



RESEARCH ARTICLE

ROLE OF MOTIVATION IN EFL LEARNING: A STUDY ON ENGLISH DEPARTMENT STUDENTS OF BANGLADESH UNIVERSITY OF PROFESSIONALS

Most Farhana Jannat¹, Md Nahid Hasan² and Khadija Akter Onee³

1. Most Farhana Jannat, Assistant Professor, Dept. of English, FASS, Bangladesh University of Professionals.
2. Md Nahid Hasan, Lecturer, Dept. of English, Bangladesh Army University of Science and Technology.
3. Khadija Akter Onee, Lecturer, Dept. of English, FASS, Bangladesh University of Professionals.

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Abstract

This paper portrays the role of Motivation in the department of English students of Bangladesh University of professionals in learning the English language. It deals with how it works for EFL learning in conjunction with the influence of two types of motivations in EFL learning. The study's objectives are set based on the two types of motivations. First, the survey method has been employed to collect data. After collecting data, it has been analyzed and based on the findings; the researcher gives some recommendations.

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Introduction

Motivation is a multidimensional structure defined differently by different psychology and other social sciences researchers. Dörnyei (1998) comments that although the term 'motivation' is often used for academic and research purposes, it is somewhat surprising how little agreement there is in literature with the exact meaning of the concept. It is associated with effort, wants, wishes or desires, effortful behaviour, and the feeling and sentiment related to learning a second language (Gardner, 1985). According to Dörnyei&Ushioda (2011), Motivation is the quantity of effort devoted to a specific behaviour. It is not easy to define as it describes human behaviour and has long been seen as a significant variable in effective Second language learning. They have also mentioned that most L2 motivation investigators agree that Motivation comprises effort, persistence, and a guided behaviour of choice. Motivation in SLA refers to how much effort a language learner makes to achieve a specific goal. Because the desire to achieve a prearranged objective and the Motivation to strive for this objective are preconditions, we cannot say that learners who like to learn a second language are motivated, but when they attempt to learn a second language and efforts to do so, it can be said that they have been encouraged to learn a foreign language. Therefore, 'motivation' is not a general structure and cannot be measured by a single measure, for example, only by likes or dislikes (Gardner, 1985).

Objectives of the Study

The general objective of this paper is to explore the role of the Motivation of English department students of Bangladesh University of Professionals in EFL learning. The Specific objectives are-

1. To find out the intrinsic Motivation in EFL learning.
2. To find out the extrinsic Motivation in EFL learning.

Corresponding Author:- Most Farhana Jannat

Address:- Most Farhana Jannat, Assistant Professor, Dept. of English, FASS, Bangladesh University of Professionals.

Literature Review

A large and growing study of Motivation, in particular, examines what part it may play in SLA, starting with Gardner and Lambert's two different types of the early statement instrumental and integrated Motivation. Consequent studies have examined the role of each, including various studies focusing on one type or another (Neff, 2007). In terms of instrumental inspiration, Gardner and MacIntyre (1991) suggest that a desire to improve language skills based on language-related goals, such as qualification or promotion, can be an effective stimulus in some second language contexts. Dörnyei & Ushioda (2013) divided Motivation into two types. However, these two types of Motivation are direction and magnitude to them. They defined Motivation more specifically with some points, such as choosing a particular action, persistence, and effort expended on it. Gardner and Lambert (1972) divided Motivation into two categories: One is integrative, and another is instrumental. Integrative Motivation focuses on learners' interest in the people and culture of a different language, while instrumental Motivation happens for some reason: getting a job, good result, and bonus.

Dörnyei (1990) views integrative Motivation as the Motivation for students to improve their skills to assimilate them into the target language culture better is seen as a significant consideration in the psychology of foreign language learning. However, he argued that dividing students' motivations into materials and integrating sections could be a false dilemma. Though inspiration in multiple forms can be seen as a critical role in SLA, a more specific search may affect language functions' involvement. On the apparent positive impact, inspiration can be applied to developing language skills. The language will be translated for success in performance, i.e., highly motivational students may spend more time preparing and being employed for performance-oriented tasks such as role-playing or presentation, resulting in better assessment. Although two types of motivations, namely instrumental or integrative, play a vital role in students' approaches towards language learning, these are not inevitably sufficient to meaningfully overcome any mental anxiety towards L2. This variable appears to have a measurable effect on oral performance (Neff, 2007). Gardner (2012) stated that intrinsic and extrinsic Motivation leads a learner to learn a second language. Though they have different activities to play, these two variables are connected. Learners' intrinsic Motivation can be hindered by an uninteresting or strict classroom atmosphere; social expectations or rewards can motivate them again. Motivation differs from learner to learner, but all types of Motivation give energy and Motivation for learning a new language.

Motivation to learn the language is often felt by teachers and students, and similarly, it plays an essential role in explaining failures and successes in language learning (Dörnyei, 2001). Thus, it is challenging to explain Motivation's role in SLA because of numerous motivational theoretical frameworks. Success in learning a second language is often linked to 'motivation'. It is a concept most commonly used to explain the failures or successes of language learning (Zareian and Jodaei, 2015). Dörnyei (2005) states, "motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent" (p.65). Therefore, there is an increased need for research on the actual application of L2 motivation techniques to motivate language learners in different classrooms, which can be further investigated by combining the characteristics of different students with the skills of the techniques (Csizér, 2017). Scovel (1978) suggested that the "the most direct and simplest" (p. 129) way is to classify Motivation as intrinsic and Extrinsic Motivation. The research done since that time has shown Motivation to be a much more complex phenomenon.

Kabir (2015) stated that most of Bangladesh's students possess instrumental Motivation for learning English. Furthermore, a significant part of students wants to improve their professional prospects. Therefore, these students have high instrumental Motivation to learn English well. A good English competency will help them get good jobs in companies or joint ventures, have international exposure, read technical materials, and study abroad.

From the literature review, it is clear that many studies have been conducted on the role of Motivation in the field of SLA, but no significant study has been conducted to date which is concerned with the role of Motivation in EFL learning motivation in the department of English students of Bangladesh University of Professionals.

Methodology

The study attempts to explore the role of the Motivation of English department students of Bangladesh University of Professionals in second language learning. The study is quantitative. The data have been collected through a questionnaire of 65 students from the English departments of Bangladesh University of Professionals. In the

questionnaire, there are 11 items of close-ended questions. The findings of close-ended questions of the present study are shown through the pie charts. The researcher has selected his sample randomly. The data of this study have been collected from the students through Google Form. Questionnaire forms have been distributed through Google drive among the randomly selected students. The survey reports (close-ended questions) have been analyzed by Google Form. In the present study, the results are presented through the pie charts. Then both reports are compared with related literature to find the results.

Results and Findings of the Study

The data have been collected through questionnaires. In the questionnaire, there are 11 items of close-ended questions. The findings of close-ended questions of the present study are shown through the pie charts.

Intrinsic Motivation: The reason for speaking English

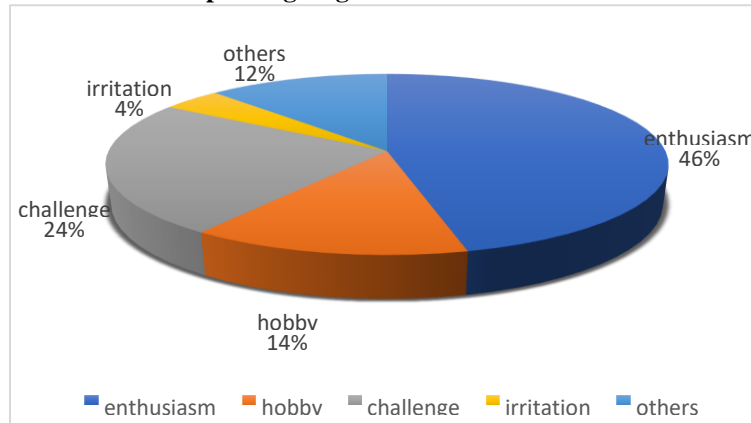


Figure 1:- The reason for speaking English.

The chart shows the learners' opinions about speaking in English. 46% of students agree that speaking in English is their enthusiasm. 24% of students agree that it is a challenge. 14% of students say that it is their hobby. The rest of the students chose the options irritation and others.

The mental feeling while speaking English

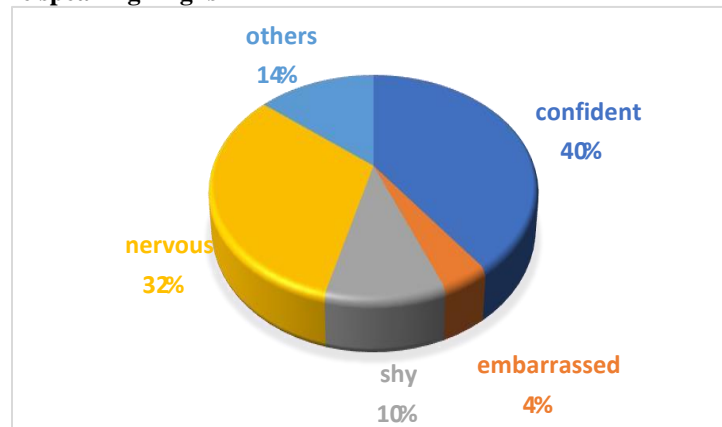
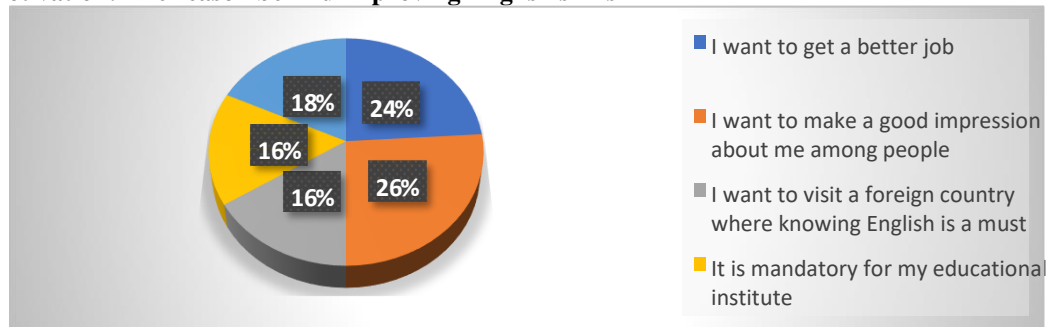
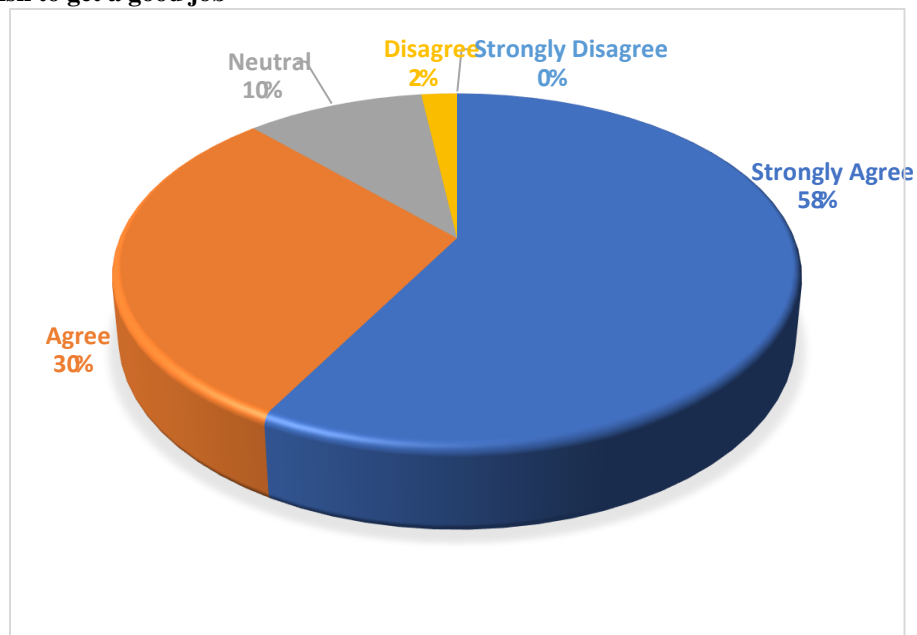


Figure 2:- Mental feeling while speaking English.

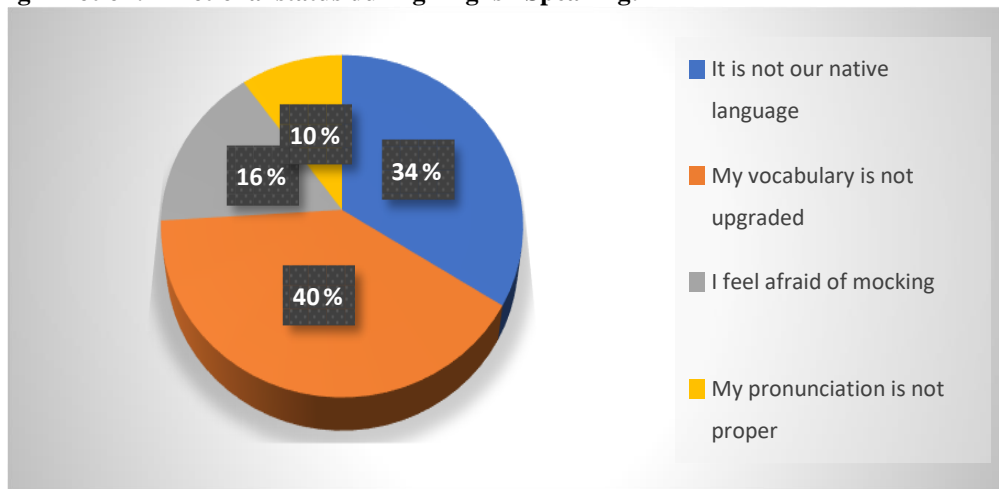
The charts show learners' feelings about speaking in English. The chart shows that 40 % of students felt confident, 32 % felt nervous, 10% felt shy, 4% felt embarrassed, and 14% supported the options others felt about speaking in English. The result shows that most students felt nervous, embarrassed, and shy while speaking English.

Extrinsic Motivation: The reason behind improving English skills**Figure 3:-** The reason behind improving English skills.

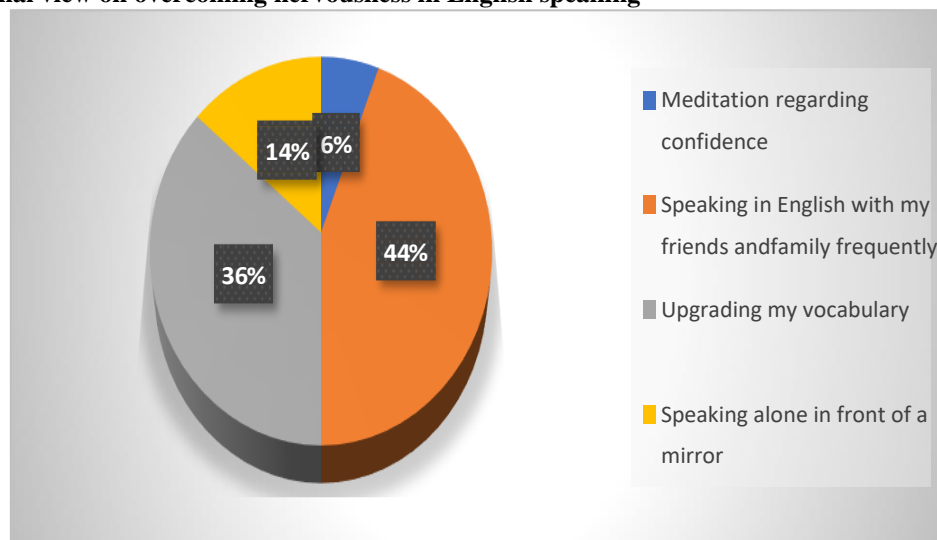
The chart shows the findings on extrinsic Motivation. The chart shows that 26% of students agree that they speak English because they want to make a good impression. 24% of students also think they want to get a good job. 16% of students think of improving their English proficiency by visiting a foreign country where knowing English is a must. The same result came for the fourth option and that English is mandatory in their educational institution. 18% of students have different perspectives on learning English. Gardner and Lambert (1972) found two types of Motivation: Integrative and Instrumental. Integrative Motivation focuses on learners' interest in the people and culture of a different language, while instrumental Motivation happens for some reason: getting a job, good result, bonus, etc.

To learn English to get a good job**Figure 4:-** To learn English to get a good job.

The chart explains the stimulation of the job market 58% of students chose the option strongly agreed, 30 % of students agreed, 10 % were neutral, 2% of students disagreed, and none of the students strongly disagreed. The results show that the job market stimulates students to learn English. Students want to learn English to get a good job.

Regarding Emotion: Emotional status during English Speaking:**Figure 5:-** Emotional status during English Speaking.

The pie chart is about students' emotions of nervousness in speaking English. The researcher wanted to find out the reason behind their nervousness. Based on the chart below, 40% of students agreed that they feel nervous because their vocabulary is not upgraded. 34% of students feel nervous because English is not their native language. 16% of students' view was that they feel afraid of mocking and that 10% of students feel nervous because their pronunciation is not proper. Gardner (2012) stated that intrinsic and extrinsic Motivation leads a learner to learn a second language. Though they have different activities to play, these two variables are connected. Learners' intrinsic Motivation can be hindered by a lack of boring or strict classroom atmosphere; social expectations or rewards can motivate them again.

The personal view on overcoming nervousness in English speaking**Figure 6:-** Personal view of overcoming nervousness in English speaking.

The pie chart above shows how to overcome nervousness. 44% of students think that speaking in English with their friends and family continuously is nervous. 36% of students choose the option of upgrading their vocabulary. 14% of students chose to speak alone in front of a mirror. However, only 6 % agreed on meditation regarding confidence.

Regarding Motivation Tools: Students' efforts to improve their English

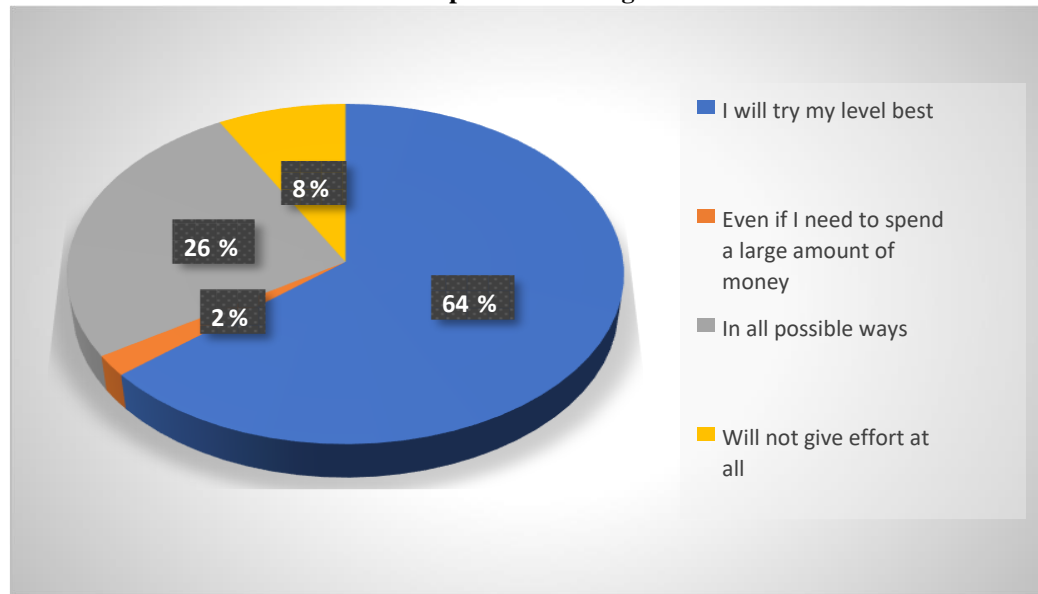


Figure 7:- Students' effort to improve English.

The pie chart explains the extent of Motivation. 64 % of students choose the option they will try their level best to learn English. 26 % of students also agreed in all possible ways. 2% agreed to spend money on learning and the rest 8% of students the last option.

An individual strategy to improve English

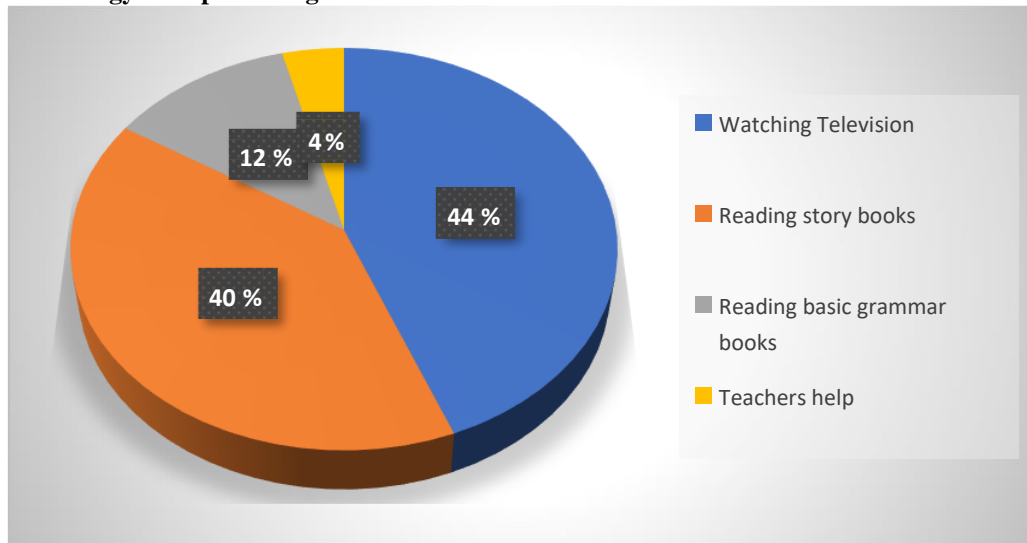


Figure 8:- Individual strategy to improve English.

The chart shows students' thinking about improving their English skills. 44% of students' answer was watching television. 40 % agreed on reading storybooks. 12% answered reading basic grammar books and the rest of the students think teachers help. According to Dörnyei and Ushioda (2013), Motivation helps a learner select an action, and thus learners will give their best effort to achieve their goals. However, learners have some potentialities, and Motivation leads them to show or prove their potential.

The environment of the English Classroom

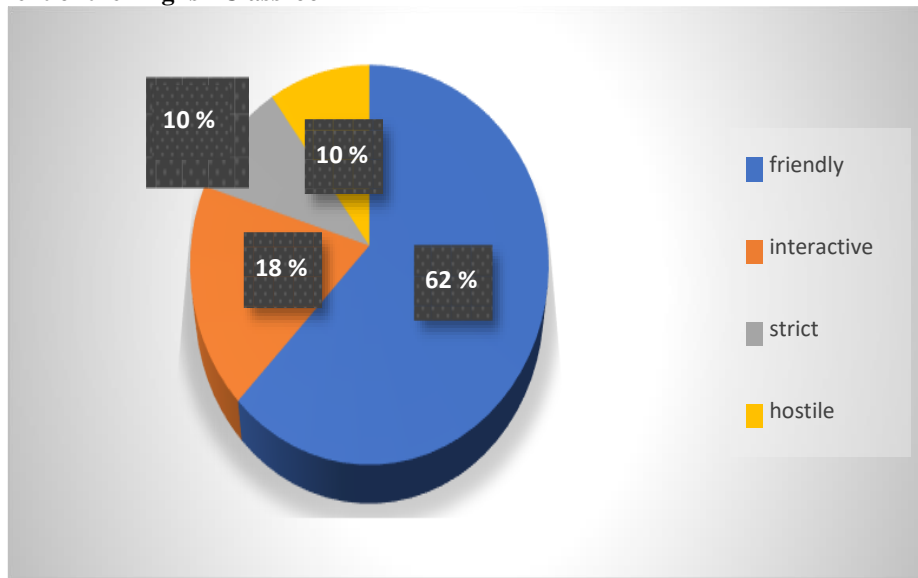


Figure 9:- The environment of the English Classroom

The chart explains the environment of the Classroom. 62% of students agreed that it is friendly. 18% think interactive. Other students think that it is strict and hostile. The result shows that the class-rooms environment is safe and friendly for the students.

Students' perception of English Materials

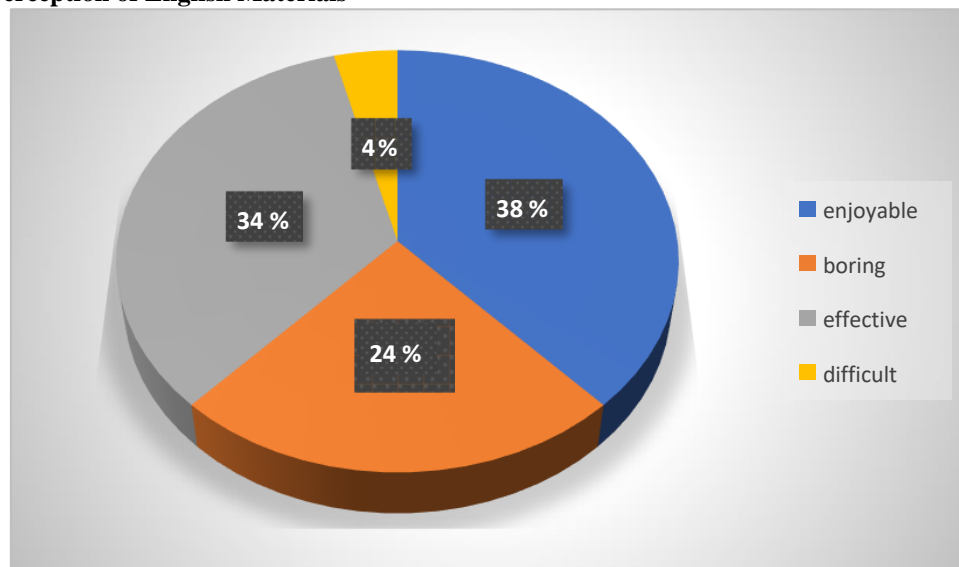


Figure 10:- Students' perception of English Materials.

The chart is about the teaching material for teaching English. 38 % of students agreed the materials were enjoyable, 34% of students agreed their materials are effective. 24 % of students think that it is boring. The rest 5% of students think that it is difficult. So, this finding can be a reason for demotivation in learning.

The frequency levels of using English in the Classroom by the students

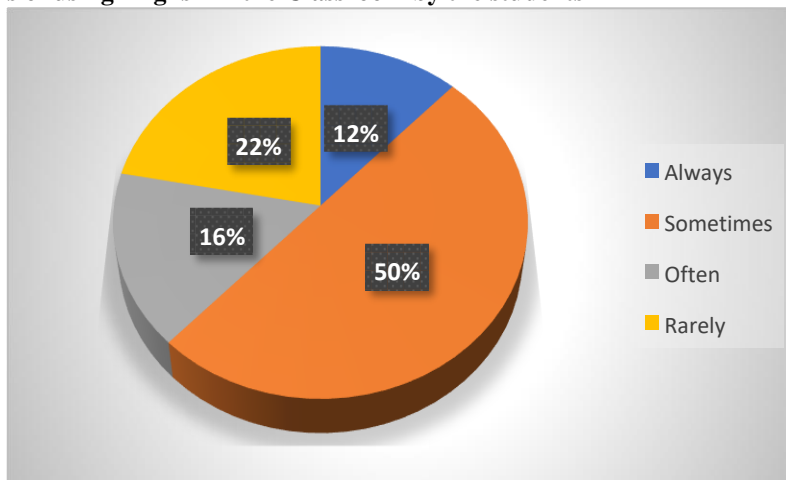


Figure 11:- The frequency levels of using English in the Classroom by the students.

The chart shows how frequently students are using English in the Classroom. 50% of students are using English sometimes in the Classroom. 16% of students are using it often. 22% of students rarely use English, and the rest of the students use it always.

Findings of the Study

The study explores the role of the Motivation of English department students of Bangladesh University of Professionals in EFL learning. All the researchers agreed that Motivation is a crucial factor in EFL learning. High Motivation and high ability help learners to learn a language. After the analysis of the data, the researcher found some positive outcomes of Motivation:

1. Students are learning the language for their satisfaction or desire. The learners' intrinsic Motivation influences learners' desire to learn.
2. Many of the students are taking language learning as a challenge. It is a signal of a positive attitude towards language learning.
3. Students want to improve their proficiency in English because they want to get a better job and make a good impression on the people.
4. Job market and future career work as the external Motivation of learners, simulating the learners' Motivation to learn English.
5. The classroom atmosphere is now friendly and interactive.
6. Some students feel bored with the materials, but they are less in number.
7. Formal and informal contexts help students in learning.
8. Most students felt nervous and shy, which is a negative outcome.
9. Some students lack confidence and too much consciousness about grammar.
10. Motivation helps students stay focused, and students need that to motivate themselves for their performance.
11. The majority of the students are trying to overcome the problem. Most students prefer to improve their English proficiency by reading storybooks and watching TV as external motivational tools.

Recommendations

The present study is about the Role of Motivation in EFL Learning: A Study on English Department Students of Bangladesh University of Professionals. Based on the analysis of the data and findings, some recommendations are put forward:

1. Students should try to enjoy the learning process that will help them to be more successful.
2. Students should try to speak English more in the classrooms.
3. Students should develop their grammatical knowledge.
4. Students should work on their English pronunciation.
5. Students should focus first on improving their fluency in English speaking.

6. Students should learn and practise English vocabulary every day.
7. Students should try to be self-motivated.
8. Students should show an interest in learning a foreign language.
9. Students should be cooperative and interactive with the teachers.

Conclusion

Intrinsic and extrinsic motivations are opposite to each other. Intrinsic Motivation is related to learners' interest, while extrinsic is related to achievement. Intrinsic Motivation first came out from animal behavior. This study attempts to find out the role of Motivation in EFL learning on the students of the department of English of Bangladesh University of Professionals. The study has gathered information about the importance of Motivation in students' performance. After collecting data from the students, the researcher has found that many internal and external factors motivate the students to learn a language. Though there are many negative motivations, students still are motivated enough as they take learning the English language as a challenge.

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Appendix A

1. Speaking in English is my:
 - a) Enthusiasm
 - b) Hobby
 - c) Challenge
 - d) Irritation
 - e) Others
2. While speaking in English, I feel:
 - a) Confident
 - b) Embarrassed
 - c) Shy
 - d) Nervous
 - e) Others

3. I want to improve my English proficiency because:
 - a) I want to get a better job
 - b) I want to make a good impression about me on people
 - c) I want to visit a foreign country where knowing English is a must
 - d) It is mandatory for my educational institute
4. The job market stimulates you to learn English.
 - a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly disagree
5. While speaking in English, I feel nervous as:
 - a) It is not our native language
 - b) My vocabulary is not upgraded
 - c) I feel afraid of mocking
 - d) My pronunciation is not proper
6. I think I can overcome nervousness by:
 - a) Meditation regarding confidence
 - b) Speaking in English with my friends and family frequently
 - c) Upgrading my vocabulary
 - d) Speaking alone in front of a mirror
7. To what extent you can give your effort to learning English:
 - a) I will try my level best
 - b) Even if I need to spend a large amount of money
 - c) In all possible ways
 - d) Will not give effort at all
8. I like to improve my English by:
 - a) Watching Television
 - b) Reading storybooks
 - c) Reading basic grammar books
 - d) Teachers help
9. The English classroom environment is
 - a) Friendly
 - b) Interactive
 - c) Strict
 - d) Hostile
10. The materials used in teaching English are:
 - a) Enjoyable
 - b) Boring
 - c) Effective
 - d) Difficult
11. How frequently do you use English in the Classroom:
 - a) Always
 - b) Sometimes
 - c) Often
 - d) Rarely