

Looking into the Motivation of Non-English Major Undergraduate Students in Bangladesh : A Private University Scenario

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Abstract: The role of motivation is a powerful key factor in second language learning, and students' successful learning mostly depends on the motivation. This paper intends to focus on the motivation of non-English major undergraduate students in a private university of Bangladesh. The study mainly aims at finding out whether our students are instrumentally or interactively motivated in learning English. In this study, 105 non-English major undergraduate students were selected from a leading private university of Dhaka, who had completed a questionnaire, consisting of 16 questions. The findings of the study revealed that students' instrumental motivation was higher than their integrative motivation. Most of the students were driven by instrumental motivation toward learning English for utilitarian as well as academic purposes. However, students' integrative motivation was significant too. This study could help the teachers to understand and intensify non-English major students' motivation towards English language learning.

1. Introduction

"Learning a language other than one's mother tongue needs a strong motivation, without which learning may change into an overbearing and cumbersome process" (Zarei & Zarei, 2015:264). Certainly, learning any language is always challenging and tough and motivation is considered one of the essential factors in the language learning process, especially in learning English as a foreign (EFL) or second language (ESL). As Oxford & Shearin (1994 : 12) state "motivation is extremely important for L2 learning, and it is crucial to understand what our students' motivations are."

In Bangladesh English has received a greater importance and plays a significant role in our education system as English is taught as a

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compulsory subject from primary level to higher secondary level. In this regard, Khan (1999 : 2) opined:

At present, Bangladesh can no longer be considered as an ESL situation as English occupies the status of a major foreign language. English is a compulsory subject in the curriculum and one that is highly valued as prestigious....there is heightened awareness of the importance of English, and young people both in rural and urban areas are keen on learning English.

Moreover, the medium of instruction is English for all disciplines, including economics, law, business studies, engineering, and science etc. in all private universities “though there was no clear indication about the choice of the medium of instruction” (Rahman, 2005 : 4). Furthermore, Rahman (2005 : 3) notes “the role of English in Bangladesh is purely functional as English is used as an international link language”. As a result, many private universities offer different English language courses as credit courses along with the core courses, such as English Fundamentals (ENGL 100), English Composition (ENGL 101), Public Speaking (ENGL 102), Advanced Reading and Writing Strategies (ENGL 103) etc. The design of these English language courses are more or less uniform in all private universities, and both English and non-English major students completing those courses as a compulsory subject to sharpen their four basic English language skills for academic, professional or personal purposes. In spite that English proficiency level especially who major in different subjects related to science, engineering, and business administration remains unsatisfactory in the private university.

There are several factors that might be related to students’ proficiency in English and motivation is one of them. Probably English and non-English major students may not have the same kind of motivation to study English. Actually, the education system in Bangladesh has three main division-Bangla medium, English medium, and Madrassa system. In addition, most of the non-English major undergraduate students are of Bangla medium background who may find difficult learning English at a private university where all class lectures, recommended textbooks, classroom activities and educational approaches are in English. Students do not enjoy English class because they cannot grasp

easily English lectures which seem burden on them as well as it may create dissatisfaction among them. It is also undeniable fact that non-English major students always prefer their core courses than English language courses. As a consequence, some students want to get average marks or just want to complete English language courses without any target that affecting their learning achievement. Additionally, some students get serious about getting a good score in the examination. At the same time, it has been also found that some students show their interest in the culture of the English-speaking world. Therefore, it is necessary to find out our Bangladeshi non-English major undergraduate students' motivation types regarding learning English.

2. Purpose of the Study

The focus of the study is to find out which motivation does play among non-English major undergraduate students in a private university of Bangladesh whether our students tend to have a stronger instrumental motivation or integrative motivation toward learning English.

3. Literature Review

3.1 Motivation

“Motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 2001 : 51), and “a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity” (Loewen & Reinders, 2011 : 119). We find Ur (1996) talks about motivated learner rather defining motivation. She (1996) asserts:

It is easier and more useful to think in terms of the ‘motivated’ learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant as well as more productive: hence the importance of the topic for teachers. (p. 274)

Gardner (1985 : 10) defines L2 motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”. According to

Light brown & Spada (2001 : 33) 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”.

Undoubtedly, motivation plays a driving force, and a student’s academic success or failure truly depends on his/her motivation for learning a second language. In this regard, McDonough (1983 : 142) remarks “motivation is one of the most important and influential factors for students’ success or failure in learning a second language”, and “the more motivation a learner has, the more time he or she will spend learning an aspect of a second language” (Spolsky, 1989 : 148). With similar views, Gardner (2006 : 241) expresses that “students with higher levels of motivation will do better than students with lower levels”.

We cannot deny Learners attitudes which are also another important factor related to motivation. Brown (1981) uses the term ‘attitudes’ to refer to the set of beliefs that the learner holds towards members of the target language group and also towards his own culture. Gardner and Lambert (1972) identify motivation in terms of the L2 learners overall goal or orientation, and attitudes as the persistence shown by the learner in striving for a goal. Gardner (1979) also suggests that attitudes are related to motivation by serving as supports of the learners overall orientation (Ellis, 1985 : 117).

It is important to note, individual learner differences another relevant factor in the case of SLA. According to Ellis (1985):

There are two basic possibilities regarding which aspect of SLA is affected by individual learner factors. One is that differences in age, learning style, aptitude, motivation and personality result in differences in the *route* along which learners pass in SLA. The other is that these factors influence only the *rate* and ultimate *success* of SLA. (p. 99)

3.2 Motivation Types

3.2.1 Integrative & Instrumental Motivation

A growing mass of research has offered valuable insights into motivation for academic success. The most extensive research into the role of motivation in SLA was introduced by Gardner and Lambert (1972). They introduced integrative and instrumental motivation. An

integratively motivated learner wants to learn target language in order to integrate into the target language group. In this regard, Brown (2002 : 153-154) says "an integrative motive is employed when learners wish to integrate themselves within the culture of the second group, to identify themselves with and become a part of that society" and "subjects who select integrative reasons over instrumental ones as indicative of themselves evidence higher levels of motivational intensity" (Gardner, 1985 : 53). According to Finegan (1999 : 568) "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation". In contrast, instrumentally motivated learner wants to learn English language for a utilitarian value or some practical reasons. In this regard, Norris- Holt (2001) declared:

With instrumental motivation, the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

Motivation is an essential element for second language learning; however, many researchers still finding which kind of motivation is affecting more L2 learners. Some researchers prefer integrative motivation than instrumental to maintain long-term success (Gardner, 1985; Ellis, 1997; Crooks, G. & Schmidt, R.W. 1991; Gass & Selinker, 2001; cook, 2001). On the other hand, some researchers prefer instrumental motivation which is more influential for the L2 learner to maintain short-term success where the learners have little or no opportunity to use the target language as well as to interact with the target language community (Shaw, 1981; Oxford, 1996; Dornyei, 1996). Lukmani (1972) showed in her study that instrumental motivation was more significant in India where most of the learners are mainly instrumentally motivated towards English language learning. Norris-Holt (2001) asserts that "instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second

language acquisition.” Gardner and Lambert (1972) believe that the integrative/instrumental distinction reflects a continuum, rather than alternatives (Ellis, 1985:118). Both integrative and instrumental motivation can work together for language learning as Dornyei (2001) expressed his views (2001) that integrative and instrumental motivations are not found to be at the opposite ends of a continuum. They are positively related and both are affectively loaded goals and can produce learning. They both may be in return enhanced by better proficiency and higher achievement in the target language (cited in Kitjaroonchai & Kitjaroonchai, 2012 : 23).

3.2.2 Intrinsic & Extrinsic Motivation

In Self-Determination Theory, Deci and Ryan (1985) have been identified intrinsic and extrinsic motivations. Intrinsic motivation comes from learners’ internal factors. When a learner is intrinsically motivated he/she wants to learn English language for enjoyment or really wants to study English for self-satisfaction. In contrast, extrinsic motivation comes from learners external factors. Actually extrinsically motivated learners want to learn English for external rewards such as money, praise, promotion, status etc. Harmer (2001) also talks about intrinsic and extrinsic motivation. He (2001 : 52) notes that “some students have a clear goal, fed by a strong extrinsic motivation to achieve it. Others have an internal intrinsic drive which has fired them up.”

3.2.3 Global, Situational & Task Motivation

Brown also defines three types of motivation: (1) global motivation, which consists of a general orientation to the goal of learning a l2; (2) situational motivation, which varies according to the situation in which learning takes (the place the motivation associated with classroom learning is distinct from the motivation involved in naturalistic learning); (3) task motivation, which is the motivation for performing particular learning tasks (Ellis, 1985 : 117).

From the above discussion, it is seen that motivation has been classified into various types, such as integrative and instrumental, intrinsic and extrinsic, global, situational and task motivation etc. In addition, the present study mainly gives priority on students’ integrative and instrumental motivation.

3.3 Related Studies

In Bangladesh, only a few studies have been carried out to explore the students' integrative and instrumental motivation to learn English. Most of the studies show that in Bangladeshi context motivation is different from other countries because instrumental motivation has a strong effect than integrative motivation among students. Haque (1994) has found in his research that the learners of English in Bangladesh are mostly instrumentally motivated. Later Maniruzzaman & Haque (2000) had completed another research on the motivation of Bangladeshi students. The findings of the result were contradictory because they claimed that integrative motivation had a stronger influence on Bangladeshi students than instrumental motivation. A more recent study has been carried out by Rahman, Nuruzzaman, & Chanda (2016) on motivation in learning English language at tertiary level in all the Disciplines at Khulna University. They have also found a similar result that integrative motivation is the major motivational orientation for the undergraduate students to learn English. On the other hand, Rahman (2005) reveals in his paper that Bangladeshi learners learn English for instrumental reasons rather than integrative motivation. As we find Rahman (2005) was suspicious about Gardner's integrative motivation which can be debatable in Bangladeshi context and wrote:

For a Bangladeshi student, integrative motivation may mean to integrate and becoming part of the English educated privileged part of the society. A student might want to become a part of English-educated society of Bangladesh and to emulate that way of life rather than becoming a native speaker of English, culturally and linguistically. (p. 22)

In her research, Chowdhury (2009) examines motivation on 64 students of Aprivate University in Bangladesh. She shows that Bangladeshi undergraduate students possess a strong instrumental motivation towards learning English. Moreover, in another study Rukanuddin (2014) finds a similar result that instrumental motivation has a stronger influence on the undergraduate students of Bangladesh in learning English than the other types of motivation. He (2014) notes:

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. (p. 97)

Quadir (2008) has conducted a study with 355 Bangladeshi university students on motivation and strategy to learn spoken English. She identifies instrumentality is one of the crucial motivational factors of learning spoken English and learners' intrinsic motivation is not strong enough to promote for using speaking strategies. Another research of Quadir (2011) examines the differences in motivations of English and non-English major university students to learn English oral communication where she finds a positive relationship between extrinsic motivation and attitude in both groups of learners.

Many considerable types of research and investigations have been also done on motivation toward learning English in different language and culture contexts. Vaezi (2008) had conducted a study on 79 non-English major Iranian undergraduate students. She showed that Iranian students had very high motivation and positive attitudes towards learning English and they are more instrumentally motivated. In the research of Al-Tamimi & Shuib (2009) showed that instrumental motivation was the primary source of the Yemeni petroleum engineering students toward learning the English language. In another study conducted on 137 major Thai students, Kitjaroonchai & Kitjaroonchai (2012) demonstrated that students' instrumental motivation was slightly higher than their integrative motivation. In Bandung, Jefiza (2012) found in her research that most of the students were motivated extrinsically rather than intrinsically in learning English language. Moreover, Zhao (2012) showed that non-English major Chinese students were stimulated to learn English mainly by extrinsic and instrumental motivation. Later another research was conducted on 300 non-English major Chinese students by Jin (2014). She revealed that students had strong integrative motivation toward English language learning. In Taiwan, Tsai & Chang (2013) carried out a survey with 857 students from a technical university and they revealed that most of the learners were prone to instrumental rather than integrative motivation in terms of learning English. In Pakistan, Ahmed,

Aftab & Yaqoob (2015) examined on students' motivation and showed that most of the students were extrinsically motivated toward English language learning.

Based on all these researches and findings, it is seen that most of the students are instrumentally motivated toward learning English. Importantly, students' motivations can vary according to their different culture and context. That's why many researchers showed instrumental motivation is the dominant factor; further, some studies focused on integrative motivation among students toward learning English. It is worth taking into consideration that both integrative and instrumental motivation to be very essential components in the context of EFL/ESL to attain the desired goal. Regarding motivation, our Bangladeshi non-English major undergraduate students' may have instrumental or integrative motivation towards learning English which is the main interest of this study. As a teacher, we need to know students motivation in learning English so that we can help them to enhance their motivation instrumentally and interactively.

4. Research Methodology

4.1. Participants

The participants in this study were 105 non-English major students from a private university, namely Stamford University of Bangladesh. Among 105 students, 32 from Pharmacy (BPH), 24 from Electrical & Electronic Engineering (EEE), 27 from Civil Engineering (CEN), 12 from Microbiology (MBO) and 10 from Film & Media Studies (FLMS). All participants were Bengali native speakers and English was a compulsory subject in their S.S.C and H.S.C level even still they are doing English credit courses.

4.2 Instruments

In this study, a questionnaire (see Appendix) was designed based on the attitude/ motivation test battery (AMTB) developed by Gardner (1985) and Clement et al. (1994). The questionnaire was designed according to Bangladeshi students' context. Questions are adapted from the original 7 pointed Likert scale format. They are adapted to a 5 point scale which ranged from strongly disagree to strongly agree. They are rated as

follows: Strongly Disagree- 1, Disagree- 2, Neutral- 3, Agree- 4, Strongly Agree- 5. The questionnaire consists of 16 Questions. Questions no. 1-8 are designed to measure the students' integrative motivation and question no. 9 -16 to measure their instrumental motivation towards learning English.

4.3 Data analysis procedure

The questions in the questionnaire were set to obtain information about their driven motivations as a non-major English student. The result of the survey conducted among the participants was counted into frequency, percentage, mean and overall mean. Students' integrative and instrumental motivation also has been shown by a bar graph. As all the participants were the direct students of the researcher, she managed to collect questionnaire in her scheduled class time. The questionnaire was delivered to each of the one hundred-five students during class time. From the responses of the participants, the researcher finds out the motivation of students.

5. Results

5.1 Findings from integrative motivation

Table 1 is to investigate the students' integrative motivation. In response to Q1, it shows us that 83.8% students like English and enjoy learning it. It has been found that 77.13 % want to know the culture, civilization and socio-economic condition of English speaking society (Q2). We find 89.52 % students believe that knowing English language means knowing about the world (Q3). 53.32 % students response positively that they like English movies, art, and literature whereas 20% students remain neutral in this regard (Q4). In response to Q5 and Q6,

80.94% wants to communicate freely with the English native speakers and 76.18% is interested in participating freely in the activities of other cultural group. In response to Q7 (I study English because I want to keep in touch with foreign friends and acquaintances) only 11.41 % students agree with the idea whereas 58.84% students dismiss the idea. Finally, 19.99 % students consider English people (British/ Americans) as kind, friendly and cheerful but 57.13% students response negatively in this regard (Q8).

If we compare the mean scores of the questions in integrative part that students were strongly motivated in Q 3, Q1 and Q5 with the respective statements that 'I study English because I believe if I know English language, I can know about the world, M=4.35', 'I study English

Table 1: Integrative Motivation: (frequency, percentage and mean score)

Items of integrative motivation						M
	1	2	3	4	5	
I study English because ..	F/P	F/P	F/P	F/P	F/P	
Q1. I like English and enjoy learning it.	3	6	8	37	51	4.20
	2.85	5.71	7.61	35.23	48.57	
Q2. I want to know the culture, civilization, and socio-economic condition of English speaking countries	2	8	14	49	32	3.96
	1.90	7.61	13.33	46.66	30.47	
Q3. I believe if I know English language, I can know about the world.	1	6	4	38	56	4.35
	0.95	5.71	3.80	36.19	53.33	
Q4. I like English movies, songs, art and literature.	6	22	21	36	20	3.4
	5.71	20.95	20	34.28	19.04	
Q5. I want to communicate freely with English native speakers.	3	5	12	36	49	4.17
	2.85	4.76	11.42	34.28	46.66	Over all mean 3.56
Q6. learning English allows me to participate more freely in the activities of other cultural groups.	2	8	15	49	31	3.94
	1.90	7.61	14.28	46.66	29.52	
Q7. I want to keep in touch with foreign friends and acquaintances.	30	32	31	8	4	2.27
	28.57	30.47	29.52	7.61	3.80	
Q8. English people (British/Americans) are kind, friendly and cheerful.	49	11	24	16	5	2.20
	46.66	10.47	22.85	15.23	4.76	

(1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree; F=Frequency; P=Percentage; M=Mean)

because I like English and enjoy learning it, M=4.20', and 'I study English because I want to communicate freely with English native speakers, M=4.17'; on the other hand, in Q 2 and Q6 showed the students' moderate motivation that 'I study English because I want to

know the culture, civilization and socio-economic condition of English speaking countries, $M=3.96'$ and 'I study English because learning English allows me to participate more freely in the activities of other cultural groups, $M=3.94'$. In comparison to other questions, Q4, and Q7 showed students' low level of motivation with the respective statements that 'I study English because I like English movies, songs, art and literature, $M=3.4'$, 'I study English because I want to keep in touch with foreign friends and acquaintances, $M=2.27'$, and Q8 'I study English because English people (British/Americans) are kind, friendly and cheerful, $M= 2.20'$ had the lowest mean in integrative part. With an overall mean score of 3.56, we see many students seem to have the integrative motivation and want to know about the target language. However, our students do not consider English speaking people as kind, friendly, cheerful because most of the Bangladeshi students do not get the chance to contact with English speaking people to know about their culture or human nature; in addition, they gain some knowledge about English people through print and electronic media such as textbooks, magazines, movies etc. Regarding integrative motivation, Rahman (2005:17) wrote that "in Bangladesh's context this could overlap to know other nations' culture through English as a tool to know more about others and could be very much an instrumental orientation for Bangladeshi students". He (2005) further explained:

Unlike, a multilingual country such as India, where native speakers are frequent because of a blooming Tourism industry, missionary work, NGOs, spiritual seekers and as a part of globalization process, it may not be unusual for the students to interact with the native speakers. But Bangladeshi students seldom interact with the native speakers. (p. 22)

In Bangladeshi context, it is not easy to stimulate integrative motivation among students where Bangla is used solely as a medium of communication and students are taught English for some useful purposes.

5.2 Findings from instrument motivation

Table 2 shows that 49.51% students agree that they study English because of compulsory course (Q9). In response to Q10, a few students (39.04%) want to pass in their English language courses although 51.42% want to increase their CGPA (Q11). 70.47% students response positively regarding obtaining high marks in IELTS, GRE, TOFEL, SAT etc. (Q12). 82.85% students agree to go abroad after graduation (Q13).

88.56% students show positive agreement that they want a good job by studying English (Q14). 68.56% students think that studying English will help them to operate computer and internet (Q15). Finally, 73.33% students believe that English is the symbol of good education and it will increase their social status (Q16).

Table 2: Instrument Motivation: (frequency, percentage and mean score)

Items of instrument motivation	1	2	3	4	5	M	
	F/P	F/P	F/P	F/P	F/P		
I study English because ...							
Q9. it is a compulsory course.	12	23	18	24	28		3.31
	11.42	21.90	17.14	22.85	26.66		
Q10. I just want to pass my English language course.	25	27	12	30	11		2.76
	23.80	25.71	11.42	28.57	10.47		
Q11. I want to increase my CGPA.	10	21	20	23	31		3.41
	9.52	20	19.04	21.90	29.52		Overall mean 3.71
Q12. I want to obtain high scores in exams like IELTS, GRE, TOFEL, SAT etc.	2	13	16	35	39		3.91
	1.90	12.38	15.23	33.33	37.14		
Q13. I want to study abroad after graduation.	2	8	8	36	51		4.2
	1.90	7.61	7.61	34.28	48.57		
Q14. I want to get a good job in future.	1	2	9	39	54		4.36
	0.95	1.90	8.57	37.14	51.42		
Q15. I want to operate computer and internet.	1	13	19	45	27		3.8
	0.95	12.38	18.09	42.85	25.71		
Q16. I think knowing English is a symbol of good education and it will increase my social status.	5	7	16	35	42		3.97
	4.76	6.66	15.23	33.33	40		

(1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree; F=Frequency; P=Percentage; M=Mean)

If we compare the mean scores of the questions in instrumental part that students were strongly motivated in Q 14 and Q 13 with the respective statements that 'I study English

because I want to get a good job in future, $M=4.36'$, and 'I study English because I want to study abroad after graduation, $M=4.2'$; on the other hand, Q 16, Q 12 and Q 15 showed the students' moderate motivation with the respective statements that 'I study English because I think knowing English is a symbol of good education and it will increase my social status, $M=3.97'$, 'I study English because I want to obtain high scores in exams like IELTS, GRE, TOFEL, SAT etc. $M=3.91'$, and 'I study English because I want to operate computer and internet, $M= 3.8'$. But in, Q 11, Q 9 showed students' low level of motivation with the respective statements that 'I study English because I study English because I want to increase my CGPA, $M=3.41'$, 'I study English because I study English because it is a compulsory course, $M=3.31'$, and Q10 'I study English because I just want to pass my English language course. $M=2.76'$ had the lowest mean in instrumental part. With an overall mean score of 3.71, we can say most of the students have high instrumental motivation toward learning English. In Bangladeshi context students learn English for its utilitarian use, such as to get a good job, to go abroad for higher studies and to increase social status.

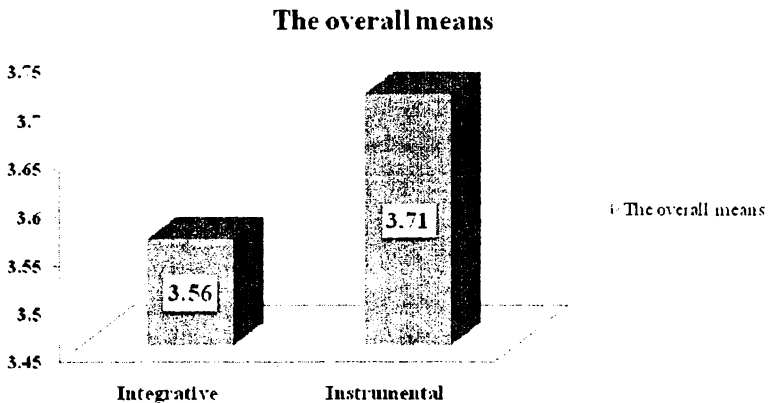


Figure 1. The overall means of students' integrativeness and instrumental

Figure 1 shows that the overall mean scores of students' instrumental motivation ($M=3.71$) is higher than their integrative motivation

($M=3.56$). Based on the above data, it can be said that in Bangladesh the majority of non- English major undergraduate students have strong instrumental motivation toward learning English. "It has been found that generally students select instrumental reasons more frequently than integrative reasons for the study of language" (Norris-Holt, 2001). Furthermore, she (2001) commented that "one area where instrumental motivation can prove to be successful is in the situation where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target group." The point is that Bangladeshi students hardly get any chances to meet English people or even to use English to interact with the native English speakers. Accordingly, it is not surprising in Bangladeshi context because most of the students want to learn English for academic purposes as they see their target language as an instrument in order to get something rewarding. Notwithstanding, we cannot deny that our students' integrative motivation is also remarkable for learning English language.

6. Limitations of the Study

The research was conducted on a small group where one hundred and five students took part in the investigation process, and they were all private university students and from the same Institute. If one more private university in the city were covered, it could provide more solid information. Another limitation of the study is that the students' data is collected through questionnaire. Through the questionnaire, the findings reflect mere opinions of students about their motivation. Interview with the students and teachers could have been more helpful to collect appropriate data. The findings of this study do not have the required authenticity to be generalizable.

7. Conclusion

The findings of the study reveal that instrumental motivation is more dominant and stronger than integrative motivation among non-English major undergraduate students at a private university in Bangladesh. Most of the students are instrumentally motivated who want to learn English as a tool for getting good jobs, future career, higher education, and social status. In Bangladeshi context, it is really a positive approach of our students to have a strong desire towards the utilitarian use of

English as a second language learner as well as non-English major student and “it, nevertheless, creates a good opportunity for the English language teachers and policy makers to increase the opportunities and promote the standard of English in Bangladesh” (Chowdhury, 2009 : 122). It is worth mentioning that our students’ integrative motivation is also notable. The study result presents that a high number of students are conscious of the importance of English and they want to know the culture of English speaking countries. It will be challenging to foster integrative motivation among Bangladeshi students since most of them know about English native speakers through electronic and print media.

In sum, it is necessary to raise our students’ confidence for developing English language; in addition, modern teaching techniques, needs-based curriculum, modern teaching aids etc. are also needed to make classroom interactive and interesting so that students can conveniently motivate in the English language classroom. It can be assumed that learners who are more motivated obviously she or he will perform better than those who are less motivated. As a teacher, we should use fruitful strategies to utilize non-English major students’ instrumental motivation as well as to enhance integrative motivation in learning English effectively and interestingly.

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Appendix

Survey Questionnaire

This questionnaire is designed to conduct a research on “Looking into the Motivation of Non-English Major Undergraduate Students in Bangladesh: A Private University Scenario”

Please complete the following statements to reflect your opinion as accurately as possible. Please put a tick mark on your answer. The data collected through this survey will be kept strictly confidential and will be used for the academic research only.

Thank you very much for your time and opinion.

Demographic information:-

Name of the Participant _____

Name of the Department _____

Semester/Trimester _____

Age _____

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I study English because ...					
1 I like English and enjoy learning it.					
2 I want to know the culture, civilization and socio-economic condition of English speaking countries.					
3 I believe if I know English language, I can know about the world.					
4 I like English movies, songs, art and literature.					
5 I want to communicate freely with English native speakers					

- 6 Learning English allows me to participate more freely in the activities of other cultural groups.
- 7 I want to keep in touch with foreign friends and acquaintances.
- 8 English people (British/Americans) are kind friendly and cheerful.
- 9 it is a compulsory course.
- 10 I want to pass my English language course.
- 11 I want to increase my CGPA.
- 12 I want to obtain high scores in exams like IELTS, GRE, TOFEL, SAT etc.
- 13 I want to study abroad after graduation.
- 14 I want to get a good job in future.
- 15 I want to operate computer and internet.
- 16 I think knowing English is a symbol of good education and it will increase my social status.

