THE ROLE OF MOTIVATION IN LEARNING ENGLISH IN SECONDARY CLASSROOMS

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ABSTRACT

The purpose of this research was to identify if the motivation in the classroom is influential or not in ensuring learning English language and also teachers and students' attitude towards motivation. This research examined student motivation in the classroom, teachers' role and feedback from the students for promoting motivation.To accomplish this, forty five students' questionnaire feedback and five teachers were conducted. Teacher interviews and student surveys were also given. Throughout the course of the investigation, some major themes emerged. The first theme was classroom atmosphere. The second major theme was connecting the material to the lives of the students. The third major theme was the use of humor in the classroom to help provide opportunities for student motivation. In the study of academic motivation in a language-learning setting, motivation has traditionally been considered an independent variable. The present study treats it as both a dependent function of classroom activities and an independent predictor of study time, expected grade, and whether a student will continue to study the language. Six distinct motivational types are discussed: motivation about the language, motivation about the class, confidence, external motivation, whether the class feels required, and self-reported motivation. Motivation about the language is found to be of particular importance in predicting outcomes. Improving student motivation levels would have many implications in the field of language learning. Through the course of my investigation, it has been found that there are certain teaching strategies that seem to have a strong impact on motivation of the students in the classroom. The major themes listed previously can be applied in almost any situation, grade level or subject area. The application of these strategies can be very effective for the teacher and rewarding for the students.

Keywords: Motivation, English language learning (ELL)

CHAPTER- 1: INTRODUCTION

1.1 Introduction

Motivation is considered significant in its role in language learning success. Along this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language. Dornyei (2002) stated that the learner's enthusiasm, commitment and persistence are the key determinant of success or failure.

This research seeks to investigate the role of motivation of the students of class IX-X in the secondary institutions of Mirpur, Dhaka. By nature of motivation, the researcher is trying to find out the types of motivation do students have, and the roles of motivation that have affect on their learning. The syllabus of secondary level puts importance to teach and learn English communicatively, but unfortunately the students do not turn out to be competent in using English after completing their secondary education. It seems that the students are less motivated to learn English for communication purposes. This research is aimed at exploring what type of motivation students have and the impact of student's motivation in learning English.

1.2 Rationale

When I recall my English language learning experience at the secondary level and observe the classes conducted by some English teachers nowadays, I most often notice dictatorial teachers who used to deal with us with a heavy hand and frequently hurt our self-respect. My learning experience could certainly have been more pleasant and I believe it could have been a more successful learning if the teachers were sympathetic towards us, the learners. Even today, I am also concerned about such complaints from teenage learners about their English teachers. That is why I feel that there is a need for an investigation into how much English language teachers are conscious about motivating students to facilitate English language learning in the domain of secondary level.

N.B. Secondary level indicates class: VI-X

1.3 Problem Statement

To some students, the classroom is an exciting and meaningful place where success and effort are enjoyable. In other students we see a lack of interest, lack of pride and lack of desire to learn; regardless of content area, grade level or district. These students are not interested and therefore fail to find motivation to learn. It has been intended to find out the role of motivation in learning English language.

1.4 Objective

It is a fact that the importance of motivation is undeniable in learning any foreign language. So, my objective is to undertake a study to find out to what extent teachers at the secondary level are aware of the role of motivation in facilitating English language learning.

1.4 Research Questions
The research questions are:
I. How much are teachers aware of the role of motivation in facilitating English language learning?
II. What are teachers' classroom practices that reflect motivational behaviour?

1.5 Organization of the Chapters

This thesis consists of 5 chapters. Chapter one includes background of the study, purpose of the lessons significant to the study, method of study, conceptual framework. Chapter two depicts review of relevant literature across and outside the country on the classroom motivational issues and teachers' role. Chapter three explains the methodology applied to this study, duration and procedure of the data collection and analysis. Chapter four focuses on analysis of the result and interpretation of the data. Chapter five includes findings and policy recommendation and some suggestions for future study.

CHAPTER- 2: LITERATURE REVIEW
2.1 Introduction
The following review of the literature will examine student motivation in classroom. In many places and classrooms, students appear to be unmotivated and unwilling to learn. The motivation of students may be related to the influence by their teachers in the classroom. This literature review will show the importance of student motivation in a successful educational environment.

2.2 What is Motivation?
Nowadays the word motivation has been the part of successful language learning. Many researchers opined to define this term. It means the reason for the action, the desire to complete a task.
Snowman, McCown and Biehler (2009) defined motivation as an individual's willingness "to expend a certain amount of effort to achieve a particular goal under a particular set of circumstances" (p. 406). Gardner (1985) opines that in foreign language learning, motivation is "the combination of effort plus desire to achieve the goal of learning the language" (p. 10). To him, motivation to learn a foreign language has three elements: aspiration, endeavor, and result that mean a motivated L2 learner will aim to learn the target language, and will achieve something as a result of the effort he put. In classroom teaching, motivation indicates to "the degree which students invest attention and effort in various pursuits….motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in learning activities and their reasons for doing so" (Brophy, 2010, p. 3).

Motivation provides a source of energy that is responsible for why learners decide to make an effort, how long they are willing to sustain an activity, how hard they are going to pursue it, and how connected they feel to the activity (Rost, 2001 p. 1).
Motivation is an attribute of the individual describing the psychological qualities underlying behavior in relation to a particular task (MacIntyre, MacMaster & Baker, 2001).
Spolsky (1989) has divided motivation into five broad areas:
1) Enhancing language-related values and attitudes of learners
2) Increasing the learners' expectancy of success.
3) Making students more goal-oriented.
4) Making the teaching materials relevant for the learners.
5) Creating realistic learner beliefs.

2.3 Types of Motivation
Several theories and categorizations contribute to an understanding of academic motivation generally and second-language motivation specifically. These include the theory of integrative motivation introduced during the social-psychological period, as well as Self -Determination Theory, its extensions, and the general categorizations of intrinsic and extrinsic motivation developed during the cognitive-situated period.

As mentioned above, the social-psychological period posited that L2-learning motivation is profoundly impacted by attitudes towards the L2 group. Although positive attitudes towards the people who natively speak a language can positively influence a learner's motivation to learn that language, negative attitudes towards the group can likewise negatively influence motivation.

The work of James Gardner and associates characterizes this conceptualization of motivation.As defined by Gardner (2001), integrativeness is one of two major factors that influence overall motivation. It is a complex construct that reflects an interest in learning a foreign language in order to become closer to the L2 community. Thus, the term denotes not only attitudes towards learning foreign languages and towards the L2 group generally, but also the learner's willingness to interact with members of that L2 community (Dörnyei, 2005). Attitudes towards the learning situation constitute the second component of Gardner's two-pronged theory of motivation. Gardner (2001) explains that, in a classroom context, this term subsumes attitudes towards the teacher, classmates, coursework, activities associated with the course, and all other facets of the situation in which the language is learned. Integrativeness and attitudes towards the learning situation together contribute to overall motivation to learn the language. In this conceptualization of the term, a motivated individual makes an effort to learn the language (i.e. does their homework, participates in class, etc.), wants to learn the language, and will enjoy learning the language (Gardner, 2001).

The theories of motivation developed during the cognitive-situated period, although certainly distinct from those described above, nevertheless do not negate that socio-psychological work. Rather, those foundations are still accepted, and the newer perspectives about how motivation functions in the real world (e.g. in classrooms) can be studied in conjunction with the earlier models (Dörnyei, 2005).

Self Determination Theory (SDT) is not specific to the study of motivation as it pertains to language. Rather, it is a more general psychological theory which suggests that intrinsic motivation and internalization, and ultimately identity development, are molded by three basic psychological needs: autonomy, competence, and relatedness (La Guardia, 2009). La Guardia's (2009) account of the theory explains that autonomy refers to actions that a learner initiates and regulates himself. Autonomous actions are willingly engaged in, whereas participating in non-autonomous behaviors make the learner feel compelled or controlled. Competence refers to a learner's feelings of content mastery or intellectual challenge, and is expressed in curiosity, exploration of new or difficult material, etc. Relatedness is the need to feel acceptance by, and importance to, others (e.g. teachers, parents, peers). SDT as a whole suggests that people are likely to devote their energies to activities that promote these three psychological needs; in other words, they are likely to be motivated by people, situations, and undertakings that support those needs. Within this SDT framework arise the concepts of intrinsic and extrinsic motivation.

Intrinsic motivation, based in autonomy and competence, describes a situation in which material is engaged in for its inherent interest and the satisfaction and enjoyment it engenders.

An example would be a person who enjoys learning a language because of the satisfaction felt when new concepts are mastered (competence) or because of the inherent interest and joy associated with learning the language. Extrinsically motivated activities, on the other hand, are engaged in order to accomplish some goal that is separate from the activity in and of itself: for example, a person who wishes to learn a language because they believe bilingualism to be a valuable job skill, or because they believe it will make travel easier and more enjoyable. Activities can be initiated extrinsically and later be internalized to become intrinsically motivated, or they can begin out of intrinsic interest and be perpetuated in order to obtain other (extrinsic) outcomes. Thus, there is a continuum of behaviors, ranging from those that are completely extrinsically to completely intrinsically motivated.

On the controlled, extrinsic end of the scale, externally regulated behaviors are done in order to avoid punishment or obtain reward. Introverted behaviors are somewhat more internalized and are performed not to avoid punishment or gain reward per se, but rather to avoid the shame or guilt one would feel if the behavior were not done or to feel pride and worth in the eyes of others. More internalized, autonomous, and intrinsic, identified behaviors have been accepted and are valued as one's own (e.g. because a student understands their usefulness), and integrated behaviors are the most intrinsically motivated (La Guardia, 2009). An integrative orientation such as that described above (Gardner, 2001) is most closely correlated with intrinsic motivation (Noels, Clément & Pelletier, 2001).

Noels, Pelletier, Clément and Vallerand (2000) extend this model to language learning specifically and expand upon the traditional intrinsic-extrinsic categorizations with their seven point Language Learning Orientations Scale.

In this characterization, a motivation is characterized by a feeling that there is no point, or that material is beyond the student's interest or capabilities. External, interjected, and identified regulations have definitions consistent with those above. Intrinsic motivation is then broken into three separate parts: intrinsic motivation for knowledge (doing the activity for the intrinsic pleasure of exploring ideas and learning new things), for accomplishment (the pleasure associated with mastering a task or achieving a goal), and for stimulation (feelings such as fun and excitement).

2.4   Relationship between Motivation and Language Learning
Researchers found that a higher level of motivation enhances language learning (Brown, 2002; Gilakjani, Leong & Saburi, 2012; Snowman, McCown & Biehler, 2009; Vengadasamy, 2002). "Without student's motivation, there is no pulse; there is no life in the class" (Gilakjani, Leong & Sabouri, 2012, p. 9). Choosri and Intharaksa (2011) found a strong relationship between students' level of motivation and their achievement. Oxford and Shearin (1994), and Dornyei (2001a) found a similar result that reveals that students' motivation level decide their achievement.

2.5   Teachers' Perspective
Regarding the issue of classroom motivation in learning and teaching English language, the views of the teachers are full of variety though they feel the need of motivation. Their implementation of motivation is different. Some are in belief that external motivational activities are very influential than internal but some are in the other side. Due to diversity of perspective, the teachers provided several ways of teaching and learning techniques through motivation.

2.6   The Related Literature Review
Psychologists define motivation as an internal process that activates, guides, and maintains behavior over time (Pintrich, 2003; Stipek, 2002). Slavin (2006) puts it in plain language when he says 'motivation is what gets you going, keeps you going, and determines where you're trying to go' (p. 317).

For most fields of learning, it is well accepted that motivation is essential to success and without motivation people will almost certainly fail to make the necessary effort to achieve that success (Harmer, 2007). It is, therefore, related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has a very remarkable role in determining

success or failure in any learning situation, even in the case of the brightest learners (Dornyei, 2001). This motivation is of great importance in language education (Guilloteaux and Dornyei, 2008).

Now comes the question - whose responsibility is it to motivate learners? Dornyei (2001) says that it is every teacher's responsibility who thinks of the long-term development of his/her students. Through an empirical study, Guilloteaux and Dornyei (2008) have confirmed the belief held by many education experts that student motivation is related to the teacher's motivational practice. Similar findings have been demonstrated by many recent researchers (e.g. Cheng and Dornyei 2007, Dornyei and Csizér 1998). Teacher skills in motivating learners need to be seen as 'central to teaching effectiveness' (Dornyei, 2013: 523).

Recent researchers have turned their attention to classroom applications of motivation by conceptualizing motivational strategies (Dornyei, 2001; Guilloteaux and Dornyei, 2008). *Motivational strategies* here refer to instructional interventions consciously applied by the teacher to elicit and stimulate student motivation. A survey of the literature related to the study of motivation in the classroom reveals many publications on teacher motivational strategies that should be effective in fostering student motivation in the classroom (for reviews, see e.g., Brophy, 2004; Dornyei, 2001). Language teachers interested in promoting their students' motivation can now choose from a variety of techniques based on their personal preferences as well as the needs and characteristics of their learners (Dornyei, 2013).

CHAPTER- 3: METHODOLOGY

3.1 Introduction
This chapter includes the discussion of the methods which have been used by the researcher to collect data for the research. Using those methods, the researcher tried to figure out the knowledge, experience and opinions of the teachers about the role of motivation in learning English at the secondary classrooms.

3.2 Research Design
I adapted qualitative and quantitative approach while collecting and analyzing data. Qualitative research produces in depth answer of the research question while quantitative research generates numerical data or data that can be converted into numbers for a statistical review.

The research procedure has been completed by collecting books, journal, and articles from the library. Journal and scholarly articles have been collected from educational and academic databases.

3.3 Tools of Data Collection
The instruments that have been used are:
    I. Teachers' Questionnaire
   II. Students' questionnaire (scaled format as devised by Likert (1932)
 III. Teachers' interview and students' focus group discussion (FGD)
 IV. Classroom observation using a checklist

3.4 Sites and Number of Respondents (Data Collection Procedure)
Three secondary schools in Dhaka city at Mirpur were surveyed to collect data. For the sake of research ethics in maintaining confidentiality, the real names of those schools were not be revealed and disguised names of teachers and students were used to ensure anonymity. There were a total of 50 participants (45 students and 5 teachers) and three English language secondary classes in three different schools were observed.

3.5 Analysis of Data and Discussion
Data were examined to tease out repetitive patterns or 'emergent themes' (Lincoln and Guba, 1985) and those patterns were discussed in relation to the literature review in order to display what is the current situation regarding the role of motivation in learning English language at secondary level classes. Finally, some pedagogical implications were drawn.

3.6 Data Analysis Procedure
Both qualitative and quantitative data have been in use for the data analysis. The questionnaire's questions were linked to the central research questions which were analyzed in details. After the collection of data, all the questionnaires of the teachers were assessed. All the close ended questions were checked in several times and the data were calculated several times for getting correct result. Open ended questions in the teachers' questionnaire were also analyzed in details to represent the qualitative result.

3.7 Obstacles
The researcher did not find any mentionable unpleasant situation while collecting the data. However, it was a little bit embarrassing for the researcher when some of the teachers were interpreting the statements in an inappropriate way. Then the researcher had to tactfully reinterpret it for the teacher with respect. Though the researcher had to move so many times from one institution to another, the data collection was not hampered any way.

3.8 Duration
The duration of this research was approximately four months.

CHAPTER -4: FINDINGS AND DISCUSSION

4.1   Introduction
In this chapter, the researcher develops and analyses the data collected from the teachers who have been teaching English in different schools in Mirpur and the students who are studying at the secondary level (Class IX-X).

4.2   Findings from Teachers' Questionnaire
There were 5 teachers who gave their opinion in the questionnaire. It had 9 questions. It should be noted that while taking the written response from them related questions were also asked as semi-structured interview.

All the teachers cooperated to provide their views though sometimes I had to clarify my intention of setting such questions.

In question no. 1. *(Can motivation be considered a key to effective teaching?)*
Among the 5 teachers, 4 of them strongly agreed with the motion of the question. They think motivation can be considered a main key to effective teaching. According to them, without motivation no real learning is possible. But one teacher thinks that before motivation affective filters (anxiety, fear), age, sex and setting should be considered first.

In question no. 2. (*How does motivation help in eliciting responses from each student?***)*
They think proper motivation helps eliciting responses from each and every student. Motivation is not a rigid and mathematical idea rather it is a perception of experience of teaching. So, considering the need of the students, necessary techniques of motivation can boost up the students in language learning classroom.

In question no. 3. (*Importance of motivation in facilitating classroom atmosphere***)*
In fact, they make responsible the classroom atmosphere in failing to impart desired teaching to the students. They strongly emphasized on the importance of motivation which is somehow is regulated with classroom atmosphere. A good classroom environment can ensure better motivational activities for facilitating the expected level of learning.

In question no. 4. *(The role of the teacher in enhancing student's motivation)*
All of the teachers agreed the role of motivation in enhancing the learning goal. Teachers can play the most vital roles in facilitating learning through motivation. In accordance with their views, the responsibility of teaching learning activities mostly depends on class teachers along with parental and social support.

In question no. 5. (*What strategies teachers can use for motivating learners?***)*
Teachers use multiple policies to boost up the learning of the students. In most cases, they put emphasis on the practical benefit for future life. They admit that due to some unavoidable reasons, they focus on good results in the final exam rather than language learning. Sometimes, they declare rewards taking small quizzes. Very often they praise the good performance in the class and exam to motivate them. Even their good and mild attitude towards students are helpful in motivating to learn the language.

In question no. 6. (*Do you think your students appear for the exam to get good marks or to show their competence in second language?***)*
It is undeniable true that the mindset of the students is to make good results in the exam than to learn the language. But a few students have different attitude towards learning the language. They opine that it depends on the parental view along with the national system of examination.

In question no. 7. (*What role does motivation play in second Language learning (English)?***)*
All teachers agree that in second language learning, motivation is the vital key to reach goals. They strongly admit that without motivation learning English is not at all easy as it is not our L1 (Mother tongue). Positive motivation can only assist to learn the language at the desired level.

In question no. 8. (*In which situations (teaching structure, teaching creative writing or teaching any other topics) instrumental motivation may be more effective in facilitating successful second language learning.)***
They mention that it is a vital issue for which sometimes they are unable to impart quality teaching. Quality teaching ensures expected level of learning. According to them, a language learning classroom should be enriched with instrumental motivational tools for developing listening and speaking skills. Even in developing writing skills, a good logistic support can help in a big way. So, in the scenario of language learning classroom, instrumental motivation may be more effective in facilitating successful second language learning.

In question no. 9. (*What are the practical goals/objectives set for the language learners in second language* learning?)**
Among the four skills of language, listening and speaking skills should be the main focus in second language learning. Getting a good job, reasonable salary, prestige is the main practical goals/objectives for the language learners as the teachers opine.

4.3   Findings from Students' Questionnaire
For data collection, there were 45 students of class IX & X. They were given 15 questions following the scale of Likert (1932). They are as follows:
- Strongly agree
- Agree
- Neutral

- Disagree
- Strongly disagree

The students were spontaneous enough in giving their opinion. For their quick and easy understanding mother tongue (Bangla) was used along with English questions as translation form. **(See Appendix B)**

Table 1: Data Analysis

Statements/Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. In English classes, I feel interested to communicate in English with the teacher.	33.33%	55.55%	11.11%	Nil	Nil
2. I become usually nervous to speak English even knowing grammar and vocabulary.	22.22%	40%	26.66%	6.66%	4.44%
3. I only want to pass the exam and so I do not need to speak and learn English.	2.22%	4.44%	2.22%	35.55%	55.55%
4. I want to learn how to develop English language skills from my English classes.	62.22%	37.77%	Nil	Nil	Nil
5. I find it very difficult to understand when teachers speak English in the classroom.	Nil	8.88%	20%	53.33%	17.77%
6. Teachers do not usually encourage students much in English classes to speak in English.	4.44%	8.88%	22.22%	37.77%	26.66%
7. Teachers do not motivate because students are not interested.	6.66%	33.33%	17.77%	31.11%	11.11%
8. Teachers do not speak English because it is difficult for them to make every student understand their speech.	15.55%	40%	15.55%	22.22%	6.66%
9. If teachers take the class in English, maybe we will not understand the lessons and so we will not be able to cut a good figure in the examination.	6.66%	11.11%	11.11%	46.66%	24.44%
10. Classroom practice of English should start from the primary level.	62.22%	31.11%	6.66%	Nil	Nil
11. If teachers continue motivating in English classes for a few months, students will start understanding English better.	46.66%	51.11%	Nil	Nil	Nil
12. Learners should be encouraged to learn and speak English firstly by the teachers.	48.88%	46.66%	4.44	Nil	Nil
13. If there is a language club, interested students will be more motivated and get opportunity to improve their English by practicing.	55.55%	44.44%	Nil	Nil	Nil
14. It is only teachers who can motivate students to develop the students' four skills (LSRW).	33.33%	40%	15.55%	11.11%	Nil
15. Exam system can largely be made responsible for students and teachers not motivating in language classes.	26.66%	37.77%	26.66%	4.44%	4.44%

4.4   Results and Discussion of the Students' Questionnaire Survey
In analyzing the given opinion by the students of secondary level (Class: IX-X), it has been observed that the students were very spontaneous for imparting their view regarding the motivation issue after their regular class in the school.
The number of students was 45. They were given 15 questions following the scale.

 In question no. 1 (*In English classes, I feel interested to communicate in English with the teacher)*, 33.33% students opined that they strongly agreed with the statement while 55.55% agreed with the statement. But 11.11% students remained neutral in providing their opinion. None disagreed with the speech.

In question no. 2 *(I become usually nervous to speak English even knowing grammar and vocabulary),* 22.22% students robustly agreed with the statement, 40% agreed, 26.66% remained neutral. But 6.66% students disagreed with the declaration and 4.44 students totally disagreed.

In question no. 3 *(I only want to pass the exam and so I do not need to speak and learn English),* only 2.22% students thought so strongly and normally 4.44% learners agreed. A few students were impartial. A notable amount (35.55%) of students disagreed with the announcement and a number of students powerfully disagreed with the issue.

In question no. 4 *(I want to learn how to develop English language skills from my English classes.),* 62.22% students powerfully agreed with the testimonial while 37.77% students agreed with the motion in showing their opinion.

In question no. 5 *(I find it very difficult to understand when teachers speak English in the classroom.),* merely 8.88% students thought so whereas 20% were neutral with the issue. But majority students (53.33%) disapproved the statement and 17.77% learners strongly disagreed with the proclamation.

In question no. 6 (*Teachers do not usually encourage students much in English classes to speak in English),* A few number of students (4.44%) stalwartly agreed with the statement and normally 8.88% students approved the motion. Surprisingly, 22.22% students were neutral. And remarkable amount of students (37.77%) disagreed with this and 26.66% totally disagreed with the report.

In question no. 7 (*Teachers do not motivate because students are not interested),* regarding this statement, 6.66% students strongly agreed, 33.33% agreed, 17.77% were impartial while a notable amount of pupils (31.11%) disagreed and 11.11% students strongly disagreed.

In question no. 8 *(Teachers do not speak English because it is difficult for them to make every student understand their speech),* in this regard, 15.55% students strongly agreed with the speech and 40% students agreed with the declaration. 15.55% students were disinterested. The statement was disagreed by 22.22% students and acutely disapproved by sheer 6.66% students.

In question no. 9 *(If teachers take the class in English, maybe we will not understand the lessons and so we will not be able to cut a good figure in the examination),* regarding this statement, only 6.66% students strongly agreed and 11.11% of them simply agreed with this case. Almost the same amount of students remained silent. But, amazingly, 46.66% students disagreed and 24.44% students strongly disagreed.

In question no. 10 *(Classroom practice of English should start from the primary level.),* Here, an astonishing amount of students (62.22%) strongly approved the statement and 31.11% students agreed. Only 6.66% students remained unbiased.

In question no. *11 (If teachers continue motivating in English classes for a few months, students will start understanding English better)*
In opining this statement, a number of students (46.66%) muscularly agreed with the speech and majority students (51.11%) normally agreed with the motion.

In question no. *12 (Learners should be encouraged to learn and speak English firstly by the teachers),* in this regard, vividly 48.88% students strongly agreed and 46.66% agreed spontaneously with the statement. Merely 4.44% were neutral in their view.

In question no. *13 (If there is a language club, interested students will be more motivated and get opportunity to improve their English by practicing),* regarding this statement, most of the students (55.55%) strongly opined with the proclamation and 44.44% students agreed with issue.
In question no. *14 (It is only teachers who can motivate students to develop the students' four skills (LSRW),*in imparting opinion with the statement, 33.33% students strongly agreed,40% agreed and 15.55% were in neutral in presenting their view. But also 11.11% students disagreed with this statement.

In question no. *15 (Exam system can largely be made responsible for students and teachers not motivating in language classes.)*
For the last and vital query, 26.66% students strongly approved and 37.77% students agreed with 26.66% neutral. Some students disagreed with the motion.

4.5   Findings from Classroom Observation Checklist
To get the real scenario of the classroom, I had to observe 3 classes using a checklist. It seemed to me that the teachers were serious enough in conducting the class and also students were a bit serious**. (See Appendix C)**

The first procedure of data collection was a pre-observation interview with the participating teachers. Next a classroom observation occurred, and then a follow up interview was conducted. During the classroom observation, students that did not wish to participate in the study were seated out of the field of view of the observer or they will be provided with an alternative activity designed by the classroom teacher that would provide the student with equivalent instruction as the classroom activity. There were five observations of approximately 45 minutes made of each of the selected classroom teachers. During the observations, teaching strategies and student engagement were being noted on an observation form.

4.5.1   Teachers' Behaviour
When the researcher observed the English classes of different teachers in different institutions, he noted some points using the checklist to connect the issue of motivation for facilitating successful language class. Among the 5 teachers, 3 of them tried to maintain their eye contact with the students in the beginning part of the class and also attempted to relate enthusiasm with the materials being taught. They tried to convey the enthusiasm to the students through the lessons and the lives of the students. They set high expectations for the students and used multiple varieties and teaching styles. For class practice, their instructions were very clear and vivid and share their personal experiences. They allowed the students to share their experiences between/among the peers. They tried to ensure the flow of the class until ends.

On the other hand, other 2 teachers were not aware of the fact in keeping contact with the students through eye contact. Though they taught well, they were mere a good speech not the targeting to ensuring learning through motivation. They were working hard but not engaging the students into the lesson.

4.5.2   Students' Behaviour
For ensuring learning, students' attitude during the class is very important as it indicates that they are motivated or not. In the case of 3 teachers, students were bound to maintain their eye contact as the teachers were asking questions after some moments. Sometimes, they raised their hands to answer the questions and they were in jolly mood. Among 80 students of the class, 70 were present. They were busy with activities from the beginning to the end of the class.

On the contrary, in the case of other two teachers, most students were almost silent though some were trying to communicate with each other. Teachers tried to control over the students through their delivery. Students seemed to be attentive listener though they were not in jolly mood. It was tough to understand whether they are learning the lessons or not. The number of students was absent in comparison with the total number of the class.

4.6   Findings in terms of the Research Question
This research is concerned with the role of motivation at the secondary classroom and how much aware of motivation by the teachers in the pedagogy. It also investigated the reflection of motivation in the class in facilitating learning English language.

From the analysis of the data both form the teachers and students side, it has been taken into consideration that motivation has indeed a vital or key role in learning English as it is a second language in or country. The majority teachers though talked about the importance of motivation, they could not pragmatize in their classroom fully due to some problems this way or that way.

Particularly, the students' opinion made the issue stronger in materializing tools- the techniques of motivation inside the classrooms.

4. 7   Limitations of the Research
This study has several limitations. Only a few activity or motivation indices are related to the outcomes of interest, which may be in part because of the age of the participants.

A second limitation is that some unmeasured variables may dominate in analyses.
However, due to time constraints and lack of resources, it might not be fully authentic one but the attempt was taken by the researcher could find out answer of the question of the role motivation in the classroom teaching. This research could be more informative enriched with a lot of data and the literature review could be elaborated for better understanding.

CHAPTER 5: CONCLUSION
5.1   Introduction
English is a global language. To cope with the skills of English, a few methods are not at all enough. The present study has been conducted to scrutinize the roles of motivation towards learning English at the secondary level. The study is expressive in nature. It tried to find out the influence of motivation in attaining English learning at the secondary level.

5.2   Summary of the Findings
The research was conducted only by me (the researcher) and the total time-frame for the entire study is only four months. Because of the time constraint, lack of manpower and limited resources, I have been forced to limit the sample size to a small number. Therefore, generalization of the findings may not be possible. In spite of that, by establishing triangulation in the process of data collection and through careful analysis of the data, I attempted to uncover an overall picture of the current situation regarding the Role of Motivation in Learning English in the Secondary Classrooms at Mirpur representing Challenges and Prospects of the fact to promote English language learning at the secondary level.

5.3   Future Recommendation

This study is indicative in nature. However, as Bangladesh is a profoundly populated country and the sample size is small; many findings have and have not yet been empirically proven. More detailed studies on various factors which are related to roles of motivation in the classroom are needed in Bangladesh.

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