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## **The Impact of Low Motivation in Second Language Acquisition (SLA) among the Undergraduate Students: Bangladesh Perspective**

\* Mahbub Alam

\*\* Prodhan Mahbub Ibna Seraj

### **Abstract:**

*Language is a medium of communication. Through language we express our feelings, emotions, thoughts, behaviours etc. To acquire second language is a big challenge in the context of Bangladesh. Graddol(2006:22), in his study of global trends surrounding English, comments: 'One the one hand, the availability of English as a global language is accelerating globalization. On the other hand, the globalization is accelerating the use of English'. Bangladesh emerging as an economic powerful country. She has a huge population. The rate of educated people is tremendously rising. To be a part of the world we need skilled people who must be efficient in English otherwise we will lag behind. Keeping this in mind, English has been made a mandatory subject from primary to higher education. A number of methods and approaches have been being used to teach English but still target language cannot be acquired. There are a good number of reasons for this poor condition e.g. lack of local ELT practioners, infrastructural limitation, class size, underpaid teachers, individual learner differences viz., age, sex, aptitude, motivation, cognitive style, learning strategies, and personality and so on. Among these low motivations of the students are supposed to be the sole cause of remaining unsuccessful in the target language. This study attempts to find out the causes of low motivation and the possible solutions in this regard. The study is qualitative in nature. The paper ends by recommending ways, which would help students as well as teachers to overcome the problems regarding low motivation.*

**Key words:** low motivation, ELT, unsuccessful, globalization, second language

### **Background of the Study:**

Among the various reasons of remaining unsuccessful in second language learning motivation and attitude to the target language are very important. In our country students start studying English from their families and then in primary school, secondary school and at the end university. They jump from one class to another sometimes with good grades but cannot master English language as a skill. In most of the cases of the individuals, s/he studies English as a subject to cross the bar of examination. 'Memorise and pass' is the prime target and this concept is set primarily by the family. Teachers are also instructed by the concerned authority to prepare their lessons as the guardians expect. So, students come to advanced level with a poor knowledge in the language. Here, at undergraduate level, they face main obstacle to

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study because all the referred books are written in English. Consequently, most of the learners are demotivated or have low motivation to study English.

**Theoretical Basis of Language Learning/Acquisition:** There are many theories regarding First Language Acquisition (FLA) and Second Language Acquisition (SLA). Though there are a lot of debates about these theories. Children are born without language and acquire their language from environment (Skinnerian Behaviorism). Each child born without built-in mental content and that all knowledge comes from experience and perception. John Locke has termed it as 'tabula rasa'. Again, Noam Chomsky has brought a revolutionary change with his mentalist or innatist theory. To him, it is really ridiculous to think that children born with a blank state, rather they born with a unique kind of quality which he has termed as language acquisition device (LAD). So, because of pre-programming it becomes easier for them to acquire language. After Chomsky's metatheory of linguistics, Albert Bandura developed a learning theory that follows the conceptual framework established by behaviorists and cognitive researchers. In his book *Social Learning* published in 1977 he has propounded social learning theory. According to him, different factors act together as agents of learning. These factors can be social, personal, environmental or in some cases behavioural. So, Bandura has to some extent supported Skinner's behaviourist learning theory. But Chomsky has emphasised on inner capacity which is triggered by environment. Bandura points at motivation which works as a force within learners to acquire a language. Both Chomsky and Bandura have paid considerable attention on motivation. Lev Vygotsky, alike Bandura and Chomsky, sees learning as an environmental input and social interaction. Vygotsky sees language as a 'powerful psychological tool'. So, if any one wants to learn a language s/he requires motivation, positive attitude, confidence and low anxiety. Stephen Krashen has given a theory on second language acquisition. In his theory he has mentioned five central hypotheses: acquisition-learning hypothesis, natural order hypothesis, input hypothesis, monitor hypothesis and affective filter hypothesis. Like the theories of Bandura and Vygotsky, Krashen says language learning is a social learning process. To acquire/learn we require prior knowledge what he has said  $i+1$ . He has also said about the psychological factors viz motivation, attitude and anxiety which play major roles in language learning.

From the above theories it is really clear that to learn language, learners require

cognitive and intellectual ability along with high motivation.

**What is motivation:** Motivation is an important inner drive to become successful in any complex task. It influences a man to do something. To a large extent success depends on a person's motivation. Brown (1993) defines motivation as an inner drive, impulse, emotion, or desire that moves on to a particular action. Crump (1995) believes that the main constituents of motivation are interest, excitement, keenness and enthusiasm towards learning. In Longman Dictionary of Applied Linguistics, motivation has been defined as the factors that determine a person's desire to do something. In second-language and foreign-language learning, learning may be affected by different level of motivation. R.C. Gardner (2007) has said it really isn't possible to give a simple definition of motivation, though one can list many characteristics of the motivated individual. For example, the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive attitude, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives).

### **Low Motivation and Language Learning**

Dornyei (2005: 143) defines de-motivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Quoted in Yan, 2009). Instead of demotivation the term **low motivation** will be used in this research. Because, learners have motivation but the degree is relatively lower than common expectation. Professor M. Shahidullah (2014) has said regarding the realities about our learners and teachers that they are 'less motivated'. So, both teachers and learners are less motivated in teaching and learning in the traditional classes. There are external forces that definitely work to minimize language learning but by driving out these forces motivation can be made higher which will make them good language learners. In our country, most of the classes are heterogeneous where learners differ regarding their individual awareness, choice of materials, interest etc. Penny Ur (1999) suggests some teaching solutions for a large heterogeneous class, for example, teacher should vary the topics, activities should be interesting, individualizing students, encouragement of collaboration etc. Low motivation is the impediment to reach the goal. Here, both the learners and teachers will have to play a role. There are different types of learners but one thing is common they want to learn. Many practitioners believe that all learners can make satisfactory progress in learning a foreign language if given sufficient time plus the possibility of developing their preferred learning styles and habits. (Jo McDonough, Christopher Shaw and Hitomi Masuhara, 2013). So, learners need a lot of time to learn and enough exposure to the target language. Only participating classes are not important. Learners may have other commitments to do. Besides, teachers have to face a lot of challenges e.g. limited

number of classes, huge course load sometimes six to seven courses, pressure from the authority to improve quality, low salary etc. also influence to make students low motivated. Whether classes should be learner centered or teacher centered? In our country most of the classes are teacher centered and almost all the time teacher talks in the class and learners seldom take part in the class. So, learners remain detach from their involvement. But, without involvement, learning remains incomplete. As Benjamin Franklin says, "Tell me and I forget, teach me and I remember, involve me and I learn". Now, if the teacher wants to involve all the learners of his/her class then he/she definitely will have to be very efficient, highly committed to his profession and definitely will have high motivation. So in order to teach and learn a language both the parties will have to increase their motivation. Above all, a teacher should have experience with all the methods and approaches. As Richards and Rodgers (2001) say, "Experience with different approaches and methods, however, can provide teachers with an initial practical knowledge base in teaching and can also be used to explore and develop teachers' own belief, principles, and practices."

## **Types of Motivation**

### **(1) Integrative motivation:**

One of the most important studies on motivation was carried out by Gardner and Lambert (1972). Primarily, motivation has been classified into two types: integrative and instrumental motivation. Students are motivated because they want to integrate or acculturate with the target language community. They want to know the activities of the other cultural groups. The more a student will want to know the target language community, read their literature or visit them whenever he gets opportunity the more successful the student will be in the target language. As child wants to associate itself by learning mother tongue so the L2 learner may be motivated to identify with L2 speech community by learning its language (Mowrer, 1960).

### **(2) Instrumental motivation:**

Instrumental motivation means learning the language for an ulterior motive unrelated to its use by native speakers- to pass an examination, to get a certain kind of job, and so on ;( Cook,1996).The purpose of learning a language is to gain some social or economic reward.

The other types of motivation are Intrinsic motivation and Extrinsic motivation. Besides, Brown(1981) identifies three types of motivation Global motivation, Situational motivation and Task motivation

## **Research Question: The research questions are:**

1. What are the causes of low motivation?

2. What are the probable ways to overcome these problems?

### **Methodology of the Study:**

This study is qualitative in nature. Here data collection tools were interview schedule for teachers and Focus Group Discussion (FGD) for students. Total numbers of respondents were 10 teachers and 100 students of tertiary level.

Participants in this study are 100 undergraduate students studying in different discipline English, Law, Civil Engineering, Business Administration, Electrical and Electronic Engineering. All of them are studying in different universities in Bangladesh. To collect data participants are selected randomly. Besides, 10 English teachers were interviewed to analyse the data. Teachers were formally requested to give their opinion regarding students' low motivation in language courses. The interview was recorded. For collecting data, the researcher went to the participants and talked to them face to face so that information becomes valid and practical.

**Data Analysis:** Students studying different universities both private and public were interviewed to get their opinions. The researcher formally and in cases informally told them to give their opinion on the purposes of language learning, their career plan, expectations, satisfaction with the subject and teacher/infrastructure of the concerned institute, support service of the students. Besides 10 teachers were requested to give their opinions regarding the research. Teachers were from both public and private universities. They were freely requested to give their opinion. All the 10 teachers are working on an average five to ten years at universities. Four are working in different public universities and six at different private universities. Researcher then thematically analyses the data.

It is common in our universities for teachers to deliver boring lectures. Whatever the subject, teachers tend to use antiquated lecture methods.

Learning occurs best when the students remain at the core of the teaching-learning process, interacting and playing a significant role in the process themselves. Each student has different individual needs. Some may have a flair for writing while others may be inclined to listening and speaking. Nobody should be labelled as a fool or as a superman possessing all kinds of intelligence. A good facilitator should address every single student's demand of learning and focus on their special inclinations and interests.

### **Findings:**

#### **Causes of Low Motivation:**

Some significant causes of low motivation are found analyzing the data collected from



the interviews with the students and language teachers.

**1. Attitude to the Target Language:** Attitude to the target language affects language learning. When attitude is positive motivation will be higher and negative attitude will make a learner demotivated to the target language. First language or mother tongue is a person's identity and it is closely linked to the ego. If he feels the target language will affect his ego then attitude will be negative that ultimately lead to low motivation and this may hinder some aspects of second or foreign language learning. In Bangladesh learners suffer from poor motivation as they are not required to speak English outside the classroom.

**2. Teacher-centered classroom:** From oral discussion with teachers and learners it is found that in classes learners seldom actively participate in the class. From the beginning to the end teachers dominate the class. So, traditionally, classrooms are teacher centered. Most of the time teacher talks in class. Learners seldom open mouth in the class. In Silent Way teachers have been suggested to remain silent and students are encouraged to talk much. But, in reality it is observed that they are passive learners. As language learning means developing skills, so, to develop skills learners need practice. If they are not motivated then they will not actively participate in learning.

**3. Use of Traditional Materials:** Most of the classes use traditional materials such as grammar book, sheet, board etc. Sometimes traditional materials do not motivate learners. When reference books are not based on context then text-topics seem irrelevant to the learners. So, imported books are not easily received by the learners. It is found that most teachers follow books written by foreign writers. So, the contents of these books do not match with their culture.

**4. Testing System:** Students who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they are simply told to learn it (Penny Ur 1999). Before conducting a test if they are provided particular topic then they will do better. But, in Bangladesh most of the times it does not happen. Sometimes students fumble in darkness to understand the topic and without understanding topic/s they sit for the examination and so get poor grade. Again, same test may not work effectively for all the students. Students having different clever study in the same class. When they encounter any test, their output is different. Learners, who get poor score, are not motivated in that extent.

**5. Difference of Grading:** Many of the students have very good previous scores in both Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC). But, when they do badly in the tertiary level foundation courses they become very upset and blame their language teachers. Students tend to believe that grading by teachers is faulty and does not necessarily reflect students' performance.

**6. Trimester Curriculum:** Most of the private universities have trimester curriculum. Learners are under so much pressure that they study language courses as a subject. Their notion is to pass the course not to learn English. Only two language courses can give them opportunity to practice the language. Some of the departments used to offer three language courses to the students but recently one important language course has been deducted from the curriculum. So, only two language courses cannot give them enough scope to practice English.

**7. Limited Scope to practice:** As English in our country is still read as foreign language, students have limited scope to practice it outside of their classroom. Even in some classes it is found that teachers as well as learners use their native language to learn target language.

**8. Physical Environment:** There are some problems regarding the physical environment which are also responsible for making students demotivated, for example, the nature of the building, noise factors, fragile tables and chairs, size of the room in relation to the size of class, heat and cold, and so on.

**9. Appropriate Pedagogy:** As language learning means mastering a skill. To make students skilled trainer needs to use an appropriate method. In our country, Communicative Language Teaching (CLT) is followed to teach English. Though it was launched in 1990s but we have not got expected output. So, we need an alternative to method not alternative method (Richards and Rodgers, 2001).

**10. Feedback:** Providing feedback is an important aspect of teaching. Feedback can be positive or negative. Through it learners can know how well they have performed. Positive feedback increases motivation and makes a supportive classroom environment. Through interviews it is found that some teachers give negative feedback which makes the learners low motivated to the target language.

If students are given proper feedback and positive attitude then they will be motivated to learn the target language otherwise they become disinterested.

**11. Students' Dependence on Guidebooks:** A large number of students cannot do without guidebooks that are not part of the curriculum, but rather specialize in assisting students in getting a good score in the ever increasing number of examinations they have to sit for, starting as early as class-v. Textbooks are also so abridged that it is impossible for students to understand the contents clearly. Besides, lack of coherence between contents and exercises and the absence of context in terms of materials textbooks cover, makes it difficult for students to build their own perception regarding what they read. To make up for these shortcomings students often rely on various guidebooks or question and answer sheets handed out to them by house tutors or coaching centers. This habit becomes permanent in their memory and

they forget their target or objective. When students are admitted in universities they have very poor knowledge in target language. Here also they want very simple ways just to pass language courses. They think very little about the importance of language. Students can generate new ideas but the difficulty lies on escaping from old ideas.

### **Some Suggestions to Overcome Low Motivation:**

It should keep in mind that our classes are heterogeneous in nature. Students differ in their age, motivation, attitude, personality, interest, cultural background and so on. To deal with a class is really a challenge for a teacher. He has to encounter a lot of challenges.

1. Classroom should be learners' friendly.
2. From the very beginning of a language course they will have to know what they are going to do.
3. Before choosing a text or materials student will have to be involved. This will make them motivated because their opinions are given importance by this way.
4. Positive and informative feedback will increase their motivation.
5. Learners confidence should develop.
6. In Bangladesh most learners have a belief to learn from the instruction of teachers. Learners should be promoted in autonomous learning. The so-called method-era is over. Now, it is the time to alternative to method than alternative method. Only method based teaching and learning does not bring maximum output. So, teacher will have to bring alternative technique to teach learners.
7. Setting clear, achievable goals provides a real boost of motivation each time one is conquered. So, what students want, how they want to achieve it these questions answers should be treated rightly.
8. A simple shift in bias toward positivity and happiness can have an immediate impact on the learning. If teachers always want there will be always good output, it is unrealistic because always there will not be sunshine or rainbow. But, he will have to give positive note to the learners, which is a major factor in success, motivation, and engagement.
9. Teachers can conduct action research to find out the causes of students' low motivation so that they may find out possible solutions.
10. In the present education system of Bangladeshi students who study after completing their undergraduate program from English department choose either

Linguistics and ELT or Literature for M.A courses. Now, students who choose Literature and come to teaching profession, face difficulties in teaching their students using different methods. These students come to teaching without having any basic knowledge and so cannot conduct classes properly. So, students are not interested in the classes. They are demotivated.

11. Competition is a good way to make students motivated to the target language. As Penny Ur (1999) says, Students will often be motivated to give of their best not for the sake of the learning itself but in order to bet their opponents in a competition.

12. Mark Zuckerberg started Facebook in 2004 to facilitate social interaction among the Harvard University students. Now Facebook is widely used by educational organizations and universities (Roblyer, McDaniel, Webb, Herman, & Witty, 2010). As Bangladeshi students have obsession to use Facebook, so this important social networking system can be used for teaching and learning target language.

**Conclusion:** Bangladesh is one of the most densely populated developing countries in the world. She has a huge number of graduates who are struggling for jobs. Yet, jobseekers having comparatively good command in English get preferences. Nowadays many of our graduates want to go abroad either to get higher degree or to become residents of developed countries. Here, also they need good score in IELTS or TOFEL. But they struggle to get good score. Eventually, the responsibility goes to the shoulders of the teachers or the system of education of Bangladesh. But, the most important thing students' psychology still does not get so much importance. To learn a language a blending of whole person that means what the student feels, thinks and knows with what he is learning in the target language must be considered. Learning a language will be possible when learners will have high motivation. Here, all the stakeholders such as guardians, teachers, institutions, learners will have to work unitedly.

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## **Types of Motivation**

### **(1) Integrative motivation:**

One of the most important studies on motivation was carried out by Gardner and Lambert (1972). Primarily, motivation has been classified into two types: integrative and instrumental motivation. Students are motivated because they want to integrate or acculturate with the target language community. They want to know the activities of the other cultural groups. The more a student will want to know the target language community, read their literature or visit them whenever he gets opportunity the more successful the student will be in the target language. As child wants to associate itself by learning mother tongue so the L2 learner may be motivated to identify with L2 speech community by learning its language (Mowrer, 1960).

### **(2) Instrumental motivation:**

Instrumental motivation means learning the language for an ulterior motive unrelated to its use by native speakers- to pass an examination, to get a certain kind of job, and so on ;( Cook,1996).The purpose of learning a language is to gain some social or economic reward.

The other types of motivation are Intrinsic motivation and Extrinsic motivation. Besides, Brown(1981) identifies three types of motivation Global motivation, Situational motivation and Task motivation

## **Research Question: The research questions are:**

1. What are the causes of low motivation?

2. What are the probable ways to overcome these problems?

### **Methodology of the Study:**

This study is qualitative in nature. Here data collection tools were interview schedule for teachers and Focus Group Discussion (FGD) for students. Total numbers of respondents were 10 teachers and 100 students of tertiary level.

Participants in this study are 100 undergraduate students studying in different discipline English, Law, Civil Engineering, Business Administration, Electrical and Electronic Engineering. All of them are studying in different universities in Bangladesh. To collect data participants are selected randomly. Besides, 10 English teachers were interviewed to analyse the data. Teachers were formally requested to give their opinion regarding students' low motivation in language courses. The interview was recorded. For collecting data, the researcher went to the participants and talked to them face to face so that information becomes valid and practical.

**Data Analysis:** Students studying different universities both private and public were interviewed to get their opinions. The researcher formally and in cases informally told them to give their opinion on the purposes of language learning, their career plan, expectations, satisfaction with the subject and teacher/infrastructure of the concerned institute, support service of the students. Besides 10 teachers were requested to give their opinions regarding the research. Teachers were from both public and private universities. They were freely requested to give their opinion. All the 10 teachers are working on an average five to ten years at universities. Four are working in different public universities and six at different private universities. Researcher then thematically analyses the data.

It is common in our universities for teachers to deliver boring lectures. Whatever the subject, teachers tend to use antiquated lecture methods.

Learning occurs best when the students remain at the core of the teaching-learning process, interacting and playing a significant role in the process themselves. Each student has different individual needs. Some may have a flair for writing while others may be inclined to listening and speaking. Nobody should be labelled as a fool or as a superman possessing all kinds of intelligence. A good facilitator should address every single student's demand of learning and focus on their special inclinations and interests.

### **Findings:**

#### **Causes of Low Motivation:**

Some significant causes of low motivation are found analyzing the data collected from

the interviews with the students and language teachers.

**1. Attitude to the Target Language:** Attitude to the target language affects language learning. When attitude is positive motivation will be higher and negative attitude will make a learner demotivated to the target language. First language or mother tongue is a person's identity and it is closely linked to the ego. If he feels the target language will affect his ego then attitude will be negative that ultimately lead to low motivation and this may hinder some aspects of second or foreign language learning. In Bangladesh learners suffer from poor motivation as they are not required to speak English outside the classroom.

**2. Teacher-centered classroom:** From oral discussion with teachers and learners it is found that in classes learners seldom actively participate in the class. From the beginning to the end teachers dominate the class. So, traditionally, classrooms are teacher centered. Most of the time teacher talks in class. Learners seldom open mouth in the class. In Silent Way teachers have been suggested to remain silent and students are encouraged to talk much. But, in reality it is observed that they are passive learners. As language learning means developing skills, so, to develop skills learners need practice. If they are not motivated then they will not actively participate in learning.

**3. Use of Traditional Materials:** Most of the classes use traditional materials such as grammar book, sheet, board etc. Sometimes traditional materials do not motivate learners. When reference books are not based on context then text-topics seem irrelevant to the learners. So, imported books are not easily received by the learners. It is found that most teachers follow books written by foreign writers. So, the contents of these books do not match with their culture.

**4. Testing System:** Students who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they are simply told to learn it (Penny Ur 1999). Before conducting a test if they are provided particular topic then they will do better. But, in Bangladesh most of the times it does not happen. Sometimes students fumble in darkness to understand the topic and without understanding topic/s they sit for the examination and so get poor grade. Again, same test may not work effectively for all the students. Students having different clever study in the same class. When they encounter any test, their output is different. Learners, who get poor score, are not motivated in that extent.

**5. Difference of Grading:** Many of the students have very good previous scores in both Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC). But, when they do badly in the tertiary level foundation courses they become very upset and blame their language teachers. Students tend to believe that grading by teachers is faulty and does not necessarily reflect students' performance.

**6. Trimester Curriculum:** Most of the private universities have trimester curriculum. Learners are under so much pressure that they study language courses as a subject. Their notion is to pass the course not to learn English. Only two language courses can give them opportunity to practice the language. Some of the departments used to offer three language courses to the students but recently one important language course has been deducted from the curriculum. So, only two language courses cannot give them enough scope to practice English.

**7. Limited Scope to practice:** As English in our country is still read as foreign language, students have limited scope to practice it outside of their classroom. Even in some classes it is found that teachers as well as learners use their native language to learn target language.

**8. Physical Environment:** There are some problems regarding the physical environment which are also responsible for making students demotivated, for example, the nature of the building, noise factors, fragile tables and chairs, size of the room in relation to the size of class, heat and cold, and so on.

**9. Appropriate Pedagogy:** As language learning means mastering a skill. To make students skilled trainer needs to use an appropriate method. In our country, Communicative Language Teaching (CLT) is followed to teach English. Though it was launched in 1990s but we have not got expected output. So, we need an alternative to method not alternative method (Richards and Rodgers, 2001).

**10. Feedback:** Providing feedback is an important aspect of teaching. Feedback can be positive or negative. Through it learners can know how well they have performed. Positive feedback increases motivation and makes a supportive classroom environment. Through interviews it is found that some teachers give negative feedback which makes the learners low motivated to the target language.

If students are given proper feedback and positive attitude then they will be motivated to learn the target language otherwise they become disinterested.

**11. Students' Dependence on Guidebooks:** A large number of students cannot do without guidebooks that are not part of the curriculum, but rather specialize in assisting students in getting a good score in the ever increasing number of examinations they have to sit for, starting as early as class-v. Textbooks are also so abridged that it is impossible for students to understand the contents clearly. Besides, lack of coherence between contents and exercises and the absence of context in terms of materials textbooks cover, makes it difficult for students to build their own perception regarding what they read. To make up for these shortcomings students often rely on various guidebooks or question and answer sheets handed out to them by house tutors or coaching centers. This habit becomes permanent in their memory and

they forget their target or objective. When students are admitted in universities they have very poor knowledge in target language. Here also they want very simple ways just to pass language courses. They think very little about the importance of language. Students can generate new ideas but the difficulty lies on escaping from old ideas.

### **Some Suggestions to Overcome Low Motivation:**

It should keep in mind that our classes are heterogeneous in nature. Students differ in their age, motivation, attitude, personality, interest, cultural background and so on. To deal with a class is really a challenge for a teacher. He has to encounter a lot of challenges.

1. Classroom should be learners' friendly.
2. From the very beginning of a language course they will have to know what they are going to do.
3. Before choosing a text or materials student will have to be involved. This will make them motivated because their opinions are given importance by this way.
4. Positive and informative feedback will increase their motivation.
5. Learners confidence should develop.
6. In Bangladesh most learners have a belief to learn from the instruction of teachers. Learners should be promoted in autonomous learning. The so-called method-era is over. Now, it is the time to alternative to method than alternative method. Only method based teaching and learning does not bring maximum output. So, teacher will have to bring alternative technique to teach learners.
7. Setting clear, achievable goals provides a real boost of motivation each time one is conquered. So, what students want, how they want to achieve it these questions answers should be treated rightly.
8. A simple shift in bias toward positivity and happiness can have an immediate impact on the learning. If teachers always want there will be always good output, it is unrealistic because always there will not be sunshine or rainbow. But, he will have to give positive note to the learners, which is a major factor in success, motivation, and engagement.
9. Teachers can conduct action research to find out the causes of students' low motivation so that they may find out possible solutions.
10. In the present education system of Bangladeshi students who study after completing their undergraduate program from English department choose either

Linguistics and ELT or Literature for M.A courses. Now, students who choose Literature and come to teaching profession, face difficulties in teaching their students using different methods. These students come to teaching without having any basic knowledge and so cannot conduct classes properly. So, students are not interested in the classes. They are demotivated.

11. Competition is a good way to make students motivated to the target language. As Penny Ur (1999) says, Students will often be motivated to give of their best not for the sake of the learning itself but in order to bet their opponents in a competition.

12. Mark Zuckerberg started Facebook in 2004 to facilitate social interaction among the Harvard University students. Now Facebook is widely used by educational organizations and universities (Roblyer, McDaniel, Webb, Herman, & Witty, 2010). As Bangladeshi students have obsession to use Facebook, so this important social networking system can be used for teaching and learning target language.

**Conclusion:** Bangladesh is one of the most densely populated developing countries in the world. She has a huge number of graduates who are struggling for jobs. Yet, jobseekers having comparatively good command in English get preferences. Nowadays many of our graduates want to go abroad either to get higher degree or to become residents of developed countries. Here, also they need good score in IELTS or TOFEL. But they struggle to get good score. Eventually, the responsibility goes to the shoulders of the teachers or the system of education of Bangladesh. But, the most important thing students' psychology still does not get so much importance. To learn a language a blending of whole person that means what the student feels, thinks and knows with what he is learning in the target language must be considered. Learning a language will be possible when learners will have high motivation. Here, all the stakeholders such as guardians, teachers, institutions, learners will have to work unitedly.

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