

INTEGRATIVE VERSUS INSTRUMENTAL MOTIVATION IN LEARNING ENGLISH LANGUAGE AT TERTIARY LEVEL: A STUDY AT KHULNA UNIVERSITY, BANGLADESH

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ABSTRACT

This paper demonstrates a comparative study of two major types of motivation, integrative and instrumental, in learning English language at undergraduate level in all the Disciplines at Khulna University in Bangladesh. The samples of data were collected randomly from all the Disciplines under every School and Institute of the University. A structured five-point scale was developed to measure the level and degree of motivation of the students. Two hundred and thirty (230) students were interviewed in person using a structured interview schedule. The investigation determines that most of the learners have integrative motivation. And some relevant and useful motivational learning implications are recommended for enhancement and improvement of the students' motivation. This study of the learners' level of motivation will help future researchers to identify motivational challenges in Bangladesh.

Keywords: Bangladesh, English, instrumental, integrative, motivation, tertiary.

INTRODUCTION:

PROBLEM STATEMENT:

The importance of learning English language is inevitable and the demand for English speakers is on the increase in global market. In Bangladesh, the demand of English is not limited to achieving only economic position; rather it has social demand as well. Persons who know English are supposed to have an advantage in the job market, and countries with large English-learning population are supposed to be “developing” and “modernizing” (Piller, 2011). But the command of English language of the Bangladeshis is not good enough. Bangladesh does not have enough profit-making skills to supply labor force for global industries like call centers (Erling, Seargeant, Solly, Chowdhury& Rahman, 2012). A new analysis of findings from the 2011 census in UK shows dramatic differences in the lifestyles and employment chances of migrants with a limited control of English compared to the general population (Bingham, 2014).

The motivation towards learning English has barriers due to law in Bangladesh because Bangla is the official language. Though Bangla is considered the national- official language of Bangladesh, English language is predominantly used in almost all the sectors. In some cases, this law creates obstacle of motivation in terms of learning English in Bangladesh. In this case, sociologist Giddens (Giddens, 1991) identified that the social and cultural aspects influence our life style and decisions. Nevertheless, it is mandatory to decide what we want to do, how we want to act and what role we want to play in the late modern society (Giddens, 1991, p. 70). In the ever changing world, people have their different purposes behind learning or taking an attempt to learn English language as every learner has different situations. In reality, English is considered as the second language in Bangladesh and given more importance than Bangla in many places. In this regard, Nesa states, “English [is] the *lingua franca* of business, commerce, science, arts, and literature of the whole world” (2004, p. 8). Learning English as a second language in Bangladesh is viewed not only for passing school examinations but also for empowering life (Rasheed, 2012, p. 32). It is no longer expected to be monolingual especially in developing countries like Bangladesh with ever changing communication technologies (ibid, p. 43).

In response to the situation, we planned to carry out a study to explore the motivation towards English language among Bangladeshi students. For this purpose, two research questions are taken into consideration: (1) what are the level and degree of motivation of Khulna University students? And (2) which motivation is dominant among the students in learning English language?

BACKGROUND OF THE STUDY:

Khulna University is stepping forward as a center of excellence in the arena of higher education in Bangladesh. Since its establishment in 1991, it maintains the academic activities in English (the medium of instruction of the university is English). As the medium of instruction is English, all academic activities are maintained exclusively using English. The students who study here are mostly from Bangladesh and 0.22% is from Nepal (Khulna University Diary, 2015). The students who are from Bangladesh have to study English as a compulsory subject for twelve years before getting admitted into a university. In spite of studying English by force for long twelve years, the performance of the students in English is not satisfactory (Rahman, 2005). Hence, our present study seeks to investigate the level and degree of motivation of the students in learning English language.

THEORETICAL FRAMEWORK:

Motivation as a theoretical construct plays an important role since it is regarded as an integral part in the achievement of any goal. In fact, “motivation and motive are general terms referring to such inner conditions as physiological states, interests, attitudes, and aspirations” (Munn, Fernald & Fernald, 1969, p. 330). So, motivation is very often referred to as “goal-directed behavior” (Munn, Fernald & Fernald, 1969, p. 332). Psychologists and linguists define motivation from multiple dimensions. One of the remarkable definitions is “motivation is the fundamental driving thrust that generates behavior” (Harlow 1971, p. 250). And a “motivated organism will engage in an activity more vigorously and more efficiently than an unmotivated one” (Hilgard 1976, p. 302). It is an important factor that positively influences any educational learning process especially in learning a second language. It is “a stimulating factor that drives a person to execute certain actions with success or failure depending on the relevancy and intensity of motivation in operation” (Maniruzzaman, 2014, p. 331). To define motivation, Ellis points out that motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2 (2002, p. 75).

Integrative and Instrumental motivation are two of the major types of motivation. Ellis (2002), in his remarkable book *Second Language Acquisition*, demonstrates integrative motivation:

Some learners may choose to learn a particular L2 because they are interested in the people and culture represented by the target-language group. For example, it is this integrative orientation that underlies the motivation that many English speaking Canadians have for learning French. However, in other learning contexts, an integrative motivation does not seem to be so important. In fact, in one study, it was found that less integratively oriented Mexican women in California were more successful in learning English than those who were more integratively oriented. This led the researchers who carried out this study to suggest that some learners may be influenced by a ‘Machiavellian motivation’-the people desire to learn the L2 in order to manipulate and overcome the people of the target language. Such a view is compatible with Peirce’s ideas about the role of social identity in L2 learning. (p. 75).

To describe instrumental motivation, he further points out:

Learners may make efforts to learn an L2 for some functional reasons- to pass an examination, to get a better job, or to get a place at university. In some learning contexts, an instrumental motivation seems to be the major force determining success in L2 learning. For example, in settings where learners are motivated to learn an L2 because it opens up educational and economic opportunities for them. (ibid, p. 75).

Another prominent linguist H. Douglas Brown, in the chapter “Personality Factors”, refers to the significant studies of motivation in second language learning carried out by Robert Gardner and Wallace Lambert (1972). While describing integrative motivation, Brown remarks that “learners wish to integrate themselves within the culture of the second language group, to identify themselves with and become a part of that society” (Brown 1994, p. 154). Brown points out that instrumental motivation refers to “motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth” (ibid, pp. 153-154). Cook (2011) observes that:

The integrative motivation reflects whether the student identifies with the target culture and people in some sense, or rejects them. The statement in the Focusing questions at the beginning of this section, ‘Studying a foreign language is important to my students because they will be able to participate more freely in the activities of other cultural groups’ was taken from one used by Gardner for testing integrativeness in the AMTB (Attitudes and Motivation Test Battery), ... The more that a student admires the target culture – reads its literature, visits it on holiday, looks for opportunities to practice the language, and so on – the more successful they will be in the L2 classroom. (pp. 137-138).

Ellis (1985) has elaborately discussed the role of different types of motivation in second/foreign language learning. However, Lambert thinks that an integrative orientation involves an interest in learning an L2 because of “a sincere and personal interest in the people and culture represented by the other language group” (as cited in Ellis 1985 p. 509). However, Gardner and MacIntyre “equate ‘instrumental motivation’ with giving students a financial reward for performing a task successfully” (as cited in Ellis, 1985, p. 513).

LITERATURE REVIEW:

A significant number of researches have been conducted particularly on L2 learners' motivations to learn English in foreign language settings in various areas of the world including Bangladesh. The students studying at undergraduate level in different Disciplines at Khulna University have to conduct their study in English, since the medium of instruction of the university is English. So it is relevant and rational to find out their motivations in learning English. To conduct the research, this study explores some of the works done on the L2 learners' motivations to learn English which are discussed in brief:

Dörnyei studied a group of 134 adult EFL learners in Hungary and investigated their nature of motivation (Dörnyei, 1990). Dörnyei identified four motivational constructs: (1) an Instrumental Motivational Subsystem, (2) an Integrative Motivational Subsystem, (3) Need for Achievement, and (4) Attributions about Past Failure (ibid). Schmidt, Boraie & Kassabgy (1996) conducted a study based on a sample of 1464 learners to detect components of motivation of adult Egyptian EFL learners. However, they discovered three basic dimensions of motivation: Affect, Goal Orientation, and Expectancy (ibid). Yamato (as cited in Quadir, 2011 p. 95) tried to identify the motivation profiles to learn English in a Japanese EFL setting by conducting a study on a group of 261 adult learners. He made a comparative study of the factors of motivation between university students and voluntary learners of English.

Al-Tamimi & Shuib (2009) investigated Petroleum Engineering students’ motivation and attitudes towards the English Language. The study indicates that the students have certain reasons for learning the language, and they hold significant attitudes towards the use of English language. The study conducted by Lin and Warschauer (2011) confirmed that the distinctions between instrumental and integrative motivation are meaningful in online

learning of language and applicable to other cultural contexts as well. Scrutinizing integrative and instrumental orientation to learn second or foreign language learning, Khodashenas, Amouzegar, Farahani, Hasheminasab & Kazemian (2013) conclude that motivation has a significant role in all aspects of language learning. A recent study conducted by Cho & Teo (2014) on a group of 219 school students in Thailand reports that the students have strong instrumental orientation along with moderately high integrative orientation and favorable attitude.

Belmechri and Hummel (as cited in Cho & Teo, 2014 p. 48) recruited 93 French speaking Grade 11 students learning ESL who had not been exposed to native English areas for more than 4 months. They participated in a questionnaire survey containing 57 items of reasons for studying L2, motivational intensity, and desire to learn a second language. It was found that the five orientations with the strongest effect on students' motivation were travel orientation, understanding/school orientation, friendship orientation, understanding orientation, and career orientation. In other words, the five orientations - travel, understanding/school, friendship, understanding orientation, and career orientations - positively assist English learners to be motivated.

Research based on motivation in learning English either as a foreign language or as a second language is inadequate in Bangladesh comparing to the studies conducted in over-seas, although students in Bangladesh have to study English as a compulsory subject starting from elementary level for twelve years. Haque & Maniruzzaman (as cited in Quadir, 2011 p. 95) have conducted an empirical study to find out the interaction between EFL/ESL learning motivation and proficiency of Bangladeshi university students. They studied 61 non-English major undergraduate students from three departments of Dhaka University. The participants received an average of ten years of formal instruction in EFL. To conduct the study, they used a modified version of Gardner's AMTB and a test on reading and listening skill and grammatical proficiency in English as instruments. In the study, they did not find any significant connections between attitude and English proficiency. The relationships of learners' integrative and instrumental orientations with their EFL proficiency were also found to be insignificant. However, studying a group of 94 students in American International University Bangladesh, Rahman (2005) investigated the motivation to learn English. Based on the Socio-Educational Model promoted by Gardner (1985) in Canadian bilingual setting, this study reveals that instrumental motivation is the major motivational orientation for university students to learn English language in Bangladesh.

Quadir (2008) explored motivation and strategy use of university students to learn spoken English in Bangladesh by surveying a group of 355 university students, and gave some pedagogical suggestions assessing the degree of motivation of the students. Quadir (2011), in another survey, studied a group of 355 students, and examined the differences in motivations of English and non-English major university students in Bangladesh to learn English oral communication. Some similarities and dissimilarities between the groups are found from the analyses.

On the basis of questionnaire survey conducted among 79 students, Mamun, Rahman, Rahman & Hossain (2012) studied the attitude of the undergraduate students of Life Science School of Khulna University towards English Language. The study demonstrates that the students of various Disciplines under Life Science School of Khulna University have a positive attitude towards English language and this could be attributed to the fact, those researchers conclude, that the respondents are instrumentally motivated towards English.

The above studies introduce not only integrative approach but also instrumental approach along with their elements. Additionally, the studies of Belmechri and Hummel and Moriam Quadir orient us to go for quantitative study and survey as a method. However, earlier studies were inadequate to shed light on the comparative assessment of integrative and instrumental orientation/motivation to learn English of non-native English speakers. So we plan to extend the previous studies and reduce the gap exploring new issues related to motivation in the case of Bangladeshi EFL/ESL situation.

METHODOLOGY:

STUDY DESIGN:

This is a quantitative study and descriptive in nature. This quantitative study permits to measure the level of motivation of the students from various dimensions. This study provides opportunity to measure variables through determining scale to maintain the validity and reliability. In this phase, the study was conducted through the use of survey method in 2015. Here survey method was chosen as it would connect the information of more variables to answer research questions and to make generalizations.

SAMPLES:

Khulna University in Bangladesh was selected purposively as this institution provides tertiary level of education. Afterwards, a total of 230 respondents were randomly selected as a sample from the total students of 5,357 as the population of the study (Khulna University Diary, 2015). The sample represents 4.3 percent of the total population. At least, 2 students comprising one male and one female from every year of all 22 Disciplines of Khulna University were selected to obtain information without bias for this study.

VARIABLES AND MEASURES:

A total of 20 variables that were divided equally between integrative and instrumental approaches were used to measure the level of motivation of the students of Khulna University in terms of learning English language. The former incorporates ten variables: interest in English, speaking as a hobby, comprehension of English materials, understanding the English culture, expectation of native like fluency, urge for participation in different cultural groups, acquiring native English expression, understanding English arts and literature, being open-minded, and determination of achieving the highest proficiency. The latter consists of the remaining ten variables: interest of reading only academic books, classroom activities, medium of instruction, higher education, university degree, prestigious job, travelling abroad, being knowledgeable, better future, and being respected. Five-point scale as a technique was used to determine level of motivation from the field. Scale contains five categories including disagree, strongly disagree, neutral, agree and strongly agree. Categories were coded as 1=disagree, 2=strongly disagree, 3=neutral, 4=agree and 5=strongly agree.

INSTRUMENT AND PROCEDURE:

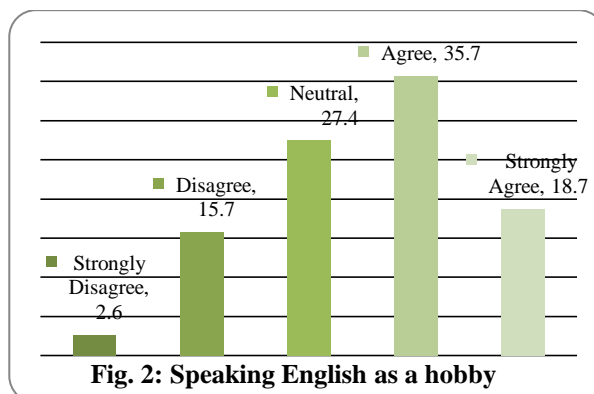
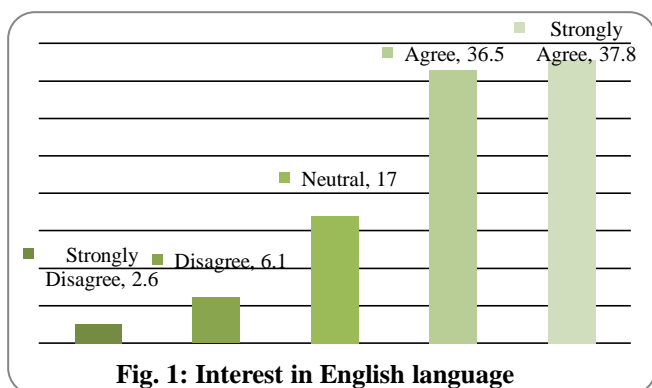
An interview schedule as an instrument was developed to collect data from 230 samples from Khulna University in Bangladesh. A pilot survey was conducted to check the valid scales of measurement and scrutiny of irrelevant questions before making final interview schedule. To answer research questions of the study, data about respective concepts were gathered incorporating related cases in the interview schedule that contained close ended items. Oral consensus of informants was ensured maintaining ethical issue and few minutes were spent building up rapport before the formal interview.

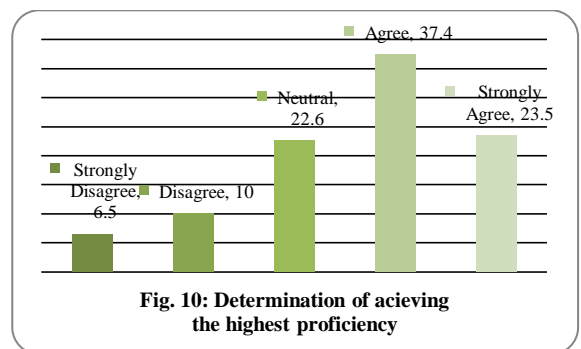
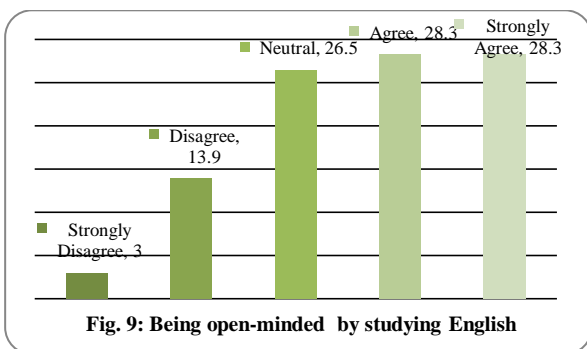
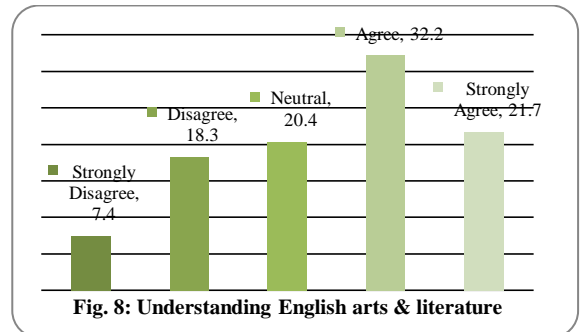
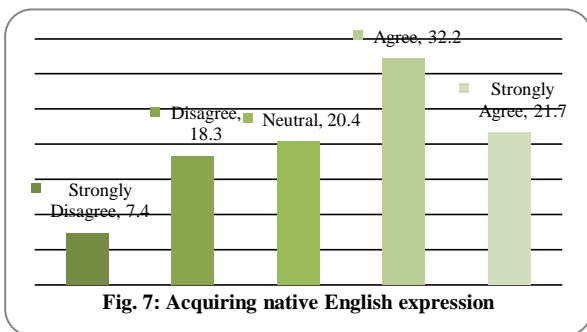
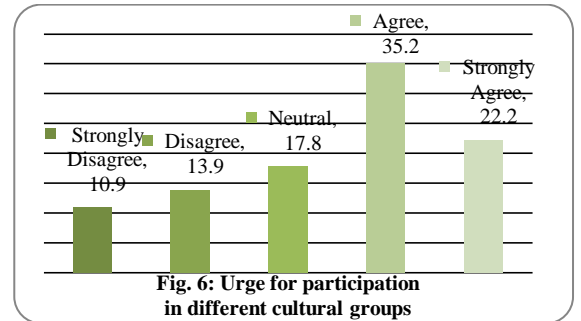
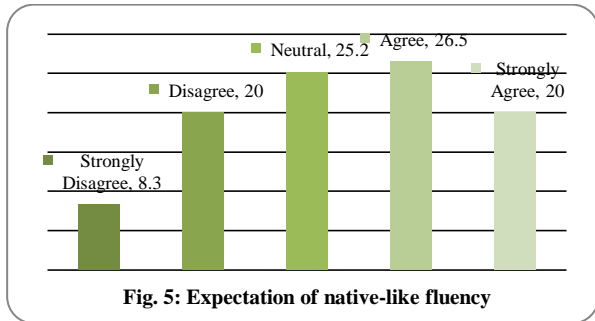
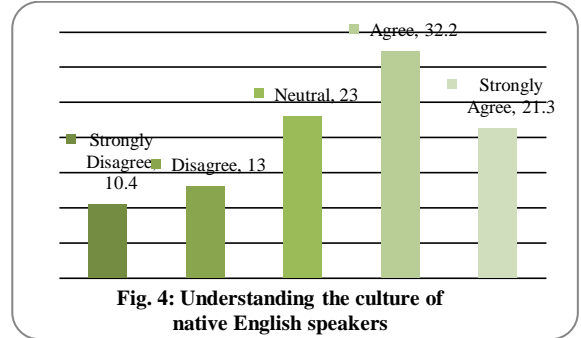
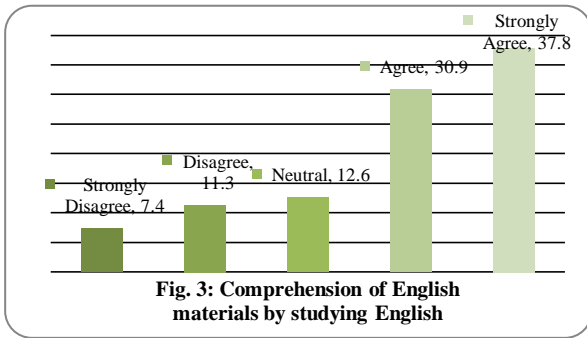
STATISTICAL ANALYSIS:

Field data were analyzed using SPSS (statistical package 20) and Excel. Descriptive (percentage) statistics was used for data analysis. Results on the variables were presented in figures.

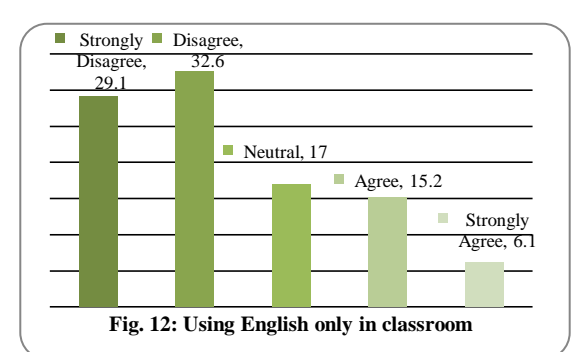
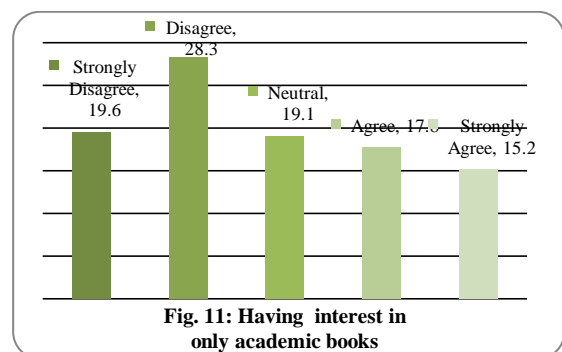
FINDINGS AND DISCUSSION:

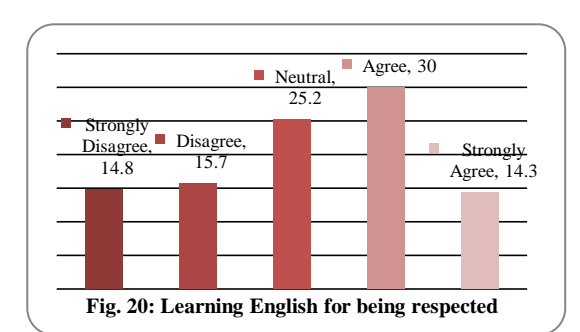
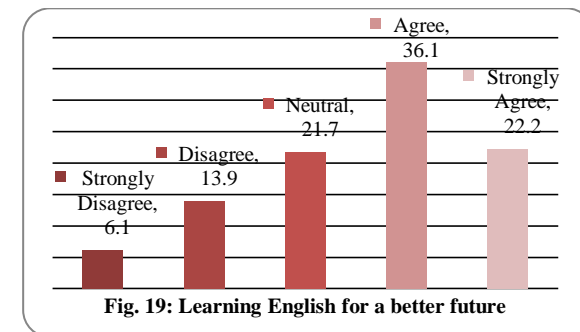
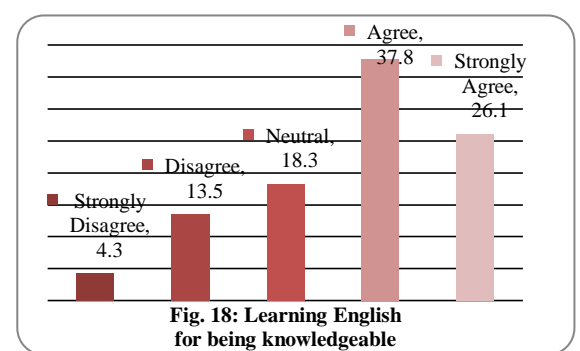
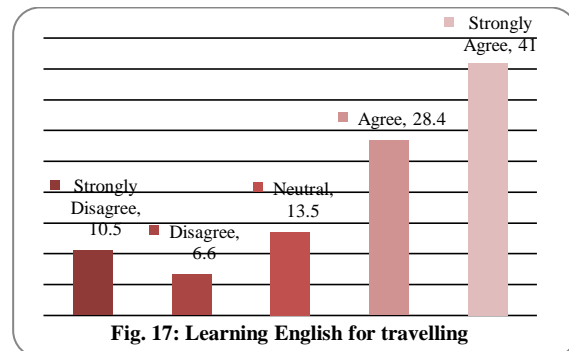
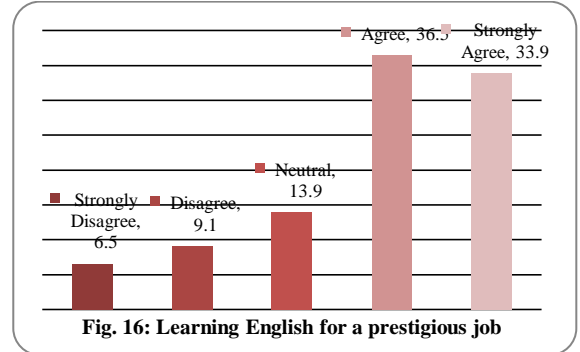
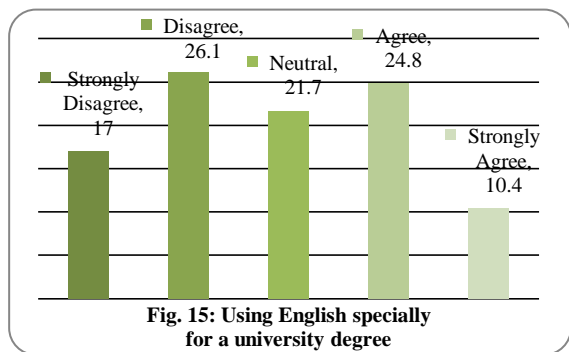
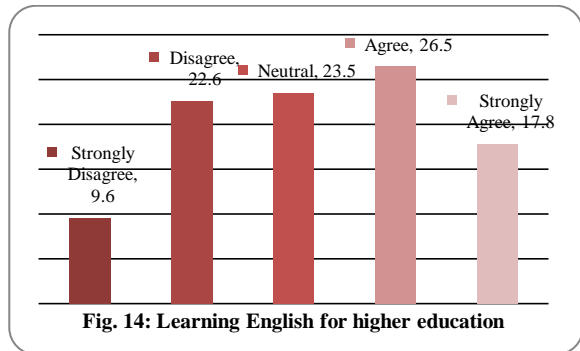
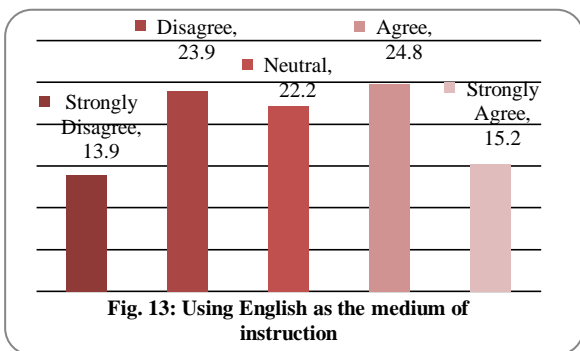
Result of Integrative Motivation:





Result of Instrumental Motivation:





RESULTS:

The green color of the bar charts demonstrates integrative motivation, whereas the purple one represents instrumental motivation of the students. The data presented in the previous section show that there are variations in the level and degree of motivation of the students in Khulna University. Figures 1 to 10 give the picture of integrative motivation. The bar charts illustrate that the highest or the second highest students, in most of the cases, either strongly agree or agree with the questions they answered. The maximum students strongly agree that they have interests of English language (37.8%), they want to comprehend English materials by studying English (37.8%) and they will be open-minded by studying English (28.3%). Again most of the students agree that they consider speaking English as a hobby (35.7%), they find English language helpful to understand the culture of native English speakers (32.2%), they have expectation of native-like fluency

(26.5%), they have urge for participation in different cultural groups (35.2%), they want to acquire native English expression (32.2%), they want to understand English arts and literature (32.2%), they can be open-minded by studying English (28.3%) and they have determination of achieving the highest proficiency (37.4%). However, maximum students either strongly agree or agree, both 28.3%, in the question of being open-minded. It is also observed that a significant number of students remain neutral in case of speaking English as a hobby, the second highest (27.4%), in case of understanding the culture of native English speakers, the second highest (23%) and in case of expectation of native-like fluency, the second highest (25.2%). It is obvious that very few students strongly disagree or disagree. Some students disagree in case of speaking English as a hobby (15.7%), in case of expectation of native-like fluency (20%), in case of acquiring native English expression (18.3%), in case of understanding English arts and literature (18.3%). So, three bar charts (Figure 1, 3, 9) show that most of the students have high integrative motivation, and eight bar charts (Figure 2, 4, 5,6, 7,8 ,9, 10), illustrate that the students have integrative motivation.

On the other hand, Figures 11 to 20 represent the picture of instrumental motivation. The bar charts show that the highest or the second highest students, in most of the cases, either strongly agree or agree with the questions they answered. However, the maximum participants either disagree (28.3%), the highest, or strongly disagree (19.6%), the second highest, with the concept that they have high interest in reading only academic books. It indicates that the participants also read other materials written in English. Regarding the use of English only for classroom activities, most of the participants either disagree (32.6%), the highest, or strongly disagree (29.1%), the second highest. This means that students also use English outside classroom activities. To answer the question whether they are using English because it is the medium of instruction, the participants give a significant response. It is observed that most of the students either agree, 24.8%, or strongly agree, 15.2%, while 23.9% disagree and 13.9% strongly disagree, and the rest of the students, 22.2% remain neutral. Again, regarding learning English for higher education, most of the participants either agree, 26.5%, or strongly agree, 17.8%, whereas 22.6% disagree and 9.6% strongly disagree and 23.5% remain neutral. It signifies that students are to some extent goal oriented in learning English. To respond whether they are using English especially for a University degree, most of the participants either disagree, 26.1%, or strongly disagree, 17%, whereas 24.8% of the students agree, 10.4% strongly agree and 21.7% of the students remain neutral. That means they are not learning English only for a University degree. To answer whether they are learning English for a prestigious job, most of the respondents give positive feedback, 36.5% agree and 33.9% strongly agree. To reply whether they are learning English for travelling abroad, most of the respondents either agree, 28.4%, or strongly agree 41%. In response to whether they are learning English for being knowledgeable, the majority of the participants give a positive feedback (37.8% agree and 26.1% strongly agree). And when they respond to the question whether they are learning English for a better future, mostly either they agree, 36.1%, or strongly agree, 22.2%. Finally when they answer whether they are learning English for being respected, most of them either agree, 30%, or strongly agree, 14.3%. After analyzing the bar charts (Figure11 to Figure 20), it appears that three bar charts (Figure 11, 12, and 15) indicate that most of the students have integrative motivation, and seven bar charts (Figure 13,14, 16, 17, 18, 19, and 20), illustrate that the students have instrumental motivation.

DISCUSSION:

Integrative motivation signifies the emotional attachment of individuals rather than economical or functional. In integrative motivation, students want to learn English for accomplishing hobby, understanding the culture and acquiring native English expression. The findings are in alignment with those of Dörnyei & Csizér who point out that “the core aspect of ... the integrative disposition is some sort of psychological and emotional ‘identification’” (2002, p. 453). Moreover, the findings of our empirical study suggest that 35.7 percent students agree that they consider speaking English as a hobby, and acquiring native English expression and understanding English arts and literature are counted 32.2 percent for each. The theoretical validation for this view lies in the fact that “learning another language is not like learning math or word processing. Especially in adolescence, it is likely to involve not only the linguistic and cognitive capacities of the learner as an individual, but her social, historical, emotional, cultural, moral sense of self as a subject.” (Kramsch, 2001, p. 12).

Apart from the emotional identification of Dörnyei & Csizér, if we consider from the utilitarian perspective to uncover the latent function of emotional attachment of the students, it is better to raise a question: how did students grow their sense to learn English in the light of integrative motivation? We find the answer of this question from two aspects: the information technology, and socio-cultural influence. In case of the former, we are living in a global village where information technology has interlinked the modern societies of the world. So the technological devices make us to be engaged with global world through mass media. Students are, thus,

exposed to a powerful discourse, channeled presumably through parents and schools as well as the media, which has encouraged them to develop a vision of an English-speaking, globally-involved but nationally responsible future self, and which contributes to a high initial level of motivation to learn the language (Lamb, 2004, p.16). In the globalizing world, identity “has to be created and recreated on a more active basis than before” (Giddens, 2000, p. 65). In case of the latter, the socio-cultural environment of Khulna University in Bangladesh may influence students to be integratively motivated. One example must suffice our argument, namely, the learning process of Khulna University is completely provided through the medium of English. It is increasingly recognized, for example, that learner attributes and activities are profoundly influenced by the socio-cultural environment, such that motivation itself could be said to reside not in the individual but in the interaction of the individual with his/her environment (Hickey, 1997; McGroarty, 2001).

On the other hand, instrumental motivation signifies economical or functional attachment of the individual rather than the emotional one. In instrumental motivation, we observe goal orientation and economic function which are related to learning English language by the students of Khulna University like other universities all over the world. We observe instrumental motivation of students for passing an examination, getting a better job, taking admission for higher studies and so on. Our findings depict that a total of 35.2 percent students agreed to learn English to obtain a university degree, 44 percent agreed for learning English for higher education, and 70.4 percent showed their interest in English language for getting a prestigious job. However, our study findings have similarity with the theoretical contribution of Ellis who focused on the functional reasons: “In some learning contexts, an instrumental motivation seems to be the major force determining success in L2 learning. For example, in settings where learners are motivated to learn an L2 because it opens up educational and economic opportunities for them” (Ellis, 2002, p.75).

It is important to note that human beings cannot take decision of their own which we observe in the instrumental motivation. In fact, instrumental motivation is tricky. People need to respond to the established structure of the society. In this regard, we find the justification of social mechanism to build human behavior in the traditional social thinker: “Man is born free; and everywhere he is in chains” (Rousseau, 1762/ 2003, P. 1). Modern society is not different form the traditional one; rather modern capitalistic and bureaucratic structure made the society more complex. Students are bound to learn English if they want to establish their career that represents the motto of instrumental motivation

After analyzing the data in the bar charts, it is clear that the students at Khulna University have both instrumental and integrative motivations. But most of the participants seem to have integrative motivation. As among the twenty bar charts, thirteen bar charts (green) show that students have integrative motivation whereas seven bar charts (purple) illustrate that they have instrumental motivation. This particular finding contradicts with that of Rahman (2005, p. 22), who conducted a research on the students of American International University Bangladesh. However, the findings resemble those of a few researchers, Maniruzzaman and Haque (as cited in Rahman, 2005 p. 22), who claimed that integrative motivation is the primary reason/motive for learning English Language in Bangladesh. However, “there is no single means of learning a second language: some learners in some contexts are more successful in learning a language if they are integratively oriented, and others in different contexts benefit from an instrumental orientation” (Brown, 1994, p. 154).

CONCLUSION:

The findings of this paper answer the research questions addressed. The research shows that integrative motivation is the major motivational orientation for the undergraduate level to learn English as a foreign/second language in Khulna University. In some studies like Al Mamun et al. (2012), there is no clear distinction between integrative and instrumental motivations. Moreover, they focus only on Life Science School of Khulna University excluding other Schools and Institutes. Being positive towards English language does not indicate that the respondents are instrumentally motivated towards English. On the contrary, we have categorically shown the variables of both integrative and instrumental motivations. However, to motivate the students for learning English language, the surrounding environment can play a significant role. In this regard, teachers can emphasize on learning for the sake of learning apart from academic achievements. Along with the teachers, classmates, friends, seniors, relatives and parents can inspire the learners to learn English language for its global importance and acceptance.

We are not devoid of limitations in this research. We have not determined the relationships of learners’ integrative and instrumental orientation/motivation with their EFL proficiency. Our sample represents 4.3 percent of the total population, which should be more for a more accurate picture of the students’ level and degree of motivation. However, it is also debatable how far Gardner’s dichotomous definition of integrative and instrumental

orientation/motivation is applicable in Bangladesh, where the setting is predominantly monolingual. One thing is noteworthy from the analysis. The findings show that students of Khulna University in Bangladesh have higher integrative motivation in learning English Language. More researches in learning English language must be carried out at some other universities to discover the level and degree of the students' motivation in a monolingual country like Bangladesh.

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