

# A Comparative Study of English and Non-English Major University Students' Motivation to Learn English Oral Communication

*Mst. Moriam Quadir*

Assistant Professor  
Department of English  
East West University

## Abstract

This study examines the differences in motivations of English and non-English major university students in Bangladesh to learn English oral communication. Altogether 355 (184 English and 171 non-English majors) university students participated in this study. To measure learners' motivation a modified version of the questionnaire constructed by Schmidt's et al (1996) was administered. In order to figure out the significant differences between the two groups an independent sample t-test was performed on each questionnaire item and on motivational subscales. Pearson correlations (2-Tailed) were analyzed on motivation data of both groups to understand the interactions among motivational subscales. Some similarities and differences between the groups are found from the analyses. Based on the findings of this study some suggestions are proposed for their pedagogical usefulness.

## 1. Introduction

In recent years most Asian countries have been emphasizing communicative language teaching to make English education more relevant to learners' necessities. Communicative English education has been made use of in curriculum reform in many countries where English is a foreign/second language. Many governments around the world are introducing English to young learners. For example, in Korea, the age for compulsory English education was lowered from 13 to 9 in 1997 (Park, 2000). The Japan government has introduced English language teaching to the nation's 24000 public elementary schools, and English education was to start there at primary grades from 2008 (Honna, 2008).

The perceived importance of English communication proficiency is evident in the reformation policies adopted by these countries. According to Nunan (2003), the English language is a crucial tool for economic, social and technological progress and this goal is made evident in the recent education policies of many Asian countries.

English as a foreign/second language is also playing a vital role in the whole education system in Bangladesh, as in many other Asian countries. As an attempt to upgrade English education, the language has now been introduced at the earliest grade possible (Yasmin, 2005). Since 1991 English is being taught as a compulsory subject from grade I to XII in public schools. In the Fifth Five-Year Plan (1995-2000), the government resolve to improve English language education is clear. The major objectives of the reformation process include expanding and improving the quality of English language education at secondary and higher secondary levels, and to improve the efficiency and standard of teachers through intensive training. In a recent education reformation policy, several steps have been taken to upgrade the prevailing English education system by introducing Communicative Language Teaching (CLT) methodology in the national curriculum (Hamid, 2008). It was assumed that CLT would be effective in developing students' 'communicative competence' and contributing to the human resource development efforts of the Government of Bangladesh (NCTB, 2003).

In Bangladesh English education is emphasized at all levels. English is taught as a compulsory school subject in public schools starting at grade one. In many private schools it is used for instruction at all levels. At many private universities, instruction is in English for most disciplines, including law, business studies, engineering, medicine, science and agriculture. The importance of English communication proficiency is also stressed in job interviews. Since a good command of English is an indispensable tool for information exchange and smooth economic transactions, demand for workers with English oral proficiency is strong in a globalizing world. English has become the *via media* in research, education, technology, tourism and so on. Most jobs require proficiency in spoken and written, or at the very last spoken English (Hamamoto, 2002). Society in Bangladesh has accepted this requirement as inevitable in the era of globalization.

In order to respond to the demand of communication proficiency prevailing in society, most universities in Bangladesh have initiated basic English communication courses. Both English and non-English majors attend those

courses to improve their oral competence in English and to increase their own proficiency. But English and non-English majors may not learn spoken English with the same kind of motivation. There might be some differences in their purposes, attitudes, level of anxiety and degree of motivation. The purpose of this study is to examine these issues. Course designers as well as teachers of spoken English courses should be aware of those issues while developing teaching methodologies.

## 2. Literature Review

Motivation is one of the main determining factors in developing proficiency in a second or foreign language (Gardner, 1985). Motivation is very significant because it influences the extent of learners' involvement in learning (Oxford & Shearin, 1996), and improves performance in curriculum-related achievement tests, and enhances the proficiency level. It also is a factor in perseverance and maintenance of L2 skills after formal language study is over (Scarcella & Oxford, 1992). But motivation is an extraordinarily complex and multifaceted construct (Oxford, 1996) and it is essential for educators to understand what motivates students motivations to learn an L2 (Oxford et al, 1996).

The Socio-Educational Model (Gardner, 1985) promoted by Gardner and his colleagues has dominated thinking about language learning motivation for about three decades. Although developed in the Canadian second language context, the model has been influential in many other second language and foreign language research. It consists of two major aspects, integrative orientation and instrumental orientation. Integrative orientation refers to the intention to culturally and linguistically integrate with the target language group, while an instrumental orientation is identified when the learner wants to learn a language because of the practical advantages, such as to pass an examination or for economic and social achievements.

The foreign language environment differs from second language settings. Whether motivation differs between learners of foreign and second language is a question that has been repeatedly asked in recent years (Au, 1988; Crookes & Schmidt, 1991; Dörnyei, 1990; Oller, 1981). Oxford (1992) argues that the Socio-Educational Model with two motivational orientations; intrinsic orientation and extrinsic orientation, although helpful, is insufficient to explain the vast array of learners' reasons to learn languages. Dörnyei (1990) states that the model is not properly applicable in a foreign language environment. According to him, foreign language learners rarely have experience sufficient with

target language community that can help integrative motivation. Au (1988), Crookes & Schmidt (1991), Oller (1981) thus insist on the necessity for reevaluation of the dichotomous distinction of the model.

The dichotomous model, *intrinsic-extrinsic* motivation, explained in self-determination theory (Deci & Ryan, 1985; 1995; Ryan & Deci, 2000) in mainstream psychology has shed substantial light on second and foreign language learning motivation research. Some L2 researchers have attempted to incorporate elements of the self-determination theory into L2 specific models. The extrinsic–intrinsic distinction is not identical to the instrumental–integrative distinction (Schmidt et al, 1996). An extrinsic motivation is defined as something done because of an external reward obtained from the action, while an intrinsic motivation is presumed when one does something because the activity itself is rewarding. Though the recently posited continuum (Ryan & Deci, 2000) of self-determination theory puts forward various aspects of motivation, this theory itself provides little focus on the negative features associated with second language or foreign language learning (e.g. anxiety, hesitation, lack of confidence).

During the last four decades one of the influential conceptualization in motivation psychology is the *Expectancy-value* framework set out in Atkinson's achievement motivation theory (Atkinson, 1974). It was developed subsequently by a number of researchers (Pintrich & Schunk, 1996; Wigfield, 1994). The main principle of the *Expectancy-value* theory is that motivation to perform a task is the product of two vital factors; the individuals' *expectancy of success* in a given task, and the *value* the person estimates to that task (Dörnyei, 2001b). In other words, the higher the individuals' perceived likelihood to attain the goal and the greater the incentive value of the task, the more the degree of individuals' positive motivation. According to the theory, one is unlikely to be motivated by a task when either factor is missing. If the individual perceives success to be impossible or no valid outcomes from the effort to succeed, s/he will not do anything. The principle of *Expectancy-value* model is not thoroughly adopted in any of L2 motivation research; rather, some components associated with the *Expectancy-value* framework have been incorporated (Dörnyei, 2001b) into it. All aspects of the theories are not compatible to L2 related studies though they are associated with other human behavior. In a study on EFL learners Schmidt et al. (1996) constructed the collection instruments adopting several elements (intrinsic motivation, extrinsic motivation, anxiety, motivational strength, and attitude) from the theory. The research instrument Schmidt et al.

(1996) constructed to investigate L2 motivation based on selective components of *Expectancy-value* theories comprehensively reflects the potential features of the L2 learning context.

L2 learners' motivations to learn English have been investigated by many researchers in foreign language environments. Dörnyei (1990) conducted a study of a group of 134 adult EFL learners in Hungary in order to investigate their motivational profiles. Schmidt et al. (1996) pursued a study based on a sample of 1464 learners to identify components of motivation of adult Egyptian EFL learners. Yamato (2002) tried to find out the motivations to learn English in a Japanese EFL setting by conducting a study on a group of 261 adult learners. He compared the factors of motivation between university students and voluntary learners of English. Nakata (2006) conducted a study of Japanese Non-English majors to gain an insight into their motivational constructs.

Compared to overseas studies, to date research in Bangladesh concerning motivation of EFL learners has been sparse. Haque & Maniruzzaman (2001) have conducted an empirical study to find out the interaction between EFL/ESL learning motivation and proficiency of Bangladeshi university students. The participants in their study were 61 non-English major undergraduate students from three departments of the University of Dhaka. The participants received an average of ten years of formal instruction in EFL. A modified version of Gardner's AMTB and a test on reading and listening skill and grammatical proficiency in English were used as instruments of the study. In this study no significant correlations between attitude and English proficiency was detected. The relationships of learners' integrative and instrumental orientations with their EFL proficiency were also found to be insignificant. In another study, Rahman (2005) examined the motivation to learn English based on a sample of 94 private university students in Bangladesh. The study was based on the Socio-Educational Model promoted by Gardner (1985) in Canadian bilingual setting. Through frequency distribution and mean score analysis, he found that in Bangladesh instrumental motivation is the major motivational orientation for university students to learn English.

### 3. Research Objectives

The studies discussed above deal with general L2 motivations to learn English as a foreign/second language and do not concern learners' motivation to learn any particular L2 skill such as reading, writing, speaking, or listening. In fact, learners' motivations to learn oral communication in foreign language settings have not yet

received sufficient attention of language researchers. Therefore, considering the necessity of English communication proficiency for both English and non-English majors in Bangladeshi socio-economic perspective, the present study has the following objectives:

- What are the differences in motivations, attitude, level of anxiety, and motivational strength between English and non-English majors?
- What are the relationships among motivations, attitude, level of anxiety, and motivational strength of English and non-English majors?

## 4. Methods

### 4.1 Participants

The participants of this study were 355 students of four different universities in Dhaka. There were 184 English Major and 171 non-English Major participants (majoring in Pharmacy, Architecture, Law and Business Studies). Their academic levels ranged from undergraduate to graduate, with an age range from 18 to 25. All participants were Bengali native speakers. Both English and non-English major participants were enrolled in communicative English courses that were parts of their curriculum.

### 4.2 Instruments

The self-report questionnaire used in this study to measure learners' motivation is a modified version of Schmidt's et al. (1996) instrument that was used in a survey on Egyptian adult EFL learners. To meet the objectives of the present study 30 items were selected and modified from the questionnaire. The instrument was composed in simple English. The instrument used in this study consists of five motivation subscales — intrinsic motivation, extrinsic motivation, attitude, anxiety and motivational strength. The present study adopted five point Likert scale responses, where 'strongly agree' and 'strongly disagree' were the two poles (Appendix 1). The internal consistency reliability of the questionnaire was assessed by means of Cronbach's alpha coefficient and a reliability of .80 (English major) and .84 (non-English Major) were obtained. Cronbach's alpha statistics were also computed for each motivation subscale. These are shown on each section of the questionnaire (Appendix 1). In addition, the questionnaire contained some demographic information about the participants (e.g. major, academic level).

### 4.3 Procedures

The analyses of the collected data were carried out using the Statistical Package for the Social Sciences (SPSS) Version 14.0. The participants were divided into two groups, English majors (Group 1) and non-English majors (Group 2). Inferential statistics was used to analyze the data. In order to figure out the significant differences between the two groups an independent sample t-test was performed on each questionnaire item and on motivational subscales. Pearson correlations (2-Tailed) were analyzed on motivation data of both groups to understand the interactions among motivational subscales.

## 5. Results

The descriptive statistics of the most agreed and the least agreed statements of Group 1 and 2 are listed respectively in Table 1 and 2. It is interesting to see that the most agreed motivation items were almost identical in this sample of Bangladeshi English and non-English major students. These participants reported that they learn spoken English to be prepared for their careers, to travel abroad, and they invest time and effort to improve their speaking skills. Some striking differences between the two groups were revealed in the least agreed items, although the standard deviations of some items are very high. Table 2 shows that English major participants do not feel uncomfortable or embarrassed when they need to speak English and they do not learn English to please their guardians. Non-English majors, however, reported that they do not enjoy the activities of learning oral communication that much; rather, they wish to gain proficiency in other easier ways. They also disagreed with the statement concerning fascination for western life style. Both groups disagreed on the issue of having keen interest in English music and/or movies.

**Table 1 The most agreed statements of both groups**

The 5 most agreed items of Group 1 M	Mean SD
If I can speak in English, I will be able to get a better job. 4.45	.651
Increasing my English speaking proficiency will have financial benefits for me. 4.20	.705
I want to speak in English because it is useful when traveling in many countries. 4.16	.741
I will try to improve my English speaking skill in every possible way. 4.11	.855
I often think of how I can improve my English speaking proficiency. 3.98	.786

The 5 least agreed items of Group 1 are differences in motivations, attitude, and anxiety, motivational strength between English and non-English majors, independent sample t-tests were performed. The results are presented in Table 3. Here we see that significant differences between the two groups were found only in two subscales, intrinsic motivation and the anxiety level.

I will try to improve my English speaking skill in every possible way. 4.05	.803
I want to speak in English because it is useful in many countries. 4.01	.914
I often think of how I can improve my English speaking proficiency. 3.91	.730
Increasing my English speaking proficiency will have financial benefits for me. 3.88	.750

**Table 2 The least agreed items of both groups**

The 5 least agreed items of Group 1 M	ean SD
I feel uncomfortable if I need to speak in English. 2.51	1.035
It embarrasses me to talk voluntarily in English. 2.60	.935
I am afraid other people will laugh at me if I speak in English. 2.65	.992
I am learning how to speak in English because my guardians want me to improve my skill. 2.84	1.038
Most of my favorite musicians and actors are English speakers. 2.85	1.002
The 5 least agreed with items of Group 2	
I wish I could acquire English speaking proficiency in an easier way, without much effort. (Reverse coded) 2.49	.836
Speaking in English is a challenge that I enjoy. 2.60	.756
Speaking in English is a hobby for me. 2.63	.659
Most of my favorite musicians and actors are English speakers. 2.92	.976
The life-style of native English speaking countries fascinates me very much. 2.96	1.076



**Table 3 T-test results on motivation subscales of Group 1 and 2**

Motivation sub-scales	Group 1 (n=184)		Group 2 (n=171)		t-test	Sig.(2-tailed)
	M	SD	M	SD		
Intrinsic Motivation	3.22	.66	2.84	.47	6.26	.000**
Extrinsic Motivation	3.58	.55	3.60	.58	-.217	.829
Attitude	3.09	.73	3.03	.74	.807	.420
Anxiety	2.77	.79	3.11	.79	-4.15	.000**
Motivational strength	3.89	.63	3.78	.66	1.65	.101

\*\* P<.01

To identify the differences between the two groups on each item of the questionnaire, t-tests were carried out. The analyses reveal significant differences between English major and non-English majors in 13 items out of the 30 (Appendix 2). Of the 13 differences 4 items are from intrinsic motivation, 4 from extrinsic motivation, 4 from anxiety and 1 from motivational strength subscales. No difference was found in the attitude sub-scale.

T-test identified significant differences in four intrinsic motivation items; 'Speaking in English is a hobby for me' ( $t=4.666, p=.000$ ), 'Speaking in English is a challenge that I enjoy' ( $t=7.956, p=.000$ ), 'I don't enjoy speaking in English, but I know that this proficiency is important for me' ( $t=2.282, p=.023$ ) (reverse-coded), 'I wish I could acquire English speaking proficiency in an easier way, without much effort (reverse-coded)' ( $t=4.666, p=.000$ ). In all of these items English majors scored higher than non-English majors. These results indicate that English majors possess higher intrinsic motivation compared to non-English majors. But both groups reported that they enjoy speaking in English very much.

There were significant discrepancies between the two groups in four extrinsic motivation items. In the item 'I am learning how to speak in English because my guardians want me to improve my skill ( $t=-4.220, p=.000$ )', non-English majors scored higher than English majors. This difference indicates that non-English majors are comparatively more pressurized by their guardians to learn spoken English than English majors. In the item 'Being able to speak English will add to my social status ( $t=2.286, p=.023$ )' English majors scored higher than non-English majors. It appears that English majors tend to use English proficiency as a tool to increase their social status. Again, in the item 'I want to speak in English because I would like to immigrate ( $t=-2.270, p=.024$ )'

non-English majors scored higher than English majors. The finding shows non-English majors' interest in immigration is one of their goals in learning English. Another difference found between the two groups is in the extrinsic motivation item 'Increasing my English speaking proficiency will have financial benefits for me' ( $t=4.048, p=.000$ ). Here English majors' higher scores indicate that they are more aware about financial gain utilizing their oral proficiency than non-English majors.

In the 'anxiety' subscale differences were found in 4 items. In all the 4 items non-English majors scored higher than English majors. These results reveal that English majors are comparatively less tense about participating in learning activities in spoken English compared to non-English majors. Differences were found in the items: 'I feel uncomfortable if I need to speak in English' ( $t=-4.604, p=.000$ ), 'It embarrasses me to talk voluntarily in English' ( $t=-4.398, p=.000$ ), 'I am afraid other people will laugh at me if I speak in English' ( $t=-3.467, p=.001$ ), 'I think I know English well, but I don't perform well in speaking' ( $t=-2.483, p=.014$ ).

In motivational strength sub-scale difference was found in only one item, 'Even if I need to spend much money to learn spoken English, I will continue' ( $t=2.265, p=.024$ ). In this item English majors scored higher than non-English majors. This result shows that English majors are comparatively more committed to improving their English oral performance even by investing money for course fees or material expenditure.

Pearson correlations (2-tailed) were performed to understand the relationships in motivations, attitude, anxiety and motivational strength of the two groups. The correlation results of English and non-English majors are presented respectively in Table 4 and 5. Table 4 shows that Group 1 has a strong negative correlation between intrinsic motivation and anxiety. This group showed significant positive correlations of extrinsic motivation with attitude and motivational strength. Significant positive correlation was also found between attitude and motivational strength.

According to Table 5, Group 2 showed significant positive correlations of extrinsic motivation with attitude, motivational strength and, somewhat unexpectedly, with anxiety level. This group also showed strong positive correlations between attitude and motivational strength. In correlation analysis of motivation subscales, no other significant relationships were found in this study.

**Table 4 Correlations among motivation subscales of Group 1**

	IM	EM	A1	A2	MS
IM	1				
EM	.094	1			
A1	.049	.606**	1		
A2	-.707**	.092	.076	1	
MS	.037	.416**	.274**	-.014	1

IM: intrinsic motivation, EM: Extrinsic motivation, A1: Attitude, A2: Anxiety, MS: Motivational strength. \*\*p<.01

**Table 5 Correlations among motivation subscales of Group 2**

	IM	EM	A1	A2	MS
IM	1				
EM	.027	1			
A1	-.004	.545**	1		
A2	-.081	.193*	-.061	1	
MS	.023	.445**	.682**	-.014	1

IM: intrinsic motivation, EM: Extrinsic motivation, A1: Attitude, A2: Anxiety, MS: Motivational strength. \*\*p<.01, \*p<.05

## 6. Discussion

The first research objective addressed in this study was to identify differences in motivations, attitude, level of anxiety, and motivational strength between English and non-English majors. From the t-test results we see that in intrinsic motivation there are significant differences in 4 items. According to the results of t-test analyses English majors are more sincere about communication skill than Non-English majors. A possible interpretation of this finding might be that in Bangladesh a substantial proportion of English graduates end up as teachers (Alam, 2001). This trend of career interest might be reflected in their sincerity in developing English oral proficiency. In the reverse coded items non-English majors reported that they attach more importance to performance than to the learning process. In other words, though they know that the proficiency is important for them, they do not enjoy learning activities much. In the last intrinsic motivation item, non-English majors reported that unlike English majors they are interested in improving oral proficiency if the methodology is

easy, and does not require much effort. A potential reason for this attitude might be due to pressure of disciplinary courses, non-English majors do not find sufficient time to practice speaking skill, and therefore, look for easier ways to meet proficiency demand. In such circumstances it is necessary to provide English and non-English majors with separate classrooms to make speaking courses effective for the latter. Again, instructors would need to be more careful about preparing teaching materials to attract and motivate non-English majors.

In extrinsic motivation subscales, differences between English and non-English majors were detected in four items. In two items English majors scored higher than non-English majors. In these items English majors consider the skill as a means to increase social status and to gain financial benefits. It appears that compared to non-English majors English majors are more dependent on proficiency to ensure social status. In contrast, non-English majors reported two reasons that affect their effort to learning spoken English; one is the pressure from guardians and the other their intention to immigrate. The former reason may be attributed to the relatively less intrinsic motivation of Non-English majors compared to English majors which makes them take guardians' pressure as a strong influence to learn spoken English. The second reason reveals a feeling of insufficiency in non-English majors. They are probably more frustrated by the lack of attractive careers in an unindustrialized country like Bangladesh. It is a common goal for many non-English major graduates of these areas to immigrate to foreign countries and to seek jobs there (Quadir, 2008). Therefore, sometimes non-English majors' learning of English communication is guided by their wish to seek work in foreign countries.

Non-English majors scored higher in four items on the anxiety subscale. In L2 contexts where learners have infrequent contact with native speakers, anxiety can be high in output activities such as speaking and writing (Nakata, 2006). In Bangladesh learners do not have enough exposure to spoken English outside classrooms. In many universities non-English majors find fewer opportunity to speak English with their co-learners and teachers compared to English majors. In foreign language learning situation due to insufficient contact with native speakers of English, learners feel anxious in practicing the productive skill of speaking (Clement, Dörnyei & Noels, 1994) and tend to deal with learning activities less effectively and easily disengage from anxiety-provoking task (Aida, 1994). Nakata (2006) reflects on the cultural aspect of anxiety in Japanese EFL contexts where 'making mistakes' is not socially acceptable. Similarly, for Bangladeshi learners it is a humiliating experience to make mistakes

and loose face in public. Learners with low confidence would probably try to avoid anxiety-provoking tasks like speaking. Aida (1994) emphasizes the importance of teachers' role in alleviating classroom tension by creating a friendly and supportive atmosphere that can help reduce students' embarrassment in front of their peers. It is the teachers who can help students overcome the feeling of anxiety by recognizing their mistakes in L2 speaking (Nakata, 2006). An interactive and enjoyable teaching approach is needed to help learners to reduce hesitation in speaking English.

The second research objective of this study was to find out the relationships among motivations, attitude, level of anxiety, and motivational strength of English and non-English majors. In correlation results English majors showed a significant negative correlation between intrinsic motivation and level of anxiety. This result implies that English majors' high intrinsic motivation helped them to lower the level of anxiety to deal with learning activities. This finding corresponds to Gottfried's (1985) finding in his study that intrinsic motivation and anxiety are dependent factors. This result is also supported by findings of Schmidt et al. (1996) in their study of adult Egyptian learners. Their work revealed that learners who enjoy English class the most are less anxious. Again, according to t-test results it is found that English majors were significantly more intrinsically motivated and less anxious to deal with learning activities compared to non-English majors. In correlation results of non-English majors the relationship between intrinsic motivation and anxiety was found negative but not significant. However, the positive correlation between extrinsic motivations and anxiety found in this study is somewhat odd. This result implies that non-English majors' extrinsic motivations increase their level of anxiety. One possible explanation for this result might be that their high extrinsic motivation makes them a bit too worried about acquiring proficiency. This type of feeling is recognized by Aida (1994) as 'positive anxiety', which sometimes help learners to improve their skills because of a high degree of motivation. In correlation results, too, significant positive relationships between extrinsic motivation and attitude were found in both groups of learners. We also found strong positive correlations between attitude and motivational strength in both groups.

## 7. Conclusion

Learners' motivation is of pragmatic interest to language teachers and program designers who want their courses to be congruent to learners' needs and interests (Schmidt's et al, 1996). The differences in motivation factors between English

and non-English majors found in this study through t-test, and correlation analysis should help course designers and instructors and make them aware of the relative features and enable them to find out potentially effective methodologies. Like most EFL research this study suffers from the inevitable limitation of convenient sampling which makes the results open to question and verification. Further research is needed to clarify these issues and to examine the generality of the findings of this study. It is also necessary to conduct follow-up studies to find out whether the findings of this study have any correspondence with other Asian contexts where both English and Non-English majors are learning English oral communication in academic environments. Investigation is also necessary at different levels to understand learners' motivation to learn spoken English.

## References

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*, 78, 157-167.
- Alam, F. (2001). The Dhaka University English curriculum: a decade of development? In Alam, F, Zaman & N. Ahmed, T. (Ed.) *Revisioning English in Bangladesh*. (pp.1-14).
- Atkinson, J. W. (1974). Strength of motivation and efficiency of performance. In J. W. Atkinson & J. O. Raynor (Eds.), *Motivation and Achievement* (pp. 117-142). New York: Winston & Sons, V. W. Winston.
- Au, S. Y. (1988). A critical appraisal of Gardner's social psychological theory of second language (L2) learning. *Language Learning*, 38, 75-100.
- Clement, R., Dörnyei, Z., & Noels, K.A. (1994). Motivation, self-confidence and group cohesion in the foreign language classroom. *Language Learning*, 44, 417-448.
- Crookes, G., & Schmidt, R.W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41, 469-512.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-determination in Human Behavior*. New York: Plenum Press.
- Deci, E. L., & Ryan, R. M. (1995). Human autonomy: The basis for true self-esteem. In M. H. Kernis (Ed.), *Efficacy, Agency and Self-esteem* (pp. 31-48). New York: Plenum.

- Dörnyei, Z. (1990). Conceptualizing motivation in foreign *language learning*. *Language Learning*, 40, 45-78.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78, 273-284.
- Dörnyei, Z. (2001a). *Motivational Strategies in the Llanguage Classroom*. Cambridge: Cambridge University Press.
- Dörney, Z. (2001b). *Teaching and Researching Motivation*. Harlow, England: Longman.
- Gardner, R. C. (1985). *Social Psychology and Language Learning: The Role of Attitudes and Motivation*. London, Ontario: Edward Arnold.
- Gottfried, A.E. (1985). Academic intrinsic motivation in elementary and junior high school students. *Journal of Education Psychology*. 77, 631-645.
- Hamamoto, S. (2002). A step forward to improve English language education in Bangladesh. *Asian English Studies*, 4, 85-98.
- Hamid, M. O. & Richard, B. B. (2008). Will CLT bail out the bogged down ELT in Bangladesh? *English Today*, 95, 16-24.
- Honna, N. (2008). *English as a Multicultural Language in Asian Contexts: Issues and Ideas*. Tokyo: Kurosio Publishers.
- Haque, S. M. & Maniruzzaman, M. (2001). Motivation and EFL proficiency: A case study of undergraduates. In F. Alam, N. Zaman, & T. Ahmed, (Eds.), *Revisioning English in Bangladesh*. (pp.153-168). The University Press Limited, The University of Dhaka.
- Nakata, Y. (2006). *Motivation and Experience in Foreign Language Learning*. New York: Wien.
- NCTB. (2001). *English for Today (for class 9-10)*. Dhaka: NCTB.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia Pacific region. *TESOL Quarterly*, 37, 589-613.
- Oller, J. W. (1981). Research on affective variables: some remaining questions. In R. Andersen (Ed.), *New Dimensions in Second Language Acquisition Research* (pp. 14-27). Rowley, MA: Newbury House.

Oxford, R. L. (1992). US and Japanese education system: Implications for global business-*A View from This Side of the Ocean*. Presentation at the Annual Alabama Sakura Festival, Tuscalusa, AL.

Oxford, R. L., & Shearin, J.(1996). Language learning motivation in a new key. In R. L. Oxford. (Ed.) *Language Learning Motivation: Pathways to the New Century*, Honolulu: University of Hawai'i Press (pp.121-144).

Oxford, R. L. (1996). New pathways of language learning motivation. In R. L. Oxford. (Ed.) *Language Learning Motivation: Pathways to the New Century*, Honolulu: University of Hawai'i Press (pp.1-8).

Park, J. K. (2000). Teacher education for ELT in Korean elementary schools. Paper presented at the English Language Teaching Contacts Scheme (ELTeCS) Conference on Young Learners' ELT Curriculum in East Asia, Taiwan Normal University, Taipei, Taiwan.

Pintrich, P. R. & Schunk, D. H. (1996). *Motivation in Education: Theory, Research and Applications*. Englewood Cliffs, NJ: Prentice Hall.

Quadir, M. (2008). A study on English and non-English major university students' motivation to learn spoken English in Bangladesh. *The Japan Association of College English Teachers (JACET) Chugoku-Shikoku Chapter Bulletin*, 5, 39-56.

Rahman, S. (2005). Orientations and motivation in English language learning: a study of Bangladeshi students at undergraduate level. [Electronic version]. *Asian EFL Journal*, 7, 29-55.

Ryan, R. & Deci, E, L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55, 68-78.

Scarcella, R., & Oxford, R. L. (1992). *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston: Heinle & Heinle.

Schmidt, R., Boraie, D., & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. In R. L. Oxford. (Ed.) *Language Learning Motivation: Pathways to the New Century*, Honolulu: University of Hawai'i Press (pp.9-70).

Tremblay, P.F., & Gardner, R.C. (1995). Expanding the motivation construct in language



learning. *Modern Language Journal*, 79, 505-520.

Wigfield, A. (1994). Expectancy value theory of achievement motivation: A developmental perspective. *Educational Psychology Review*, 6, 49-78.

Yamato, R. (2002). A study on motivation and strategy in an EFL setting. *JACET Bulletin*, 35, 1-13.

## Appendix 1

### A Motivation Questionnaire for EFL Learners of Spoken English

(a) Strongly agree	(b) agree	(c) neither agree nor disagree	(d) disagree	(e) strongly disagree
5	4	3	2	1

### Part A (Intrinsic motivation) English major $\bar{x}=.74$ / Non-English major $\bar{x}=.55$

1. I enjoy speaking in English very much.
2. Speaking in English is a hobby for me.
3. Speaking in English is a challenge that I enjoy.
4. I don't enjoy speaking in English, but I know that this proficiency is important for me. (reverse-coded).
5. I wish I could acquire English speaking proficiency in an easier way, without much effort. (reverse-coded).

### Part B (Extrinsic motivation) English major $\bar{x}=.77$ / Non-English major $\bar{x}=.80$

6. I am learning how to speak in English because my guardians want me to improve my skill.
7. I need to improve English speaking proficiency because I want to impress people around me.
8. Being able to speak English will add to my social status.
9. I am learning how to speak in English because I want to spend a period of time in an English speaking country.

10. I want to speak in English because it is useful when traveling in many countries.
11. I want to speak in English because I would like to immigrate.
12. One reason I am learning to speak English is that I can talk to and make friends with foreigners.
13. If I can speak in English, I will be able to get a better job.
14. Increasing my English speaking proficiency will have financial benefits for me.
15. If I can speak in English, I will have a marvelous life.

**Part C (Attitude) English major  $\alpha=.77$  / Non-English major  $\alpha=.83$**

16. Native English speakers are very friendly people.
17. Most of my favorite musicians and actors are English speakers.
18. The culture of native English speaking countries has contributed a lot to the world.
19. I like to follow the modernity of native English speakers.
20. The life-style of native English speaking countries fascinates me very much.

**Part D (Anxiety) English major  $\alpha=.83$  and for Non-English major  $\alpha=.82$**

21. I feel uncomfortable if I need to speak in English.
22. It embarrasses me to talk voluntarily in English.
23. I am afraid other people will laugh at me if I speak in English.
24. I think I know English well, but I don't perform well in speaking.
25. Speaking is harder than other language learning skills (reading, writing, listening).

**Part E (Motivational strength) English major  $\alpha=.75$  / Non-English major  $\alpha=.82$**

26. I can honestly say that I really try to put my best effort to improve my English speaking proficiency.
27. I plan to improve speaking proficiency in English as long as possible.
28. Even if I need to spend much money to learn spoken English, I will continue.
29. I often think of how I can improve my English speaking proficiency.
30. I will try to improve my English speaking skill in every possible way.

## Appendix 2

### T-test results of all motivation items of Group 1 and 2

Questionnaire Items	Group 1 M	(n=184) SD	Group 2 M	(n=171) SD	t-test	Sig. (2- tailed)
<b>Intrinsic motivation</b>						
1. I enjoy speaking in English very much.	3.65	.887	3.51	.792	1.476	.141
2. Speaking in English is a hobby for me.	3.02	.905	2.63	.659	4.666	.000**
3. Speaking in English is a challenge that I enjoy.	3.34	.989	2.60	.756	7.956	.000**
4. I don't enjoy speaking in English, but I know that this proficiency is important for me. (reverse-coded).	3.20	.910	2.99	.847	2.282	.023*
5. I wish I could acquire English speaking proficiency in an easier way, without much effort. (reverse-coded).	2.90	1.009	2.49	.839	4.251	.000**
<b>Extrinsic motivation</b>						
6. I am learning how to speak in English because my guardians want me to improve my skill.	2.84	1.038	3.33	1.168	-4.238	.000**
7. I need to improve English speaking proficiency because I want to impress people around me.	3.14	1.055	3.29	1.050	-1.400	.162
8. Being able to speak English will add to my social status.	3.89	.929	3.66	.971	2.286	.023*
9. I am learning how to speak in English because I want to spend a period of time in an English-speaking country.	3.22	1.159	3.24	1.015	-.147	.883
10. I want to speak in English because it is useful when traveling in many countries.	4.16	.741	4.01	.914	1.658	.098

11. I want to speak in English because I would like to immigrate.	2.92	1.176	3.19	1.048	-2.270	.024*
12. One reason I am learning to speak English is that I can talk to and make friends with foreigners.	3.28	1.032	3.32	.992	-.413	.680
13. If I can speak in English, I will be able to get a better job.	4.45	.651	4.42	.658	516	.606
14. Increasing my English speaking proficiency will have financial benefits for me.	4.20	.705	3.88	.750	4.048	.000**
15. If I can speak in English, I will have a marvelous life.	3.69	.909	3.56	.933	1.317	.189

### Attitude

16. Native English speakers are very friendly people.	3.15	.842	3.01	.797	1.612	.108
17. Most of my favorite musicians and actors are English speakers.	2.85	1.002	2.92	.976	-.724	.469
18. The culture of native English speaking countries has contributed a lot to the world.	3.37	.978	3.17	1.000	1.904	.058
19. I like to follow the modernity of native English speakers.	3.17	1.031	3.06	.928	1.050	.294
20. The life-style of native English speaking countries fascinates me very much.	2.91	1.149	2.96	1.079	-.484	.628

### Anxiety

21. I feel uncomfortable if I need to speak in English.	2.51	1.035	3.02	1.037	-4.604	.000**
22. It embarrasses me to talk voluntarily in English.	2.60	.935	3.05	.990	-4.398	.000**

23. I am afraid other people will laugh at me if I speak in English.	2.65	.992	3.03	1.087	-3.467	.001**
24. I think I know English well, but I don't perform well in speaking.	3.05	1.062	3.32	.995	-2.483	.014*
25. Speaking is harder than other language learning skills (reading, writing, listening).	3.02	1.079	3.15	1.077	-1.134	.257

### Motivational strength

26. I can honestly say that I really try to put my best effort to improve my English-speaking proficiency.	3.90	.938	3.84	.916	.554	.580
27. I plan to improve speaking proficiency in English as long as possible.	3.92	.859	3.80	.818	1.442	.150
28. Even if I need to spend much money to learn spoken English, I will continue.	3.55	.979	3.31	1.008	2.265	.024
29. I often think of how I can improve my English-speaking proficiency.	3.98	.786	3.91	.730	.958	.339
30. I will try to improve my English-speaking skill in every possible way.	4.11	.855	4.05	.803	.702	.483

\*\*p<.01, \*p<.05