



Volume 7. Issue 1.

Article 4

Title:

Orientations and Motivation in English Language Learning: a Study of Bangladeshi Students at Undergraduate Level

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Abstract

This paper analyzes and determines the various socio-psychological orientations of the undergraduate students of private universities of Bangladesh towards learning English. The study focuses on what is considered as the two most important social psychological variables: attitude and motivation. Domain use is also investigated to know the present linguistics reality of Bangladesh and features importantly in describing the motivational orientations of students. In effect, the research ultimately shows that students focus on English for its 'functional role' (i.e. its utilitarian value) in limited and discrete domain areas where knowledge of English is required. The author contends, therefore, that the Bangladesh linguistic reality impacts these important socio-psychological factors of the learners and ultimately shape their idea about learning 'English'. The investigation also demonstrates that the learners learn English for 'instrumental' reasons as opposed to previous research conducted in Bangladesh, which concluded that 'integrative motivation' as being the dominant motivational orientation for the students to learn English. This study of the social-psychological variables of the students will possibly

provide additional insights in better identifying existing motivational challenges and in taking a more realistic perspective about the ELT (English Language Teaching) situation in the country. Finally, some recommendations on future directions for this research area in Bangladesh have been highlighted.

Introduction

A substantial amount of research has been conducted in the study of motivation in second/foreign language learning. Gardner and Lambert (1959) Clement, Gardner, and Smythe. 1977; Gardner, Smythe, and Clement (1979) conducted extensive research on attitude and motivation and their correlation with linguistic performance of learners. They proposed that the successful learner of a L2 must be psychologically prepared to acquire symbolic elements of a different ethno-linguistic community, and to impose elements of another culture into one's own life space (Khanna & Agnihotri, 1994). However, the applicability of the findings of the research of Gardner, Clement et al (1979) may be questionable in a predominantly and consistently monolingual country like Bangladesh.

The primary purpose of this study is to examine individual and social variables in learning English as a foreign language and to investigate the domains of English of relevance to the undergraduate students of the private universities in Bangladesh. A socio-psychological investigation of the learner is important in both understanding the learning situation and the learners' mindset towards English.

This paper highlights that Bangladeshi students learn a foreign language mainly for its utilitarian value rather than integrative motivation. In this context, the work of Gardner and Lambert is highlighted to show that the very definition of instrumental and integrative orientation is debatable and problematic in regard to the motivation for Bangladeshi students toward English language learning. Whereas Gardner's socio-educational model may still hold true for certain countries, it may not be applicable for Bangladesh, considering the country's linguistic realities including domain usage.

With the present learner-centric teaching process where the teacher is the only monitor,

the most effective way to get insights into the learning process is to study the learner's attitude towards learning English language. The learner's attitudes relate immediately to the language-learning situation and the environment as a whole. It is generally agreed that positive attitudes facilitate the learning process, though attitudes do not necessarily determine behavior. After all, attitude is one of the variables which affect behavior. An investigation into learner's attitudes is a means by which language teachers, education planners, syllabus designers and researchers can gain greater insight into the language learning /teaching process. Kachru (1994) mentions, 'Attitude concerning the ontological status of the verities of English is one of the keys to understand the role of English in its world context'.

For an obvious reason adult learners at the university level have been selected. The fact is that young children, especially in schools are more ambivalent in terms of job objective. As well as they may not have a genuine interest in acculturation. It is more appropriate to investigate the attitudinal and motivational level of graduate students, as the issue of psychological maturity comes into the fore. As they are expected to have a better understanding of their future careers, their attitude would obviously be different and that would influence their learning process.

Status of English in Bangladesh: A Brief Overview

The role of English in Bangladesh is purely functional as English is used as an international link language. Unlike India, English is not used as an interpersonal and inter-institutional communication and there is seemingly no possibility of English becoming the *lingua franca* in Bangladesh. But English has been used for years and for different purposes and gradually it is becoming part of the socio-cultural system. As the use of English is increasing day by day in different forms, there is significant evidence of use of English along with Bangla as code-mixing and code-switching (Banu & Sussex, 2001). There could evolve a variety of English inevitably in Bangladesh, like India or Pakistan where such a kind of deviation 'represents not a failure to control English, but a

natural consequence of the social conditions in the immediate environment' (Gumperz, 1964).

Since birth as an independent country, Bangladesh has witnessed an over-whelming importance of 'Bangla everywhere' (the *Bangla Procholon Ain* or Bangla Implementation Act was implemented in 1987), which inevitably affected and limited the use of English in the socio-cultural domain. This provides an adequate 'background to the policy decisions and the current status of English' (Banu & Sussex, 2001). On 19 January 1989, English was introduced as a compulsory language from Class I to class XII with students having to qualify in both English and Bangla in the board examinations. Moreover, at the university level, in addition to the regular courses, English was introduced as a compulsory subject in many disciplines since 90s. Because of faulty language policies since 1972, English was set back and English education suffered tremendously, leaving a vacuum which is yet to be filled. Interestingly, instead of having different political ideologies on the concept of nationalism, all the leaders of subsequent governments of the country, since independence, stress on shedding the so-called dominance of 'imperial English', and assigning new roles to Mother Tongue (*Bangla*) in public life. But English has continued to be an important part of the communication matrix, especially of urban educated Bangladeshis. Professor Zillur Rahman Siddiqui (2003) regrets that 'we lack a definite national policy on language, based on consensus of the people and that is the main reason of the apparent downfall of the overall standard of both English and Bangla' (*Translated by author*). While the government continually tried to establish *Bangla* everywhere, the space and the role of English, though not defined, could not be ignored due to strong presence of English as the language of international correspondence.

Since the enactment of Private University Act 1992, Bangladesh witnessed a significant growth in the number of private universities, especially in the cities. For example just alone in Dhaka city there are already 52 private universities, all of which are recognized by the University Grants Commission (UGC). Though there was no clear indication about the choice of the medium of instruction, interestingly in all private universities, the

medium of instructions is inescapably English. Banu and Sussex (2001) observes “Although the charters of the private university have no reference to the language of instruction to be used, what is interesting is that all these are English-medium institutions....in fact private universities are a natural extension of the English-medium schools”. Most of them offer highly specialized courses like Accounting , BBA(Bachelor in Business Administration) with Majors and Minors in Economics, Finance, HRM (Human Resource Management), Management, MIS(Management Information System), Marketing etc., Bachelors in Science & Engineering courses, Environmental Science, MBA (Masters in Business Administration), and so on. In contrast to the deteriorating English standard in the public universities, private universities with well-equipped language laboratories and highly trained teachers are now attracting students in flocks, and thus playing a vital role in elevating the number English speakers in the country. The language syllabi in the private universities are essentially need-based and aim to develop skills of reading, writing, listening and speaking. The English courses are of three credits, and are included as compulsory prerequisites to different core courses. They are designed not only to check the deteriorating English standards, but also to allow the students to compete in the job markets. Students of these universities have to go through basic Communication Skills courses. English courses are taught as a credit courses along with the core courses. The design of language courses in these universities are more or less uniform, and their objective is to enhance students reading, writing, listening and speaking skills. For example, at the American International university (AIUB) all t students have to go through three major Communication Skills courses- *Communication Skill 1*, *Communication Skill 2*, and *Business Communication*.

The first course, *Communication Skills 1* is a remedial English, which helps the students to speak better, as well to recognize and to use basic rules of English language. The course is taught in a communicative approach and all the modules are interactive in nature. The *Communication Skill 2* is an advanced writing course where students are taught to write different styles of writing, such as descriptive, narrative, expository, comparative and contrastive, cause and effect, essay writing etc. The final course is

purely a course of professional correspondence; students learn various types of communicational aspects related to organization and business affairs.

Since, the private-university concept is very recent in Bangladesh and all the English courses are still in the development phase, it is useful to evaluate the motivational tendencies of the students at the university level, in gaining better insight into understanding and advancing their English learning. Therefore, the questions addressed through this research include, 1). To what extent the undergraduate student of Bangladesh are instrumentally or integratively oriented towards English learning? and 2) what is the intensity of use of English in different domains?

Attitudes, Motivation and Second Language Learning

There is a wide variety of factors such as: *age, attitude, motivation, aptitude, amount of exposure, and anxiety etc* in second language learning. These are also responsible for individual differences in learning a second (L2) / Foreign Language (FL). In social psychology, it is a widely accepted fact that learner's individual differences have significant impact on the learner's overall L2/FL performance. That is why the major focus of the recent research in social psychology has been on various social psychological variables like, attitude, motivation, age, aptitude, anxiety, intelligence etc, and their impact on Second Language Acquisition (SLA). Gardner (1985) proposes that second language acquisition is 'truly a socio-psychological phenomenon. It is concerned with the development of communication skills between an individual and members of another cultural community.

The major area of investigation has been done on attitude, motivation, and their subsequent relation to second Language performance (in addition to intelligence). The main problem, as seems, arises from the very definition of various terms used in social psychological research, especially : *attitude* and *motivation*. It is not always clear in SLA research what the distinction is between attitudes and motivation (Ellis 1985:116). To review the relevant research in this area let us look into the definition for our better

understanding the social psychological factors like Attitude, Motivation, Anxiety that this author would like to highlight for this particular investigation.

Stephen Krashen (2002) hypothesizes the 'affective filter' that consists of various psychological factors, such as anxiety, motivation, and self-confidence, which can strongly enhance or inhibit second language acquisition. An input rich environment is required where the learners can be relaxed, motivated and self confident in acquiring the second language successfully. Krashen (2002) contends that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are well-equipped for success in second language acquisition.

Schumann (1978, 1986) mentions *attitude* as a social factor along with other variables like 'size of learning group', motivation as an affective factor alongside 'cultural shock'. He proposes and lays out the Acculturation model (Schumann 1978, 1986) in which he examines the effects of personal variables such as relative status, attitude, integration, amount of time in the culture, size of the learning group, and cohesiveness of the group on adult language learning. He suggests that the degree of acculturation determines the level of second language acquisition. When an individual chooses to acculturate and experiences success, the motivation to learn the L2 increases. (Oxford & Shearin, 1994). According to Schuman (1978) 'when someone possesses favourable attitudes toward the people of the target language (TL), more precisely toward the TL community, he will desire learning the language efficiently as compared to normal settings.' Further, according to Schumann (1978), 'acculturation is' the major causal variable in second language acquisition, and the degree to which learners acculturate to the TL group will control the degree to which they acquire the TL. He highlighted two forms of acculturation. In the first type the learner is socially integrated with the TL group, and in the second type, the TL group acts as the reference point. In the former type, the learner's original identity is never at stake. His social integration leads to sufficient contact, and his psychological openness converts the input he receives into intake.

Gardner and Lambert (1972) distinguish between attitude and motivation. They define

‘attitude’ as the persistence shown by the learner in striving for a goal, where as ‘motivation’ is seen in terms of the overall goal or orientation. They argue one should not necessarily expect a relationship between the two. However Gardner (in Ellis 1985) suggests that attitudes are related to motivation by serving as supports of the learner’s overall orientation. 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.

Stern (1983:376-7) distinguishes three types of attitudes in second language learning situation : '(a) Attitudes towards the community and people who speak the L2 (group specific attitudes), (b)Attitudes towards learning the language concerned; and (c) Attitude towards languages and language learning in general.' These attitudes are likely to be influenced by the kind of personality the learner possesses - for example whether they are ‘ethnocentric’ or ‘authoritarian’. They may also be influenced by the particular social milieu within which the language learning process takes place. Different attitudes, for instance, may be found in monolingual versus bilingual contexts. (Ellis 1985).

Brown (1981) also makes the distinction between attitude and motivation. He identifies three types of motivation (1) *Global motivation* that 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 place and (3) *task motivation*, which is the motivation for performing particular learning tasks. Ellis' view is that global motivation clearly corresponds to Gardner and Lambert’s concept of ‘motivation’ and task motivation ‘seems to be consistent to Gardner and Lambert’s sense of ‘attitude’; but Ellis(1985) thinks situational motivation is a new concept that does not appear in Gardner and Lambert.

Gardner (1960), Gardner and Lambert (1959), and Anisfield and Lambert (1961) conducted various investigations to find out the relation of learner’s attitude and motivation with that of performance. Gardner and Lambert (1959) carried out their investigation in the Montreal area, where they examined the attitude of the English –

speaking high school students (who were studying French) toward the French community and the intensity of learning French, as well as their Aptitude. Their study showed that the students, who had an integrative orientation, were more 'successful in second language learning than those who were instrumentally motivated'. Gardner's (1960) follow-up study further confirmed the findings where he extended previous ideas and applied it on a larger sample of English Canadian students. In this study he also found out that parental encouragement has an important role to shape the idea of the learners' attitude towards the target language community. It was found that the students, who had an integrative approach towards TLC, had the parents with integrative disposition. Anisfield and Lambert (1961) investigated students who were studying Hebrew in Montreal. The findings indicated that both the intellectual capacity and attitudinal orientation affect success in learning Hebrew.

Several researchers on these social psychological models of SL learning were done apart from Gardner and Lambert (1972), in Canada, America and Philippines over a period of twelve years (e.g. Gardner and Lambert 1959; Gardner 1960, Anisfeld and Lambert 1961; Lambert, Gardner, Barik and Turstall 1963) which were all linked as a series. These researches depict that apart from Philippines where English was learnt for instrumental purposes, integrative motivation was claimed to be an important variable influencing SL proficiency. However, in each context a distinctive attitudinal basis for motivational orientation was found. For example, in one place, it was on 'awareness of the usefulness of the target language', in other places, it was either 'parental encouragement' or 'identification with the teachers' or 'sensitivity to other people's feelings.

Other researches depicted that measures of proficiency in SL were highly related to measures of attitude and motivation. But this was not accepted by linguists like Burstall (1975). Working with the teaching of French in primary schools, he found that despite that close link between pupils' attitude and achievement, motivational characteristics of individual pupil appeared to be neither exclusively integrative nor instrumental (Khanna, 1984:249).

Lyczak, Fu and Ho (1976) did not get any significant correlation between achievement and attitudinal variables. Wong (1982) too found that motivational orientation of English-learning Chinese Students had no correlation with their achievement. Khanna's (1983) doctoral research on learner variables in learning ESL highlighted that achievement in English was influenced more by schooling claimed control of English, exposure to English, and use of English among friends, family etc., rather than attitudes and motivation (ibid). Attitudes had significant correlation only with variables of exposure and language use, thereby suggesting that attitudinal variables may have only indirect bearing on achievement in English in India (ibid).

Lukmani's (1972) investigation in contrast to Gardner et al (1979) shows significant correlation between instrumental motivation and performance, 'Instrumental motivation scores correlated significantly with English proficiency scores'. Non-westernized female learners of L2 English in a Cloze test. Oxford and Shearin (1994) prove that apart from the instrumental and integrative there are other social psychological variables which do not categorically fall under this dichotomy; for example receiving intellectual stimulation, seeking personal challenge, enjoying the elitism of taking a difficult language, showing off ...et, and they think Gardner's definition rather limits the way motivation is defined in respect to variables. Ellis (1985) also points out that these two kinds of motivation are not mutually exclusive. The research findings of Burstall (1975) indicate that in pupils' achievement in the NFER primary French project, their performance was closely associated with both the instrumental and integrative motivation.

Gardner and Lambert (1972) have stressed the importance of 'anti-authoritarian' and 'non-ethnocentric' attitudes in acquiring mastery in any FL. They maintained that learners who have strong ethnocentric or authoritarian attitude or have learned to be prejudiced toward foreign peoples are likely to approach the language learning task with a non-integrative outlook.

Gardner and Lambert (1972) thus believed that a learner's motivation to learn an FL will depend on his attitudes and willingness to identify with the linguistic and non-linguistic features that characterize the speakers of the TL (Khanna, 1994). In this connection they coined the ideas of 'integrative motivation' to refer to language learning for personal growth and cultural enrichment, and 'instrumental motivation' for language learning for more immediate and practical goals. Research has shown that these types of motivation are related to success in SL learning (Lightbown and Spada, 2000: internet).

R.K. Agnihotri and A.L Khanna (1998) have highlighted Gardner and Lambert's less narrated 'resentment motivation' and 'manipulative motivation' which concern a further realistic approach in apprehending public attitudes towards the English issue in South Asia. That the system of education compels even the unwilling learner to learn English can be characterised through the 'resentment' motivation. And the power-status issues relate to the acquisition of an SL (which helps the learner manipulate others for personal gains) can be understood by the study of manipulative motivation.

SL learning is an extremely complex process which comprises numerous issues involving the learners and their environment. No single learner variable can solely determine that rate and success of learning. Gardner and Lambert have rightly emphasized the significance of studying each language learning setting in its own right, and thereby suggested that the configuration of variables obtained training in one setting will not be necessarily valid in another setting. As for example, the South Asian learners learn English for historical, political social and cultural reasons which are radically different from those of South-East Asian or African learners. Khanna and Agnihotri (1982, 1984) and Khanna (1983) thus realised that the Gardner and Lambert distinction of motivational orientation would not capture the motivational complexity in the Indian situation (Khanna, 1985:64). Their studies more or less proved that the Indian learners' reasons for learning English were basically instrumental in character. The absence of integrative motivation according to them was,

...because there is no well-defined socio-cultural group with which students may wish to identify themselves and whose behavioural patterns may be called western.

(Khanna, 1985:64)

Hence Khanna and Agnihotri modified Gardner and Lambert's motivational orientations as per the Indian context. They categorized learners' motivational reasons into 'complementary motivation' and 'supplementary motivation'.

The former refers to the motivation to learn English in order to get better jobs or receive higher education; while the latter refers to the motivation to learn English for additive/ornamental purposes, i.e. to read English literature, to see English movies or just to feel superior etc. (ibid). Therefore, it is clear that attitudes towards a foreign language are, by and large, manipulated by the learners' real-life needs/demands, which are in turn controlled and guided by their respective socio-cultural settings.

Gardner and Lambert (1972) introduced the dichotomy of *Instrumental* and *Integrative* component of the attitude and motivational orientation of second language learning situation. *Instrumental* means language learning for a utilitarian value or purpose; in contrast, *integrative* orientation is when the learner takes interest in the TLC (Target Language Community) and their culture in an open minded way with a genuine interest to become a member of that group.

Gardner and Lambert (1972) in *Attitudes and Motivation in Second Language Learning* postulate the theory in brief:

This theory, maintains that the successful learner of a second language must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic-cultural group. The learner's ethnocentric tendencies and his attitudes toward the members of the other group

are believed to determine how successful he will be, relatively learning the language. His motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward the learning task itself.

Methodology:

Subjects: For the study 94 students (56 male and 38 female) of 19-23 age group (Mean age 20 years) were randomly selected from the American International University, Bangladesh (AIUB). The reason for selecting this university is mainly two fold: firstly, since I have been associated with the institution, as a faculty member in Communication Skills and English Language Teaching since the last five years, this not only gives me a first hand experience of the students' psychology and attitude towards the learning of English, but also makes my stance more credible, while giving me an opportunity to access the students easily and comfortably. The respondents were the native speakers of Bangla and learned English as a foreign language. They were enrolled in the Communication Skills 2 course after successful completion of Communication skill 1 as a part of their core disciplines. The students came from different academic areas (40% from Bachelor of Business Studies, 24.04% from Computer Science, 20.43% from Computer Engineering and 15.53% Electric and Electronics Engineering department). The informants had already received English language instruction for 13 years (right from class one to class 12, English is taught as a compulsory subject).

Procedure: The questionnaire was divided into two major parts to find out the socio-psychological and socio-linguistics background of the respondents. The first part was designed to elicit the different domains of English and students' exposure. Part 2 was designed to look into the linguistic attitudes and different types of motivational orientation of students. Since, the students come from different academic and socio-economic backgrounds with different levels of proficiency in English, the questionnaire was administered in the mother tongue along with the English original. The purpose and different terms of the questionnaire were explained before the distribution. It was not specified to the respondents that their attitude towards use of English was being

investigated. During the completion process of the questionnaire, the researcher was present physically to monitor and also to help the respondents to understand certain parts.

Semi-structured Interview:

Five questions were designed to elicit respondents' opinion on major issues concerning English learning. For the interview 20 students were selected on a random basis from 175 students from different English courses. Interviews were conducted in a separate session and were tape-recorded.

Variables investigated:

In this study, the major focus was on various socio-psychological variables rather than language proficiency levels which were not tested. The questionnaire was adopted from Gardner's AMTB (1985), and more items were added considering the Bangladeshi socio-linguistic and socio-psychological reality in general and in regards to English in particular.

Following are the variables that were assessed using Likert scale (modified 7 point to 5 scale point) ranging from agreement to disagreement:

a. Exposure and Domain Analysis: Many items are included to find out the students exposure, patterns of language used, etc. to find out the domain of English in the informants day to day life.

b. Instrumental Orientation: On this scale, there are four items and the respondents are asked to measure their utilitarian reason for learning English; the items indicate the attitude of the learners, where a maximum score (maximum =20) would show their interest for learning English to use it as a tool or utilitarian purpose.

c. Integrative Orientation: The scale includes four items to find out how much the learners learn English with a genuine interest to assimilate with the target language, culture, community, their way of life, literature etc; this would show their Integrativeness toward the target language. A high score (maximum =20) indicates that a student endorses integrative reasons for studying English.

d. Orientation Index. This sub-test consists of one item. Students are presented with four possible reasons for studying English, two of which stress its instrumental value and other two stress the integrative value. The sub-test is scored dichotomously. Students selecting either instrumental reason are scored 1; those selecting either integrative reason are scored two.

Result and Discussions:

The raw data was fed into the computer and then was analyzed by using SPSSXI.5. The results are discussed below.

Instrumental Orientation Leads:

The respondents were asked to indicate on a five point scale to show how important each reason was for their learning English as a foreign language. The focus was on two types of motivational orientation: *Integrative and Instrumental* following Gardner and Lambert's (1972) definition. Eight statements were designed to find out the dominant reason among the undergraduate students of Bangladesh in general and the students of different Private universities in particular.

Table 1: Instrumental motivation (Frequency Distribution and Mean Score)

Score	Q1:English For Graduation		Q2:For Higher Studies		Q3:To become knowledgeable		Q4:To get High Ranking job	
	Frequencies	%	Frequencies	%	Frequencies	%	Frequencies	%
1	3	3	0	0	1	1.1	0	0
2	3	3	0	0	5	5.3	2	2.1
3	2	2.1	1	1.1	5	5.3	4	4.3
4	8	8.5	7	7.4	15	16.0	16	17.0
5	78	83	86	91.5	68	72.3	72	76.6
Total	94	100	94	100	94	100	94	100
Mean	4.65		4.9		4.53		4.68	
Overall Mean 4.69								

Q1. Need of English for Graduation

Q2.English will help me to go for higher studies abroad.

Q3.English is important for me because it will make me a more knowledgeable

Q4.English will be useful for me in getting a good and high-ranking job in Bangladesh.

Table 2: Integrative motivation (Frequency Distribution and Mean Score)

Score	Q1: Behave like Native Speakers		Q2: Appreciate Literature		Q3: Understand Native Life		Q4: Emulate Native Speakers	
	Frequencies	%	Frequencies	%	Frequencies	%	Frequencies	%
1	21	22.3	18	19.1	7	7.4	31	33
2	12	12.8	12	12.8	3	3.2	12	12.8
3	18	19.1	10	10.6	6	6.4	15	16
4	26	27.7	26	27.7	27	28.7	18	19.1
5	17	18.1	28	29.8	51	54.3	18	19.1
Total	94	100	94	100	94	100	94	100
Mean	3.1		3.4		4.2		2.8	
Overall Mean =3.38								

Q1.Eng helps me to think & behave like the native speakers

Q2. Must learn the necessary English to understand English novels and story books and appreciate English movies; otherwise my English learning will be useless.

Q3.English will help me to understand better the native English speakers (USA/UK/Aus/NZ) and their way of life.

Q4.I really like to emulate the native English speakers (USA/UK etc.).

Table 1 and 2 show the respondents' clear inclination towards instrumental orientation Whereas, only 18.1% of the informants accept that they learn English '*to think and behave like the native speakers of English*', 30% agree with the statement that '*they must learn the necessary English to understand English novels and story books and appreciate English movies; otherwise their English learning will be useless*'. 54.3% of the students agree that '*English will help them to understand the native speakers and their way of life*'. A higher percentage of the students: 83%, 91%, 72% and 77% agree with the respective statements that they learn English because, '*English is needed to complete the graduation successfully*', '*for higher studies abroad*', '*to become a knowledgeable person*', and '*to get a good and high ranking job*'.

With the overall mean score of 4.69, *instrumental* leads compare to the overall mean of *instrumental orientation* that is 3.98. A closer look at the mean scores shows that the two highest scoring questions are *English will help me to go for higher studies abroad* (4.9) and *English will be useful for me in getting a good and high-ranking job in Bangladesh* (4.68). Both are strongly instrumental in nature. The investigation confirms Agnihotri and

Khanna's(1998) findings that there is hardly any integrativeness in the south Asia. The negligible integrativeness the learners show could be termed as instrumentally integrative. Only one statement that falls under integrative orientation shows an interesting finding *i.e.* 54.3% of the respondents agree that they learn English '*to understand better the native English speakers' culture and their way of life.*' Though according to Gardner and Lambert's theory this is integrative orientation. But 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. However, the remaining dominant and primary objective is to learn English is for its utilitarian value that means to get a good job, to go abroad for higher studies and to complete graduation successfully. The findings seem to completely reject those of Maniruzzaman and Haque (2000) that claim the integrative orientation as the dominant motivation for the students. The present study further proves that integrativeness is very much negligible for the undergraduate students in Bangladesh's context. Even a country like India, where English is used and taught as an official second language, Agnihotri and Khanna, Lukmani (1972) show instrumental orientation as the dominant trend in India. In Bangladesh there is no scope and place to use English to interact with the native English speakers, and Bangla solely is used as a medium of interpersonal communication. English is only learnt and taught for its utilitarian value.

Figure 1: Use of English within and outside of family

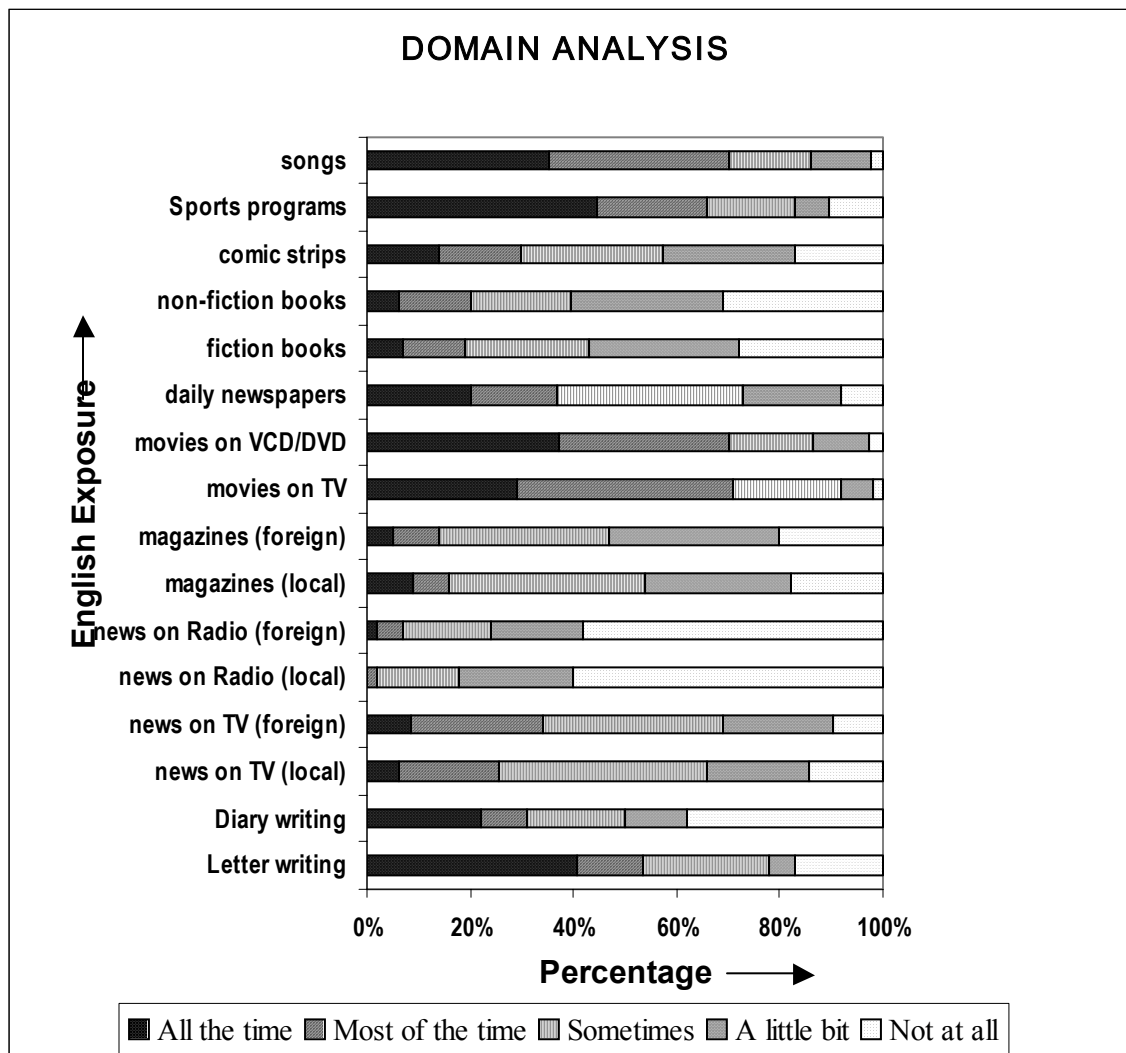


Figure 2 shows that the dominant domain of English usage seems to be watching English movies in DVD/VCD (37% of the informants accept watching movies *all the time*), Watching Sports program (45% watch sports program *all the time*), and letter writing (only 40% use English *all the time* for letter writing), listening to English songs (35% always). The findings indicate that the respondents hardly read English newspapers, magazine, fiction and non-fiction books; only 36% read English newspapers *sometime*. Only 20% read English newspapers *all the time*. Interestingly 60% do not listen to radio

news *at all*, not even a foreign channel (57% do not listen to English news on radio *at all*). One thing is clear that exposure of English through English literature is negligible (28% and 31% never read English non-fiction and fiction books), 38% never writes Diary in English, 18% of the respondents never read English magazines. It is evident that the informants use English only for *entertainment* like watching movies, sport programs or listening to English songs, but they do not take much interest in English books, stories, newspaper or even in reading magazine.

Motivational Orientation:

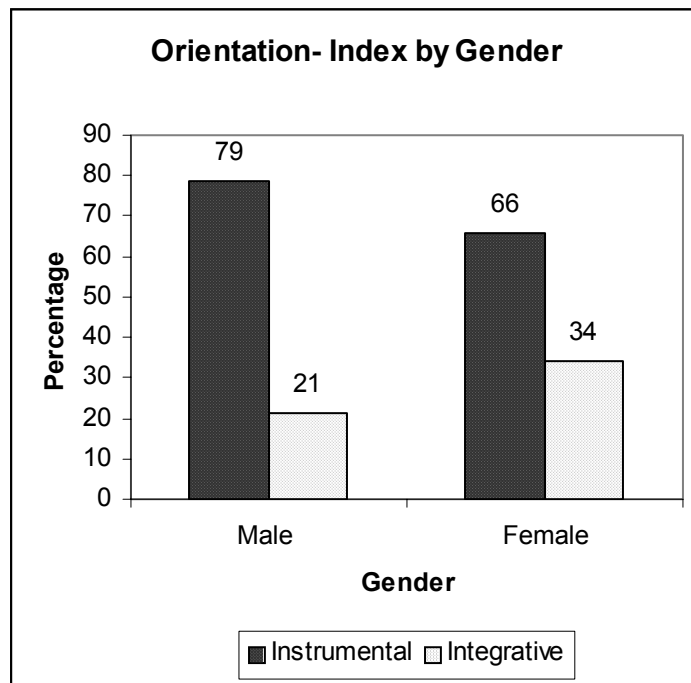
Table 3 further proves that the students' motivation for learning English primarily is instrumental. Where 73% show inclination to instrumental orientation only 27%, show that they are integratively motivated.

Table 3: Orientational Index

	Frequency	Valid Percent
Instrumental	69	73
Integrative	25	27
Total	94	100

Figure 3 explains that females are more integratively motivated than males. 21% of the male informants seem to be integratively motivated, whereas 34% of the female informants seem to be integratively motivated (13% more than the male counterpart). 79% of the males show strong instrumental orientation, whereas 66% female respondents show (13% less than the male counterpart) that they are instrumentally orientated.

Figure 3: Distribution of Orientation Index by Gender



N=94 ; Male :56 Female:38

Semi-structured Interview:

20 students from different disciplines were invited to appear for a semi-structured interview to find out students' opinions about following five relevant issues.

a) Reasons for poor performance in English:

When asked to identify the reasons for the apparent fall of English proficiency level:

All of them identified that in the schools and colleges, *English teachers lack competence to teach English*. However, they also identified other reasons along with that, *i.e. tendency for the students to memorize without understanding, limited use of English*.

Interestingly, 5 students think *excessive use of Bangla* is the main reason for the deteriorating standard of English.

b) Rationale for Learning English:

All the respondents think that English is learnt for its utilitarian value, i.e. getting good job, going abroad for higher study, reading books, traveling etc. Only one respondent claimed that he learns English so that he can interact with the native speakers comfortably.

c) English Course at the university level:

All the respondents believe that they need to continue learning English, even at the university level. When asked the need for English courses at the university level, even after studying for 12 years, all confirmed that *teaching English at the school and college level focused mainly on the Grammatical rules rather than the functional use of English*. All 20 students in the interview, when asked about English courses at the university, express their satisfaction with the English teaching at the university level. Also, when asked to compare with the courses taught at school and colleges, they deemed the university courses as useful and better taught than that at schools and colleges. It shows the instructional factor plays a vital role on shaping their attitude towards English.

d) Learning other Foreign Languages:

15 students think that they need to learn *only English*, no other foreign languages is required. However, the remaining 5 suggests that in the globalization context, learning other dominant foreign languages will ensure a better future career. When asked which are the foreign languages that should be learnt apart from English, they suggested German, French and Chinese. But when asked about Arabic, they categorically rejected the idea. It is interesting to note that, even in a country where 83% are Muslim, students do not think that it is necessary to learn Arabic as a foreign language.

e) From which level English should be introduced.

Almost all respondents suggest that English should be taught right from class one (tertiary) along with mother tongue. But according to two respondents, English may be introduced at class five.

Conclusion

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

Bangladesh being a predominantly monolingual country where English is learned more as a foreign language, how far one can apply Gardner's dichotomous definition of instrumental and integrative is debatable. Usually, Bangladeshi students do not have a chance to interact in any form with the native speakers of English. The apparent idea of native speaker is gotten mainly from both electronic and print media that may not give an authentic picture of native speakers. 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. Hence forth, the future research is important to define the integrative motivation in a monolingual country like Bangladesh. 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 and about whom they have limited concrete ideas possibly in the first place. For this reason many questions from Gardner's AMTB that are irrelevant were not considered for the present research.

The study proves that English is very much domain specific and English is used only for specific purposes; especially limited and restricted within the academic domain. The reason for the findings can be explained as: Bangladesh being a predominantly

monolingual country, *Bangla* can serve most of the purposes, English is learnt only for its utilitarian value. i.e. to get a good job, to built a successful career, and to go abroad etc. There are few places to interact with or to befriend those within the target language community. Many of the informants never had a chance to know the native English speaker or even to have a clear idea about their culture. Their knowledge about the target language community is very much limited to books, novels or English movies. So, an integrative orientation may be harder to foster as an important driving force for learning English.

The study didn't aim to find out the link between varieties of motivational orientations and the language proficiency of the learners. The future study could aim at these findings that could give more insight into the linguistic realities of Bangladesh. Also, the question may address to whether the instructional role can be designed to increase the integrativeness of the learners to a significant level and whether that could help to elevate the English standard of Bangladesh. The study in the end does not reject or undermine Gardner's theory, rather it tries to find out the reliability and applicably of such theory in a strong EFL country like Bangladesh. The results of the present study though show that instrumental orientation is the major driving force for learning English at the undergraduate level, but the presence of Integrativeness also needs to be noted. The mixed findings do not allow one to conclude that in general all students are purely instrumentally motivated. More research in this area needs to be conducted. The language proficiency of integratively orientated students and as well us students with integrative orientation, if investigated further in future research, might give us new insight into Bangladeshi EFL situation.

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