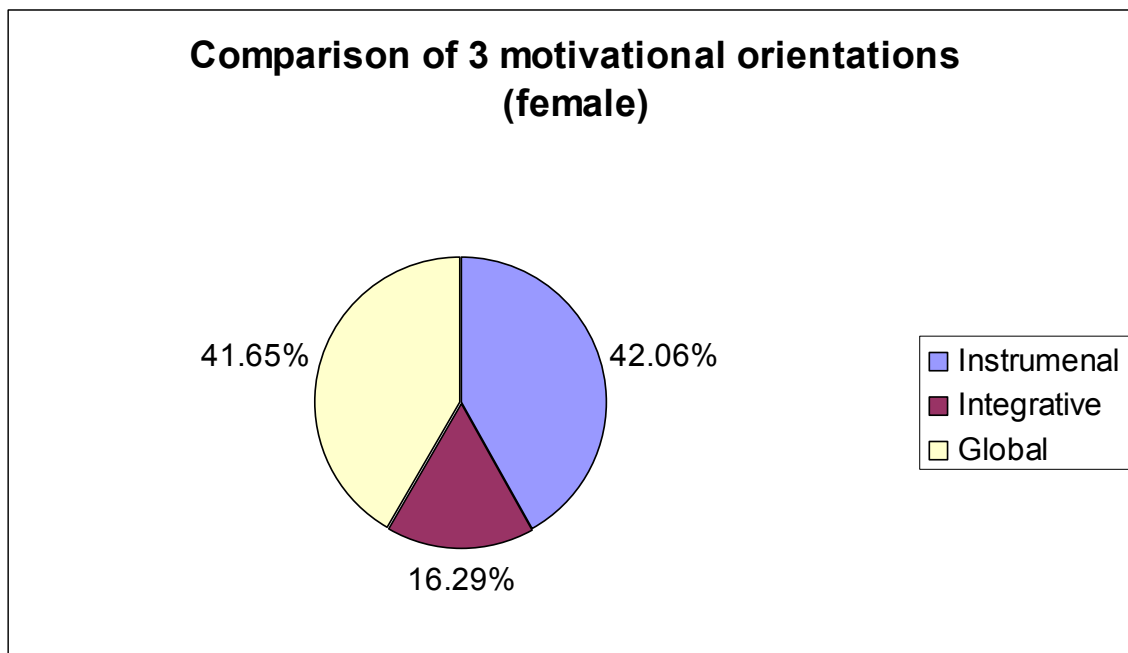


Figure IV. Scores of three motivational orientations among female respondents

The figure V shows the scores of three motivational orientations by gender. Male and female participants (having the same scores 42%) of the survey show that in learning English they are equally influenced by instrumental motivation in respect of learning English. In integrative motivation the scores of male participants are a little higher, (male: 23% and female 16%) but both of them are much lower that those of instrumental orientation. Finally, the scores in global motivation show that females are more globally motivated than the males their scores being 41% and 35% respectively. However, in this case also the scores of both male and female participants in instrumental motivation are higher than those in global motivation.

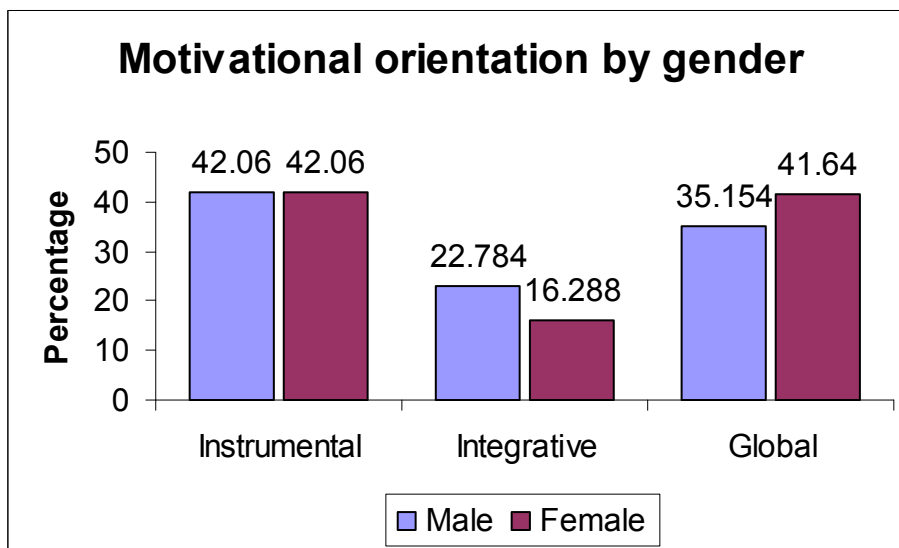


Figure V: Graphical presentation of three motivational orientations by gender

4.2 Reliability:

Reliability in a survey is concerned with the consistency of measurement, that's the degree to which the questions used in a survey elicit the same type of information each time they are used under the same conditions. Reliability is also related to internal consistency, which refers to the degree different questions or statements measure the same characteristic.

This researcher thinks that this survey has reliability for the following reasons. Firstly, the article has been written over a period of about six months instead of doing it overnight. Secondly, the survey is not old; rather it was done about three weeks ago. Thirdly, the researcher did field work, consulted with the supervisor and other resource persons for information and suggestions pertaining to the research. Fourthly, the sample was selected randomly giving a chance to any member of the population of being selected. Fifthly, the respondents were chosen to participate rather than deciding to take the surveys themselves. Sixthly, the article has an extensive reference list which refers to reliable sources. Finally, the study has internal consistency reliability as the above calculations show the overall scores of different motivational orientations (of average of male and female participants) are almost similar to the scores of the male participants and female participants' scores.

4.3 Validity:

Validity in survey is pertaining to the correctness and truthfulness of a measurement. According to Richards et al. (1985) in testing survey validity is the degree to which a test measures what it is supposed to measure, or can be used successfully for the purpose for which it is intended.

The researcher claims that the survey has validity as, first of all, it has face validity which means apparently the questionnaire is appropriate for eliciting the information that the survey is looking for. Secondly, it has content validity which is related to the ability of the researcher to create questions that reflect the issue he/she is researching. The researcher's studies about doing surveys and researches and the guidance and supervisions of the supervisor of this study have made the writer competent in constructing the current survey questionnaire. Next, it has internal validity which asks whether the questionnaire can explain the outcome the researcher wants to find out. In this regard the research thinks that the questionnaire is self explanatory and the researcher has found, while using the questionnaire, by asking a good number of respondents whether they understood the questions on the questionnaire. They clearly informed the researcher that they understood the same. Finally, this survey is claimed to have the external validity as well. External validity refers to the extent in which the result can be generalized to the target population which the survey sample represents. This has been supported by the outcome of some previous researches in this field and some opinions of the practicing teachers of English. Both the results of some previous studies and expert opinions reflect that the findings of the current study can be generalized for the target population of this research.

4.4 Assumptions

In this research it has been assumed that the sample subjects represent the target population the instruments used have validity. and the respondents have answered the questionnaire faithfully and sincerely.

4.5 Scopes and limitations

The incumbent research had ample scopes for widening the area of sample by meeting the target population that is the students studying in undergraduate programs in different universities of the country.

However, the present sample consists of 76 respondents of 37 districts of the country who study at 2 institutions of the capital of Bangladesh. And they are taken from five academic programs of studies. So, the researcher believes the findings of the survey may be generalized for the target population confidently.

4.6 Results of Interview

The researcher interviewed ten teachers ranging from lecturer to professor of English who teach English in two different private universities to get their opinions regarding four issues of ELT in Bangladesh. The issues were, firstly, whether English as the medium of instructions at the undergraduate programs at private universities is a necessity or a burden on the students. Secondly, what, according to them, are the factors that hinder the proper teaching and learning of English in the country. Thirdly, whether the students of the same level want to learn English in order to get assimilated or integrated with the culture of the native speakers of English. Finally, why are most of the students getting A or A+ in English in secondary and higher secondary examinations not able to speak English even after learning English for 12 years or more?

a. English as the medium of instructions

Out of ten teachers nine of them opine that English should be the medium of instructions in the university level education and think that it is a necessity for the students rather than a burden. Their contention regarding this is that if these students need to be educated with proper knowledge in their chosen subjects, they need to study the subjects in English as most of the books and teaching and learning materials are in English. If they do not study their subjects in English, they will be deprived of proper knowledge in their respective subjects and as such unfit for the job market both nationally and internationally. Furthermore, globally most of the jobs require English as a means of job related internal communication and for communicating with different organizations in different

parts of the world. So, for the fair existence of the students in the competitive job market, the university level education in the medium of English may be helpful. However, one teacher opines that there should be options for medium of instructions between Bangla and English. He also says that English should not be imposed on the students as a medium of instructions adding that for grasping the meaning any subject one should learn it in one's mother tongue.

b. Factors that hinder the proper teaching and learning of English

Regarding the obstacles in proper teaching and learning of English in the country, out of ten respondent practicing teachers seven of them think that shortage of qualified teachers is the major reason that hampers proper English teaching and learning. And two teachers' opinions are that due to unfavourable environment and unusually large size of classes are the hindrances that are mostly responsible for the low quality English teaching in the country. The remaining one teacher thinks that because of want of proper teaching materials English teaching is not effective.

c. Despite getting outstanding results in English in the SSC and HSC examinations students fail to communicate in English

In this regard, six teachers think that the students feel shy and are afraid of speaking English. That is why they fail to communicate in English. Three teachers say that the students of SSC and HSC levels are not taught the speaking skill of the language. They are not taught listening skill either. In the secondary and higher secondary examinations also the students' speaking and listening skills are not tested. Only reading and writing are tested. The remaining one teacher says that the students do not know how to speak in English and that is why they cannot communicate in English orally.

d. English language learning for integration with the culture of the native speakers of English or not

In response to the fourth issue the respondent teachers are unanimous on the point that students of this level in this country do not intend to learn English for the sake of integrating them with the culture and society of the native speakers of English. Rather, they want to learn English for gaining certain material or monetary goal by getting a good job, or for attaining higher education that will help them succeed in professional life. So, they want to use English as a tool or instrument for their utilitarian gain or success instead of getting assimilated with the culture and society of the native speakers of English.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion:

The research was done with a view to finding out what role motivation plays in the tertiary level students of Bangladesh in learning the English language as a foreign language. The findings of the study are in keeping with the recent research done by Rahman, S. (2005) which says that instrumental motivation is the major factor that inspires or makes them learn English. They want to use this language as a tool for material gain. The findings of the research are answers to the research questions put forward prior to the conduct of the research.

The outcome of the qualitative survey, i.e. the interview of the practicing university language teachers too reflects the findings of the quantitative survey done on the subjects.

So, as the findings of the current research are similar to the findings of the research done in the recent past, and the expert's opinions, the findings of the survey may be taken as a current dominant phenomenon and generalized for the target population. That means it may be accepted as a reliable finding that the motivational orientations of most of the tertiary level students of Bangladesh in learning English are instrumental. So, logically, the findings of the survey done by some earlier researchers (Maniruzzaman and Haque, 2000 & 2001) that indicate that integrative motivation is the primary reason for learning English in Bangladesh may be treated insignificant for the current perspective though the lower percentages of population who have opted for integrative motivation and global motivation in the current survey may not be totally ignored as they may be useful in other contexts and time.

5.2 Recommendations

It is a fact that the widespread use of English in key areas like information technology and communication has enhanced the utility and importance of this language all over the world. It has become the international language of education, business, science and the Internet. And that is why English is used by more people as a foreign language or second language than as the native language or first language.

In the national perspective of Bangladesh also there is no denying the fact that English has occupied a significant position as a means of communication in different government and non-government organizations despite the fact that it is a monolingual country. As stated in the report earlier, in most of these organizations and educational institutions English is extensively used for their daily operations which necessitates the people of this country to learn English for better employment and higher education.

Now, as the findings of this survey say that the tertiary level students of Bangladesh want to learn English as a tool or instrument for getting good jobs, for success in career or for earning higher education, it may be taken as a positive sign for the students. It indicates that the students are not reluctant to learn English, and they do not want to learn English for any non-productive purposes. If proper steps are taken the learning of English by the concerned students will be effective. As Gardner (2001) also in his revised socio-education model says, among other things, that the motivated individuals enjoy the task of learning the language. Therefore, further researches may be undertaken for finding out how to utilize this instrumental orientation of the students in learning English properly.

As Bangladesh is a developing country its development and welfare depend to a great extent on the communicative ability of her people in English which has become a tool for development for many in the world. So, the obstacles that hinder the proper teaching and learning of English in this country may be sorted out by the appropriate authorities for removing those problems.

As stated by the practicing teachers of English in their interviews in this survey, the number of competent trained teachers of English may be increased by arranging for facilities for teacher education and training, better quality of teaching may be ensured by appointing qualified English teachers in schools, colleges and universities, enhanced salaries may be offered for attracting people towards the profession of teaching English, taught hours of English may be raised by increasing the frequency of English classes in different institutions of formal education, teaching materials and syllabus may be designed according to standard specifications, and the number of students per class may be determined as per the norm of language teaching methodology for the sake of removing the hindrances that obstruct the proper teaching and learning of English.

If these problems are removed and the instrumental motivation that the tertiary level students possess for learning English is sustained and utilized, the students may be benefited individually which may gradually bring about a collective development and welfare for the nation. In other words, if the major problems hindering the teaching and learning English are removed, most of the students, who are instrumentally motivated to learn English, that means, for the purpose of achieving practical gain like getting better employment opportunity or higher education, may be able to learn English properly and thus enhance their quality of life, and this individual gain may ultimately contribute to greater national welfare and development.

Therefore, the fact that arousing interest is not enough for being motivated by the students may be seen as crucial. The interest for learning English among the students of this country, i.e. the instrumental motivation should be sustained in order to reach the goal for which it has been aroused. Teachers of the language may be motivated for adopting various techniques, methods, strategies and 'macro-strategies' prescribed by competent authorities in order to motivate the students by arranging wide scale training programmes for teachers for the purpose. Dornyei (2001) observes that 'teacher-skills in motivating learners should be seen as central to teaching effectiveness'.

In fine, it is suggested that the instrumental motivation with which the tertiary level students of Bangladesh are motivated to learn English, may be sustained and utilized fruitfully if initiatives are taken to invest adequate resources, required time and energy by the government level policy making body along with people with expertise in EFL technology for creating a congenial environment for teaching and learning English as a foreign language in the country.

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Appendix A
Questionnaire
 On

The role of motivation on the tertiary level students of Bangladesh in learning English

A. Please fill in the blanks given below with information about yourself. Do NOT write your name anywhere in the questionnaire.

- a. Age: _____
- b. Sex: _____
- c. Occupation: _____
- d. Home district: _____
- e. Highest academic qualification: _____
- f. When did you begin learning English (age): _____
- g. How did you learn English (at school/at home, or some other way)? _____
- h. Were you educated in English medium schools or in some other ? (specify _____)

B. Now, please mark the appropriate number from 1 to 5 depending on your degree of agreement and disagreement with the statement given, where 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree.

Instrumental category:

i. I study English language because it is required for my studies at university

1	2	3	4	5
strongly disagree	disagree	not decided	agree	strongly agree

ii. I study English because proficiency in English helps one to get a respectable job in Bangladesh.

1	2	3	4	5
strongly disagree	disagree	not decided	agree	strongly agree

iii. I study English because I want to go for higher studies abroad.

1	2	3	4	5
strongly disagree	disagree	not decided	agree	strongly agree

iv. I study English because I think success depends on knowing English well in whatever career I choose.

1	2	3	4	5
strongly disagree	disagree	not decided	agree	strongly agree

Integrative category:

v. I study English because I like the culture and civilization of its native speakers.

1	2	3	4	5
strongly disagree	disagree	not decided	agree	strongly agree

vi. I study English because I like the countries in which English is spoken.

1	2	3	4	5
strongly disagree	disagree	not decided	agree	strongly agree

vii. I study English as I like the people who are citizens of English speaking countries.

1	2	3	4	5
strongly disagree	disagree	not decided	agree	strongly agree

viii. I study English because I think English is a language which has formal and polite expressions for effective communication.

1	2	3	4	5
strongly disagree	disagree	not decided	agree	strongly agree

Global category:

ix. I study English because I believe if I know English language, I can know about the world.

1	2	3	4	5
strongly disagree	disagree	not decided	agree	strongly agree

x. I study English because I want to know the culture and socio economic condition of other nations of the world.

1	2	3	4	5
strongly disagree	disagree	not decided	agree	strongly agree

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