The Role of Learners' Motivation in English Language Learning at the Tertiary Level in Bangladesh

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ABSTRACT

This study depicts the phenomena of learners' motivation in English language learning at the tertiary level in our country. This study deals with whether learners are integrative or instrumental motivated. This study also focuses on which type's motivation is effective for learners. For this study, data is collected through questionnaire from the learners at the tertiary level. The major findings of the study is that most of the learners are integrative motivated in learning English at their tertiary level. Most of the learners think integrative motivation is effective in English language learning than instrumental motivation. However, very few numbers of learners are instrumental motivated, which can be solve by understanding them about the effectiveness of integrative motivation.

1. INTRODUCTION

Motivation is something that relate with behavior. It can say that motivation has relevant and crucial value in learning a second language that influences the success of language learning. This study will compel the reader to read it as motivation is hunger, which spreads learners' desires or needs to learn English. However, motivation can help in learning a second language. Second language is something that is not native to someone. That is why in learning a second or English language if one keeps determination in one hand; the other hand should fill with motivation. Without motivation learner cannot perform or learn a language. Motivation makes purposes clearly visible. Learning English is very challenging but if the learner has internal desire to learn English, he/she can do well. It is an internal or external desire in people, which increases learners' interest to learn a different language to achieve a goal.

1.1. Background of the Study

In 1900, Freud established a theory, which is called Psychoanalytic theory that emphasized the needs as a driving force for people. Later in 1940, Clark Hull proposed Drive theory (habit strength, four biological needs). After some years in 1948, B.F Skinner first pointed out about stimuli and reinforcement. After that in 1960, Rotter came with Social Learning theory and at the same year, Atkinson proposed Achievement Motivation. Attention has given on achievement alone with motivation. However, in Bangladesh, English is the most emphasized language but students face obstacles in learning it, which demotivate them to learn any language. Students who are coming from English background are enjoying attaining knowledge from Universities but those students who are coming from non-English background are suffering a lot and this situation often makes them demotivated to learn. Most of the students try to learn English because they want good result or grade that is external factor for learning a language. If the students learn a language by enjoying it, they will learn better. For this reason, they need internal motivation in them, which helps them to feel the language while they learn it. Motivation is the main and key factor for learning a second language. Keeping positive attitude and motivation in themselves for learning will surely succeed to attain their goal. Gardner defined motivation as; the combination of effort and desire to learn a language and favorable attitudes toward the language. Oxford and Nyikos defined motivations, "The degree of expressed motivation to learn the language is the most powerful influence on strategy choice" (Oxford and Nyikos, p.294). Learners can motivate by internal or external factors. They will learn a language because of self-satisfaction or for fun when they are motivated intrinsically. For example, someone can write a story because writing removes all the stress of that writer. On the other hand, they will try to learn a language for highly rewarded outcome when learners are motivated extrinsically. They will not learn with fun or personal experience. In addition to that, Brown (1994) defined motivation with certain terms like inner drive, impulse, emotion or desire and these terms motivate the learners to perform in a particular action. Oxford and Shearin (1994) mostly agreed with Brown, as they believe in self-desire to achieve a goal. So many researchers defined motivation differently. It is important to know the influence of motivation in students' performance as well. In Bangladesh, students in higher education are performing their tasks mostly in English, which is a second language for them.

This research will focus on the role of motivation in their performance and the influence of their teachers in motivating them.

1.2 Statement of the Problem

In Bangladesh, all books and instruction in higher level of education are in English. Some students are very eager, they enjoy and feel good to talk in English always but some students feel demotivated because they do not have self-confidence or desire to learn English. This study will explain the influence of motivation in learner's performance and teacher's role for motivating the learner's for learning English. This is very important to learn English. Motivation is an essential part for learning English. This study will focus on motivational factor of private university students and will find out a true picture of learners performance in learning a second language versus motivation level. In Bangladesh, most of the students come in University from non-English background as a result they face many obstacles to talk in a different language. Some students can overcome this problem because of their willingness to learn English and they can perform very well. On the other hand, many students want to pass the exam or to get good marks so we can say that they learn the language to gain something. Both of them can be successful but a person's self-interest is more essential to learn a language.

1.3 Objectives of the Study:

The objective of this study is to find out whether integrative motivation or instrumental motivation are effective for learners. This study is also emphasized on which types of motivation is effective for learners instrumental or integrative.

1.4 Significance of the Study

This study shows a real picture about the role of motivation in learning English. From this research, other researchers and academician will focus on the ways of improving self-motivation. This study will show many effective ways about improving motivation for them who are yet facing difficulties in learning a second language. This study can be fruitful for not only learners but also teachers as well. This study has highlighted many interesting and effective teaching materials for learning English. This nature of human always like changes that can be a great scope for improving motivation. Students may get bored when the teacher is delivering the lesson in a traditional way. By adding newer technological teaching aids can be effective in this regard. Funny videos, animated movies and other kinds of interesting teaching aids can show excellence.

1.5 Research Questions:

Research questions of the study focus on the following questions- Whether the tertiary level learners are integrative or instrumental motivated? Whether integrative or instrumental motivation is effective for learners?

1.6 Motivation and Types of Motivation

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 behaviorist 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 has its variety. According to sources, motivation is classified as intrinsic motivation and extrinsic motivation. Further, based on purpose it has divided into Integrative motivation and Instrumental motivation.

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.

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.

1.7 Limitations of the Study

There were some limitations in this study. Some students feel shy to show their weakness in English, some students did not give the answers with proper attention that can affect the results. Researcher faced some problems to interview the teachers. Some teachers were not available. Researcher does not get proper scope for observing classroom at different intake. This research can study further for better validity and reliability.

2. MOTIVATION IN ENGLISH LANGUAGE LEARNING

2.1 Definition of Motivation in English Language Learning

According to Cook (2000), it believes strongly that acquisition and learning are not related and that language can only be acquired. In Cook (2000) Acquisition/Learning Hypothesis, he draws a clear line between "acquisition" and "learning". Children acquire their first language unconsciously but adults learn a second language by consciously adopting rules of language and learning strategies. According to Krashen's Input Hypothesis, the teacher should provide students with optimal input, which is authentic, interesting and relevant.

Motivation is the most important factor among age, personality and motivation, which affect the Second Language Acquisition chiefly (Cook, 2000). Motivation is defined as "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect" (Keller, 1983). Specifically, for language learning motivation can be understood as learners' orientation with regard to the goal of learning a second language. Ellis (1994) considers motivation as the exertion; which learners contribute into learning a L2 because of their need or desire to learn it. It would argue that the nature of motivation has the relationship with such elements as cognition, feelings and emotions, and environment. Lightbrown and Spada (1993) define motivation in SLA as "a complex

phenomenon which can be defined in term of two factors: learners' communicative needs and their attitude towards the second language community". They assert that learners will be motivated to acquire understanding in community when they recognize the need to speak the second language in order to communicate or to fulfil professional ambitions. This is what Gardner and Lambert (1972) defined as integrative motivation and instrumental motivation. Specifically, integrative motivation is the desire to participate in the activities of the target language community and develop in their language (Gardner, 2001). Moreover, instrumental motivation means the desire to acquire a foreign language to find out employment, improve their self-cultivation, or improve the social status (Dörnyei, 2001; Gardner & Lambert, 1972).

2.2 Types of Motivation

Mainly motivation categorize into two types: intrinsic and extrinsic.

Intrinsic motivation is a drive that comes from within a person. People are intrinsically motivated when they enjoy doing an activity. Extrinsic motivation is a drive that comes from outside of a person. People are extrinsically motivated when they want to gain a reward (like a prize or a good grade) or avoid a punishment.

Generally, when someone already has intrinsic motivation, rewarding him or her can actually decrease their intrinsic motivation, making them less interested in the activity and therefore decreasing their performance. However, when someone is not interested in a subject—meaning they have no intrinsic motivation to learn about it—giving rewards can get them to participate in the activity, which might then spark some intrinsic motivation within them. Extrinsic motivation can lead to intrinsic motivation.

Richard and Edward (2000) have shown a detailed description of intrinsic and extrinsic motivation. According to them, "The most basic distinction is between Intrinsic Motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome". In classroom, one student is participating in tasks because he/she wants to avoid the teacher's hard word. Another student is performing in tasks as well to get the good attention from the teacher. Both have separate reasons for attending the tasks to attain some goals rather than enjoy the task. (Richard and Edward, 2000. p. 60).

Deci and Ryan (1985) had a clear concept about intrinsic motivation. From their perspectives intrinsic motivation is: Intrinsic motivation is in evidence whenever students' natural curiosity and interest energizes their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish (Deci and Ryan, 1985.p. 245).

Gardner and Lambert (1972) invented the framework for knowing about different types of motivation. They found two types of motivation: Integrative and Instrumental. Integrative motivation reflects learners' interest about the people and culture of a different language. Instrumental motivation happens for some reasons like, getting job, good result, bonus etc.

In addition to that, Sayeedur Rahman (2005) proved in his journal that, instrumental motivation is the main motivational situation for the undergraduate students to learn English as a foreign language in Bangladesh. Learners can have integrative or instrumental motivation in them. It depends on situation, desire and attitude. Integrative motivated learner performs better and they have the strong desire for it. They learn for enjoyment and to satisfy their hunger of curiosity.

Though researchers found that the, role of motivation can be different for different learners, but all type of motivation have energy and reason for learning a new language. Integrative motivation is relating with particular culture and people. “In the socio-educational model of second language acquisition it is proposed that integrative motivation is multi-dimensional, involving affective, cognitive, and behavioral components comprise four broad categories of variables, motivation, integrativeness, attitudes toward the learning situation, and language anxiety”. (Gardner, 2012. P. 216)

2.3 Theories of Motivation

The Social psychological period focused on role of learners’ social context and Socio interactions. During this period (1959- 1990), Gardner (1985) introduced the Socio educational model. That model exposes two factors of language learning those are ability and motivation. Learners who have higher level of ability and motivation will do better than the learners will with lower level. Those learners are goal oriented and more attentive towards language learning. They are eager to know about different materials and highly motivated to participate in language learning. Some learners have high ability and high or low motivation. Ability and motivation both related with formal and informal language learning context. Formal language learning happens through realization of language in classroom and informal language learning is learning through experience from everyday life, like learning from radio or television.

Dörnyei and Ushioda (2013) have discussed about motivation in a very descriptive way. From their perspective, motivation derives from the Latin verb “movera” which means, to move. Motivation influences to perform action and make some choices. They described motivation with two terms: direction and magnitude. They defined motivation more specifically with some points. They are: the choice of a particular action, the persistence with it and the effort expended on it. (p. 4). In detail, motivation helps learner choose specific action. In that, process motivation can work out to learn the language. Learners’ should expand their best effort to attain the goal. These three things can happen only if the learner has motivation or desire to learn. However, Motivation leads or guides the students to the possibilities. Students have some potentiality in them and they just need to believe in that. Motivation leads them to show or prove their potentiality. From every day conversations, motivation can define. Students have to activate their action always. It is like a process, which needs to be activate always. Students should persist towards their goal. All these actions are drive from one umbrella term motivation.

2.4 Role of Motivation in EFL in Bangladesh

Although there has been an increasing awareness and interest among language researchers and teachers simultaneously in the role of motivation in EFL, the concepts of integrative and instrumental motivational orientations and their implications in learning English as foreign language appear to be too limited to describe in Bangladesh scenario. Rukanuddin (2014) posits that the role of motivation in Bangladesh is different from other countries as students learn English only for instrumental motivation and integrative motivation is almost irrelevant due to the contextual and cultural reasons. For this reason, that majority of the students in Bangladesh learn English from the perspective of instrumental motivation with the purpose of easing their education and getting better employment and career opportunities both in home and abroad.

However, Bangladeshi students studying in Australia, Canada, United Kingdom and United States, with an intention to settle permanently in those areas, learn English with integrative motivation although their percentage is not significant (10.32%) in comparison to instrumental motivation (80.26%) (Rukanuddin, 2014). Moreover, according to Hussain & Masum (2016), “students learn English language for practical reason i.e. get a good score in public exams, securing a good job, getting opportunities for higher education and so on” (p. 185). Therefore, it is acknowledged that most of the students of Bangladesh possess instrumental kind of motivation for learning English. Furthermore, a major part of students wants to improve their professional prospects. These students have high instrumental motivation to learn English well, because a good competency of English will help them more considerably to get good jobs in companies or joint ventures having international exposure, to read technical materials, and to study abroad. Still, others are interested in the learning environment or encouraged by their previous success. These students have task and situational motivation. A few of them are interested by the target culture, as they are integrally motivated. Moreover, this section of students is attracted to adopt modern and western life style. Although the teaching and learning of English as EFL in Bangladesh is common but is still an intricate issue for students. They are taught to learn English to pass examinations, and to get a good job in future. Until now, the reasons for motivation towards learning English language are mainly instrumental. However, one of the important factors that restricts motivation of students is the prevailing Testing System that does not comprise speaking and listening skills of students. Certainly, a huge number of learners represent the core reason for learning English as a requirement for successfully passing the examinations. Therefore, it is suggested that institutional system of examination must be designed in such a way that it will work as a source of motivation for students to learn English.

2.5 Role of the Teachers

Madrid (2002) defined motivation by comparing it with many researchers’ theory. All the researchers agreed that, teachers are one of the important factors that can influence learners’ motivation. Teachers can engage students in long way of learning a new language. Ramage (1990) showed that, teachers should try to make the learners engage in their learning that can influence learners’ motivation to attain their desired goal. However, Dörnyei (2001) proposed this learning differently; it is learners’ perspective about the teaching strategies on them. Teachers can motivate students by implicating many different types of enjoyable strategies. It is very important to make the classroom atmosphere relaxed and friendly. Many students have the content in themselves but they cannot perform because of the lack of confidence. Teachers can motivate the learners by their positive attitudes. A teacher is the guide, mentor or facilitator. Teachers should make the learning process enjoyable and interesting for the students. They can use multimedia or new teaching aids in classrooms. Teachers should teach them about the culture of the language as well. That can make the students more interested to know or to learn about the language.

Teacher-Student relationship is another important factor for the motivation of the students. Teachers can make an interactive and friendly relationship with their students. Students can suffer from many personal or mental problems that can make them demotivate to learn a new matter. They can share their problems with the teachers, which can help the teachers to

understand better about their students' psychology. Oxford and Shearin (1994) showed five points that can be the teachers' role for motivating their students. They discussed the reason behind learning L2. Teachers should know about the specific reason of students learning and to make the students positive to attain their goal. They should teach the students about taking challenges and to achieve their desired goal. They can show the students about the benefits or the positive sides for language learning. It can make the learners' more goal-oriented and motivated for learning. Teachers can build a non-threatening environment for learning. Students can feel free to share everything in that context. The most important factor is the intrinsic motivation. Intrinsic motivation deals best with the L2 learning process. Teachers should try to motivate their students intrinsically. Students need to enjoy and feel the learning process. Learning can be easier, if the students make themselves intrinsically motivated. In this matter, Brophy (1998) says, "The simplest way to ensure that students expect success is to make sure that they achieve it constantly" (Brophy, 1998. p. 60)

2.6 Impacts of Motivation in English Language Learning

Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might call passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is link to the learner's passion. Moreover, instructors should find ways to connect to this passion.

Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can bring to a classroom setting. This is especially significant when English is important to the students' immediate needs, other than to pass exams. Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational strategies. Students should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits.

2.7 Strategies to Increase Language Learners' Motivation

Motivation fluctuates, and it is challenging to keep language learners' motivation at a high level all the time. When designing a language course, teachers must take into consideration that each learner has different interests and expectations. The following strategies are effective ways to increase language learners' motivation. Some strategies are:

- Create a Friendly Atmosphere in the Classroom
- Encourage Students to Personalize the Classroom Environment
- Create Situations in Which Students Will Feel a Sense of Accomplishment
- Encourage Students to Set Their Own Short-Term Goals
- Provide Pair and Group Activities to Develop Students' Confidence

- Connect Language Learning to Students' Interests Outside of Class

2.8 Context of the Study

In Bangladesh, all books and instruction in higher level of education are in English. In School English is also a compulsory subject. In some private Universities and English medium schools, English is a compulsory subject. Some students are very enthusiastic, they enjoy and feel good to talk in English always but some students feel demotivated because they do not have self-confidence or desire to learn a new language. This study will explain the influence of motivation in students' performance and teacher's role for motivating the students for learning a new language. This is very important to learn English. This is a second language for the students. Motivation is an essential part for learning any second language. This study will focus on motivational factor of private university students and will find out a true picture of different students, performance in learning a second language versus motivation level. In Bangladesh, many students come in University from non-English background and after joining there, they face many obstacles to talk in a different language. Some students can overcome this problem because are eager to learn a new language and they can also perform very well. On the other hand, many students want to pass the exam or to get good marks so they learn the language to gain something. Both of them can be successful but a person's self-interest is more essential to learn a language.

3. LITERATURE REVIEW

A good number of researchers has done research in the field of motivation in ESL/EFL. Researchers in this field have found in their research works that motivation is a significant factor in the area of English language learning. Learners can do better in learning English if they are motivated integratively. However, it often seen than learners are motivated instrumentally. In that case, teachers can motivate learners to learning English without any hesitation.

3.1 Literature Review

English is an international language, so many researchers all over the world have research on this field. In their research, they find out the problems or factor, which affect in learning English. In their research, they recommended or suggested their opinions regarding this area. Some well know researches are discussed below:

Gass and Selinker (2008) say that motivation has a powerful impact on the students' learning of a second language. They reflect based on studies that integrative motivation has better impact on learning than instrumental motivation. They also say that these results may vary from culture to culture.

Cook (2001) emphasizes 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.

Hedge (2000) conducted a study that investigated the motivation of few Japanese students who were studying English. This finding indicated that the most common reasons for studying English as a second language were for communication with people overseas, finding employment in a high-profile career, processing international information and understanding other cultures.

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.

Sayeedur Rahman (2005) proved in his journal that, instrumental motivation is the main motivational situation for the undergraduate students to learn English as a foreign language in Bangladesh. Learners can have integrative or instrumental motivation in them. It depends on situation, desire and attitude. Integrative motivated learner performs better and they have the strong desire for it. They learn through enjoyment to satisfy their hunger of curiosity.

Mohammad Rukanuddin (2014) in his study suggested that tertiary level of students are instrumentally motivated to learn English.

According to Jenifara Zaman (2015), students should try to enjoy the learning process as well as teachers should show positive attitudes for motivating their student's performance.

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.

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 integrative 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. Wlodkowski (1993) shows the importance that motivation has in the learning field. Motivation is relating 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.

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.

3.2 Summary of the Review

Many published researches recommended that that teacher should show positive attitudes for motivating students in learning English. On the other hand, most of the researches indicate that instrumental motivation plays significant role in English language learning. Some say that learners can have instrumental or integrative motivation. It depends on situation. Integrative motivated learner performs better and they have the strong desire for learning English.

4. RESEARCH METHODOLOGY

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to evaluate a study's overall validity and reliability. The methodology gives answers of the process of the data collection and analyzing data of a study. In more details, in this part the author outlines the research strategy, the research method, the research approach, the methods

of data collection, the selection of the sample, the research process, the type of data analysis. The methodology may include publication research, interviews, surveys and other research techniques. This chapter includes the procedure of collecting data from a selected population. It also includes the methods of collecting data along with the processed. The present study is quantitative research that is based on different research questions relevant to the role of motivation in the English language learning at tertiary level in Bangladesh. This chapter concludes by describing the validity, practicality and reliability of the study. This chapter shows the overall concept about the finding, analysis of data through questionnaire.

4.1 The Study Population and Sample

In research terms, a sample is a group of people, objects, or items that are chosen from a larger population for measurement. The sample should represent the population to ensure that we can generalize the findings from the research sample to the population as a whole. The sample of this study is more reliable because they are free from biasness and they gave their opinions without any pressure or hesitation. The sample of this study are around twenty-five to thirty male and female English language learners from two private universities of Mirpur and Uttara area. Among them most of the learners are female.

4.2 Instrumentation

Instrumentation refers to the process by which investigators attempt to measure variables or items of interest in the data-collection process. It is relating to not only instrument design, selection, construction, and assessment, but also the conditions under which the designated instruments are administered. The instrument is the device used by investigators for collecting data, survey, interview, classroom observations. In this study, data collection from the learners of tertiary level. Fifteen questions are selected as a questionnaire for the learners.

4.2.1 Questionnaire

A questionnaire is a part of a quantitative research where researcher selects questions for the selected sample in a study. In a questionnaire researcher, accepts a valid information from the respondents, without any biasness. A questionnaire defines as a research instrument that consists a set of questions or other types of prompts that aims to collect information from a respondent. A questionnaire is a mix of close-ended questions and open-ended questions; long form questions offer the ability for the respondent to elaborate on their thoughts.

4.2.1.1 Questionnaire for Learners

In this study researcher prepares a questionnaire for the students for getting the information regarding motivation in English Language learning. The students provide their own opinion in the questionnaire. There is a set of fifteen questions in the questionnaire where both open and close-ended questions are included in (Appendix A). Before answering the questions researcher, give clear ideas about the questions so that students can easily understand those questions. Researcher presents in the situation to get valid and reliable answer from the students and requested them to answer honestly of those questions.

4.2.1.1.1 Reliability of the Questionnaire

Reliability is a measure of the stability or consistency of the data collection of a research. Reliability is the degree to which a measurement instrument gives the same results each time that assumes that the underlying thing being measured does not change. It determines the truthfulness and accuracy of the results. In this research, the researcher conducted the study by using the same questionnaire for the students of two universities. Through this researcher, find the similarities in the answers of the students. Reliability of the questionnaire finds through the similarities in the answers.

4.2.1.1.2 Validity of the Questionnaire

Validity applies to both the design and the methods of research. Validity in data collection means that findings truly represent the phenomenon that claims to measure. Validity is one of the main concerns with research. "Any research can be affected by different kinds of factors which, while extraneous to the concerns of the research, can invalidate the findings" (Seliger & Shohamy 1989, 95). The researcher shows the questionnaire to different students, the supervisor checked the questionnaire, and he approved the validity of the questionnaire. The questionnaire required both the face and content validity because there is a direct association with the questionnaire with the research questions.

4.2.1.1.3 Practicality of the Questionnaire

Along with the validity and reliability a research has to be practical. The students' questionnaire is based on research questions so undoubtedly it is practical. Because of the practicality of the questionnaire of the questionnaire, students solve it within few minutes.

4.3 Data Collection Procedure

For collecting the data, the researcher visited the chairperson of two selected universities. Researcher describes them about the aim of this research. After that, they give permission of collecting data from their department. Chairpersons of those departments introduce me with the teachers and tell them about the researcher's aim of the study.

After that two teachers of two selected universities took me in the English language classroom and introduced me with the students. They told their students to help me in answering the questionnaire, which helped the researchers helped very much. Twenty to twenty-five students in total participated in the data collection procedure.

4.4 Data Analysis

Data analysis is a process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, informing conclusions and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, and is used in different domains. In today's world, data analysis plays a role in making decisions more scientific. In this study, data analyzed following the central research questions. The researcher analyses the data that was found from questionnaire, interview and classroom observation.

5. PRESENTATION AND DISCUSSION OF FINDINGS

This chapter includes the overview of the current research has been included the findings and discussion of learners' motivation and effectiveness of motivation in case of English language learning. Learners' motivational profile and question answers are given. Table, column and pie charts are given to show the percentage of the findings.

5.1 Learners' Demographic Profile and Question Answers

Learner's demographic profile consist of some important questions on learner's opinion about integrative or instrumental motivation in English language learning, and effectiveness of integrative or instrumental motivation in English language learning. To find out learners point of view about motivation in English language learning, researcher makes a questionnaire that is consists of 15th relevant questions. Both male and female learner's give the answer of those questions.

5.2 Presentation of the Findings

The principal outcomes of a research; what the research suggested, revealed or indicated. This usually refers to the totality of outcomes. The findings of the research are presented in the form of charts, different charts are used to show the results of the questions for learners to find motivational profile in English language learning. The researcher shows the result of this study in percentage that gives a clear idea about the result. There are fifteen questions and their answers clearly presented in this chapter through which researcher can justify the objectives of the study. In presentation section researcher will elaborate the questions and answers individually. There will be a brief summary of individual questions and answers. Presentation of the findings are given below-

5.2.1 Learners liking to learn English

Figure 1: Learners liking to learn English

Figure 1 explains a basis questions regarding the study. Before going to the main topics motivation in English language, learning it is important to know whether the learners like English language learning or not. Figure 1 explains whether learners in undergraduate likes to learn English or not. In the answer of this question 82% learners answer 'Yes' and 18 % answer 'No'. Most of the learners in undergraduate level like to learn English. From their own willingness that indicates, that most of the learners are integrative motivated in learning English. Others may have different instrumental motivation in learning English.

5.2.2 Learners' opinion about learning in English

Figure 2: Learners' opinion about learning in English

In Figure 2 researcher explains learners' opinion about learning in English. This question is to find out learners' integrative motivation. There were 5 options for this part. Most of the learners think that learning English is their enthusiasm. Some learners think that speaking in English is their challenge. Others are taking it as hobby or challenge. Very few learners take it as an irritation. In tertiary level most of the learners, are integrative motivated, some take it as their enthusiasm, some as hobby.

5.2.3 Learners emotion about learning English

Figure 3: Learners emotion about learning English

Figure 3 is about learners own feeling about speaking in English. Researcher find that 29 % learners felt confident, 15% learners feel confuse, 26 % learners felt nervous and 25 % shy and 5% learners embarrassed. The result shows that, many of the learners felt confident in speaking English, on the other hand, many learners nervous, shy, and confused while they are speaking in English. This figure express learners feeling regarding speaking English. That show that though most of the learners are integrative motivated but some of them feel confuse, nervous and shy in speaking English while others feel confident.

5.2.4 Learners' willingness to overcome the fear of learning English

Figure 4: Learners' willingness to overcome their fear of learning English

In figure 4 researcher, express learners' willingness of overcoming the fear of learning English. In that question 89%, learners answer positively that they want to overcome their fear of learning English. On the other hand, very few learners, 11% learners negatively answer. In sum up of figure 4 it is clearly expressed that a large number of learners want to overcome their fear of learning English. That is a positive overview of learners for learning English.

5.2.5 Reasons behind learners' willingness to improve English

Figure 5: Reasons behind learners' willingness to improve English

Almost all learners want improve their English proficiency. In figure 5, there are four options where 38% learners' answer they want to improve because of their self-satisfaction, 27% learners' answer that they want to get a better job, while 25% express that it is mandatory for their educational institutions and 10% say they want to impress others. Through this figure, it is clear that most of the learners want to improve their English because of self-satisfactions that is integrative motivation of learners, whereas some learners instrumentally motivated.

5.2.6 Job market bounds learners in learning English

Figure 6: Job market bounds learners in learning English

Figure 6 explains learners' opinion about job markets that bound learners in English language learning. The answer of the questions is divided into five categories, strongly agree, and agree, neutral, disagree and strongly disagree. 30% strongly agree and 24% agree on the question of job market bounds learners to learn English. Some learners, 22% learners are neutral, 19% disagree and 5% strongly disagree about the relation between job markets with learning English. Through most of the learners want to learn English from their willingness, still somehow job market relates with learning English.

5.2.7 Higher education stimulates learners to learn English

Figure 7: Higher education stimulates learners to learn English

In Figure 7 researcher explains learners' opinion about higher education that stimulates learners in English language learning. The answer of the questions is divided into five categories, strongly agree, and agree, neutral, disagree and strongly disagree. In that answer, 46% strongly agree and 32% agree on the question of higher education stimulates learners to learn English. Some learners, 13% learners are neutral, 6% disagree and 3% strongly disagree about the relation between higher education and learning English. Through most of the learners want to learn English from their willingness, still somehow higher education relates with learning English.

5.2.8 Reasons behind learners' nervousness while speaking English

Figure 8: Reasons behind learners' nervousness while speaking English

This Figure 8 is about learners' emotion of nervousness in speaking English. The researcher wanted to find out the reason behind their nervousness. Based on the chart below, 47 % students agreed on, it is not their native language and 19 % learners think their vocabulary is not that upgraded. The rest of the learners view was they feel afraid of mocking 10%, 16% answer that their grammatical knowledge is week and their pronunciation is not proper answered 8% learners At the end of the finding of the nervousness of learners in speaking English, it indicates that in spite of learners' integrative motivation in learning English language, their nervousness works while speaking English because of many external facts.

5.2.9 Possible extent by which learners want to learn English

Figure 9: Possible extent by which learners want to learn English

In figure 9, researcher finds out learners' extent of learning English. In response of this question, most of the learners answer positively. Among them 51% learners answer that they want to learn English in all positive ways, 20% expose that they will try their level best, where as 26% learners say they will learn from their teachers or mentors. In response of the question, very little, about 3% say they do not want give any efforts of learning English. In the answer of the question, make it clear that a larger number of learners want to learn English language from their willingness that indicates that most of the learners are integrative motivated.

5.2.10 Ways of overcoming learner's nervousness in learning English

Figure 10: Ways of overcoming learner's nervousness in learning English

Figure 10 shows how to overcome the nervousness. In regarding the answer, 36 % learners think that speaking in English with their friends and family continuously and 34% think to increase their confidence is the solution of nervousness. Whereas 23% agreed on upgrading their grammar and vocabulary and 7%, learners choose the option speaking in front of mirror. Learners high ambition of learning English and overcome their nervousness in their answer.

5.2.11 Ways of improving learner's English language learning

Figure 11: Ways of improving learners English language learning

Figure 11 explains learners thinking about improving their English language. In that, answer 24% learners think that reading academic books is right whereas 26% learners give their opinion about reading storybooks. Among rest of the learners 14% think practicing English, watching TV 19% and 17% learners decide to take teachers or mentors help. Therefore, what are the ways of learning English is less important than the fact that is they want to improve their English through integrative motivation.

5.2.12 Factors that motivate learners in English language learning

Figure 12: Factors that motivate learners in English language learning.

In figure 12 researcher directly goes to the question on the topics of motivation. Researcher wants to know what motivates learners in learning English. Surprisingly, most of the learners, 48% learners' answer that their willingness motivates them in learning English. On the other hand, 26% answer as for job purpose, 17% explain as for their academic purpose and 9% for the need of their today's world. Learners' willingness is the main cause of learning English. However, there are other cause of learning English but they are little in percentage.

5.2.13 Learners' opinion about the effectiveness of English language learning

Figure 13: Learners' opinion about the effectiveness of English language learning.

Figure 13 explains whether integrative motivation effective or instrumental motivation is effective for English language learners. There are two option for the required answer. In the answer 77%, learners answer that they learn English language from their willingness. On the other hand, 23% learners answer that they learn English for their academic, officials or job purpose. In sum up the answer if can be say that almost most of the learners learn English from their willingness that is they learn from their integrative motivation.

5.2.14 Learners' opinion about the effectiveness of self-directed learning

Figure 14: Learners opinion about the effectiveness of self-directed learning.

Researcher wants to know the opinion of learners about the effectiveness of self-directed learning is explained in figure 14. In the answer of that question, 73 learners strongly agreed with the researcher and 18% agreed. While 5% was neutral, 4% disagreed in their answer. The answer is reflected that most of the learners believe that self-directed learning is more effective in English language learning. This answer of the learners clear that integrative motivation is more effective than instrumental motivation.

5.2.15 Learners' opinion about the reasons for that English language learning can be effective

Figure 15: Learners' opinion about the reasons for that English language learning can be effective.

In figure no 15, the last question of the questionnaire researchers explains learners' opinion about the reasons for which English language learning can be effective. Most of the learners, 68% think that learning can be effective if learners learn for their self-satisfaction. On the opposite 12% think for academic purpose, 13% think for job purpose and 7% think that for impressing others. Though few learners give different opinion but a large number of learners think that learning English can be effective if they learn for their self-satisfaction. It became clear that most of the learners goes on the side of integrative motivation.

5.3 Discussion of the Findings

This study is about the role of learner's motivation in English language learning. In this study researcher, also focus on whether tertiary level learners are integrative or instrumentally motivated. Along with this researcher find out whether integrative or instrumental motivation is effective for English language learning.

Almost all the researcher agree that integrative motivation is more effective than instrumental motivation in learning English language. M. Maniruzzaman and S.M.F 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. To find out this researcher prepare a questionnaire, there were fifteen questions in that questionnaire. After analyzing the data researcher find out positive response that is most of the learners in Bangladesh at their tertiary level, learn English from their integrative motivation. Along with that most learners believe that integrative motivation is more effective than instrumental motivation.

Before going to the research questions, researcher started questionnaire with some basic questions. Those basic questions are related with the research questions. At the very beginning, question no 1 to 4, researcher wants to know about learners liking to learn English, how they take learning English, their emotion about speak in English and their willingness of overcoming the fear. In the findings researcher found that most of the learners want to learn English. They take learning as their enthusiasm, hobby, and challenge. While they have confidence, confusion, nervousness, shyness in speaking English, but almost all the learners want to improve their fear for learning English. From those findings of those basic questions, it becomes clear that learners want to learn English. However, there might have some reason behind their learning English, but the focus was on their motivation of learning English. The result shows positive answer that learners are motivated in learning English and most of them take learning English as their enthusiasm.

In question no 5, researcher want to know the reason behind learner's willingness of improving their English proficiency. Again, there comes positive outcome that most of the learners want to improve their English proficiency that is most of the learners want this because of their self-satisfaction. Though some learners want this for getting good jobs, higher education, but majority of learners want to improve their proficiency from their internal motivation.

On the next two questions of questionnaire researcher found that there are some external reasons behind learners learning English. Those are job market and higher education. While some learners agree with this point, on the other hand, some remain neutral and some disagree on this point. Those two questions make it clear that in spite of learner's willingness of learning English, sometimes some external facts bound them to learn English. After that researcher found the reasons behind their nervousness, on the other hand their integrative motivation, raise their willingness of English language learning in the findings of question no 8 and 9. Sometimes learners feel nervous in speaking English because it is not their native language, some are afraid of mocking and other have vocabulary, grammatical problem along with pronunciation. In the findings of question, no 10, 11 and 12, researcher found the integrative motivation of learners in English language learning. Researcher wanted to find out learners' level of willingness in learning English. In that answer, most of the learners give positive feedback. After that, they positively choose their efforts of improving or learning English. In those answers, learners select many ways of improving English. There are many ways of improving English; learners

also have integrative motivation to learn English that is reflected in their answers. Those answers make it clear as like mirror that integrative motivation has great influence at the tertiary level learners. At the finishing questions (13, 14, and 15), researcher found that most of the learners think that if they learn from their willingness than it will be effective than learning for external reasons. Learners give positive feedback in the effectiveness of self-directed learning that is integrative motivation. In the finding of the last question researcher found that, most of the learners give positive answer that is; learning can be effective if learners learn from their integrative motivation. The assumption of researcher is become clear by the learners answer that is integrative motivation is more effective for English language learning.

In the sum up of the discussion, it is found that integrative motivation works behind learners learning English and at the same time learning can be effective if there is integrative motivation behind English language learning.

6. CONCLUSION AND RECOMMENDATIONS

This study introduced many aspects and perspective of the role of learner's motivation in English language learning. There are some purposes of researcher to choose this area. Researcher chose this area to find out the importance or role of learners' motivation in English language learning. To find out the effectiveness of integrative or instrumental motivation is another perspective of this study. According to the hypothesis, researcher found out the result of the hypothesis through questionnaire from the learners' answers. After analyzing the data researcher, provide some recommendation for learners and further research.

6.1 Summary of the Findings

In Bangladesh and other countries, many researchers work on the field on motivation. Most of them found that motivation play an important role in English language learning where integrative motivation considered effective then instrumental motivation in English language learning. M. Maniruzzaman and S.M.F 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. The researcher proved on this study that most of the learners of Bangladesh at tertiary level are integrative motivated and researcher found that integrative motivation is more effective than instrumental motivation.

In the questionnaire researcher gradually comes to the research question. Firstly, researcher wants to know their liking to learning English, most of learners in their tertiary level likes to learn English. After that researcher wants to know the reason behind their learning English that is, most of learners wants to learn English from their willingness. Learners answer make it clear that most of the learners are interactively motivated to learn English language. To the answer of the effectiveness of learning English, most of learners think that learning can be effective if learners learn for their self-satisfaction that indicates that integrative motivation is more effective than instrumental motivation.

6.2 Recommendations

After analyzing the findings researcher recommends some issues for the learners that will be helpful for them in English language learning. First learners should learn from their willingness. They should not learn for impressing others or for getting good jobs. Learners should not learn for getting good marks or academic purposes. External motivation that is

instrumental motivation cannot bring a successful learning rather internal desire for learning can be effective and lifetime achievement for learners.

In the previous researchers also found that, integrative motivation is more powerful than instrumental motivation. Researcher suggests that learners should learn from their self-satisfaction because self-regarded learning or integrative motivation in English language learning is more effective than instrumental learning.

6.3 Recommendation for the Further Researches

This study revealed that most of the learners in English language learning have positive attitude in learning and most of them are integrative motivated in learning English language. It also found that most of them think that integrative motivation is effective then instrumental motivation. However, some more problem can be solved in further researches. The problems are- Teachers should motivate learners for integrative motivation and about the effectiveness of integrative motivation. Authority should arrange some events that can rise learner's integrative motivation.

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