



Tertiary Students' Motivation to Speak English In Class and Outside Class: A Bangladeshi Perspective

Marzia Shurovi

English Language Institute, United International University, Madani Avenue, Badda, Dhaka-1212, Bangladesh

Abstract: The aim of this study is to investigate the tertiary students' motivation to speak English in class and outside class and how they are motivated. Both types of primary and secondary data were collected for the research and 65 tertiary students filled up a questionnaire. A quantitative method is applied to get the multifaceted dimensions of the student psychology behind speaking English inside and outside the class. The findings show that the students are mostly extrinsically motivated to speak English where the teacher's motivational strategy is more inspirational to the students in comparison to their parental encouragement and most significantly, there is an association between the student motivation to speak English and their ultimate grade. The results have significant contribution to the EFL students, instructors and policy makers regarding more fruitful content development, innovative classroom practice and moreover it also suggests whether the students could be more engaged in practicing spoken skill through group work or pair work in EFL classrooms as far as giving the students more exposure to English is concerned.

Keywords: *Speaking English, tertiary students, motivation, at home, in class.*

Introduction:

Spoken Skill and CLT: Learning English language, particularly having a good command in spoken English, is very much important to cope with this era of globalization. Among the four main language skills, as David Nunan believes, speaking is often accepted as the most difficult one to acquire for two reasons, "First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing" (Nunan, 2002, p 48)

To use a language competently, one needs to be efficient in all 4 modules. Speaking demands more attention in a country where English is not even the second language but a foreign language. As a result, outside the academic necessity, its usage in terms of speaking and listening is rare for our students. Before starting CLT practice, we learned English by grammar translation method. In our country, the schools, colleges and even the universities mainly put emphasis on written performance of the EFL students. As a result, maximum students of our country remain very weak in English speaking. The government realized that grammar translation method was not enough for a student to be competent in English speaking. That is why CLT programme was introduced at the schools and colleges with an aim of making students more competent in English in the year 1998-1999.

Article history:

*Received 30 April 2020
Received in revised form 11 July 2020
Accepted 16 July 2020,*

Corresponding author details: M. Shurovi

*E-mail address: shurovi@eli.uui.ac.bd
Telephone Number: +88 09604 UIU UIU (848 848)*

Communicative Language Teaching is a method of teaching second and foreign language. CLT was said to have originated from Britain during the 1960s. CLT seems to have failed in our country in achieving its aim because many students have completed graduation but they are very weak in communicating in English. As a result, after getting GPA-5, one of the GPA-5 holders said, “I am GPA-5”, reflecting the “crumbling” situation of our education system. And this is a clear reflection of the failure of English curriculum and classroom activities in our country to produce efficient English speakers among the students (Rahman, 2005, p 4).

On 19 January 1989, English was introduced as a compulsory language from class I to class XII to the students which required them to qualify in both English and Bangla in the board examinations. Moreover, at the university level, in addition to the regular courses, English was declared as a compulsory subject in many disciplines in the 1990s. Because of language policies since 1972, English was set back and English education suffered tremendously leaving a vacuum, which is yet to be filled.

(Rahman, 2005, P 4)

During the colonial period, due to the high demand in society, educational institutions and Job market, the teaching and practicing of English received greater attention which continued till 1971. After the Liberation war of 1971, Bangla became the national language of the country and as a result of Bangla Implementation Act of 1987, the practice of English started deteriorating day by day. To check the decline in English proficiency, 7 education commissions over the last decades have recommended various steps; unfortunately, none of them were effectively implemented. As a result, a real lack of harmony in English teaching remains prevalent. At last, CLT was introduced by English Language Teaching Improvement project in 1999 under the Ministry of Education, but it could not bring the expected result in the students’ performance because of giving less attention to listening and speaking.

English Education in Bangladesh: In Bangladesh, in the system of education, the students study English for 12 years in their schools and colleges, yet the students who reach the tertiary level lack the competency in English necessary for studies at the higher level. To help such students become more proficient in English, the public universities also started to offer the EFL courses. But unfortunately, the courses are not up to the satisfactory level in terms of developing the speaking skill of the tertiary students.

Some crucial factors in secondary and Higher secondary education are responsible for a frustrating ELT Scenario in Bangladesh. These are necessary to be discussed here.

In Bangladesh “most schools’ and colleges’ class work and home work are basically grammar oriented, focusing on reading and writing skills. It is unfortunate that even the reading and writing skills are not being taught through any modern techniques such as scanning, skimming, using cohesion and coherence. As a result, when students are forced to answer reading comprehension questions in examinations, they do it without writing any kind of creative answers, just by lifting different parts of the text itself and their writing is full of grammatical mistakes and often lacks cohesion, unity and coherence “ (Sudha, 2017, P 7)

On top of everything, speaking and listening tests are never held in board examinations. So these two skills remain neglected in most class practices. So, it is immensely important to address the student motivation to speak English inside and outside the classroom in order to get the holistic scenario of EFL context of our country.

Another crucial factor to consider is the lack of teacher motivation in our country to conduct speaking session in the class which is not assessed finally. “Thus, broadly speaking, English teachers in Bangladesh teach English with the knowledge of grammatical rules and translation, which are of course outputs of the grammar translation method” (Sudha, 2017). This view is further reinforced by the British Council which claims that poorly qualified English teaching is one of the main weaknesses of Bangladeshi ELT. (The British Council, 1986) English

speaking is ignored as far as the class practices are concerned at the school and college level. The American national Curriculum commission observed, “Experience is the best of all schools, the ideal curriculum consists of well selected experience.”(Richards and Rodgers, 2002, p.158) But unfortunately, in our country, writing is more emphasized skill in our all levels of educational institutes. Experience of using language is missing in classroom.

According to Masum billah in his feature “Is CLT working in Bangladesh?” the Financial Express claimed that 40% of our everyday conversation consists of 35% listening, 16% reading and only 9% writing. But we are practicing only reading and writing, listening and speaking which are equally important skills are lagging behind. Because of this gap in real necessity and practice, the only variable that demands to be researched more is the self-motivation of our students to practice English speaking.

Although, CLT started in early 20th century in European countries, in our country it started in 2001 at the secondary and higher secondary level. English is a compulsory subject up to class 12, but in most cases, it is only being taught by Grammar Translation method. CLT aims to develop all four language skills: listening, speaking, reading and writing. The proponents of CLT believed “activities that involve real communication promote learning” (Richards and Rodgers, p. 161). In order to address the current demand of fluency in spoken English in this era of globalization, the student motivation to practice speaking is highly necessary in our EFL context.

Literature Review:

Motivation in EFL Context: Many researches on motivation have been done. All the theories have no simple and straight forward answer. “Motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activities.” (Dornyei, 2001, P 8)

According to Dornyei (2001), motivation is the effort of the learners to learn a foreign language. Motivation works as a key that influences the motion and prosperity of language learning.

According to Dornyei and Ushioda (2013) motivation can be specified with some points. “The choice of particular action, the persistence with it and the effort expended on it. Motivation helps the learner to choose specific action.” Gardner (1985) contends “motivation involves the desire to learn language, the intensity of effort to achieve this, and the attitudes toward learning the language.” Motivation in learning a foreign language may be classified in two types: integrative and instrumental motivation. Gardner and Lambert (1972) highlighted “integrative motivation” and “instrumental motivation”. Integrative motivation originates from the learner’s personal interest about people and culture of a different language. Instrumental motivation comes for external reward or necessity.

Richard and Edward (2000) categorize motivation into two types: intrinsic and extrinsic. Intrinsic motivation is directly related to one’s own desire and interest and it comes from enjoyment and extrinsic motivation is goal oriented. According to Deci and Ryan (1985), “Intrinsic motivation is the evidence whenever students' natural curiosity and interest energizes their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish” (Deci and Ryan, 1985.p.245).

Theories of Motivation: There are three phases of research on motivation. One of these is social psychological period that mainly focused on the role of learner’s social context and social interactions. Socio Educational Model (1985) was introduced by Gardner during this period. It expressed the key factors of language learning e.g. ability and motivation. Ability and motivation increase the betterment of learning as well as make the learner more goal oriented and attentive. Ability and motivation are closely related with formal and informal

language learning context. Formal learning means learning through realization of language in classroom and informal means learning from outside classroom e.g. television, Face book etc. Motivation in informal learning context plays a more important role than ability. Speaking in English takes place more in informal setting in our students' day to day life, that is why we need to incorporate their home environment in our study.

Monitor Theory: Monitor theory has a Hypothesis which asserts emotional factors and motivation as key factors. These key factors control people for language learning. (Dulay, Burt and Krashen, 1982:4): "When a student is exposed to a new language, the first internal hurdles are posed by the individual's emotional state and motivations. Filtering sources are the individual anxiety levels, peer identification, and general motivation to learn a language. Together, they make up what we have called the 'Affective filter' or simply 'Filter' The Filter acts to control entry to further mental processing." In this regard, spoken performance is more filtered by a student in some formal settings because of the shyness of our students.

Acculturation theory: Schumann (1978) is the founder of acculturation theory. Schumann emphasizes the cultural facts that have to be assimilated by the learner along with his personality and motivation which are also crucial for acquisition of the L2.

Asian Context: A recent Vietnamese study's findings about motivation are in line with the other Asian researchers. They found out the reason why students learn English speaking. A questionnaire survey among 67 students revealed that the greatest percentage, 89.59% of them were learning English speaking to get a job in the future. Most of the students want to become tour guides in the future. They learn English to communicate with foreign tourists. Around 70.14% students interviewed stated that they wanted to learn English to get more knowledge of culture and people of English speaking countries. Only 5% students claimed that they practiced English as a compulsory subject and to get a good result in the examination.

In china, the students are motivated by practical purposes such as career, getting good result and future career development. According to Eiao(2003), in college, students think that the supremacy of a foreign language is connected with high economic status. Instrumental motivation inspires them to speak English for some reasons, such as to get a better job or to pass an examination. It is the fact that they have to give more endeavor to learn or speak English because "English is a compulsory Course."

In Chinese context, chances are rare for students to contact the foreigners right away. Except classes, English movies, newspapers have become the primary way for the students to catch the culture of the target language and to keep in touch with English that is used by the natives. It is difficult for students to learn English with an integrative motivation. Communication in English is a barrier for them. They never attend some English exams as TOFEL or GRE; they have no expectation to go abroad. The integrative motivation is very weak for them.

These Asian studies explored the general orientation of the students to learn English. Academic teaching ensures the development of English reading and writing, except the speaking skill. To reveal the true psychology behind the speaking practice, here in this study, a more comprehensive focus is on student motivation to practice speaking English in formal and informal contexts which the very principle of CLT demands.

Some students have the desire to speak English well, but because of pressure and anxiety, they are at a loss in the class. Sometimes the students feel less self-confident, and become worried and restless in the class. The student gets de-motivated by the negative feeling. According to Alison (1993) "a tense classroom environment can undermine learning and de-motivate the learners. Students' classroom anxiety is one of the biggest problems in English class. In China, it is an ordinary affair in a foreign language learning class." Hence is the importance

to explore the types of student motivation to speak English at the tertiary level in our country to get the insight into the real scenario of in-class and out-class environments.

Bangladeshi Context: In Bangladesh the role of motivation is a bit different. Most of the students learn to speak English to get better employment and career opportunities both at home and abroad. The students of Bangladesh study in Australia, Canada, United kingdom and United States. A recent research disclosed that 10.32% students are motivated by integrative motivation. And 80.26% are motivated by instrumental motivation.

In line with Rukanuddin (2014), according to Hussain and Masum (2016), “Students learn English language for practical reasons i.e. getting good score in public exams, securing a good job, getting opportunities for higher education and so on” (P.185) Students also learn speaking English to study abroad and some of them want to adopt modern and western life style. A large number of learners learn English to pass the examinations.

So, these previous studies throw light on the overall learning orientation of the students, not specifically on the speaking motivation of the tertiary students. So, this study particularly focuses on the student motivation for the development of this skill.

In Bangladesh, a fundamental problem is “We cannot practice English in the proper context” For example if we go to a shopping mall of Bangladesh and start talking to the people in English, they will not easily understand our language. So the result is that there will be “ZERO COMMUNICATION” (Alam, 2008) So, the students need proper situation to communicate. Sometimes students are de-motivated due to the lack of proper situation. Moreover, our students’ difficulty levels of English are different. In classroom, students are compelled to read and understand texts related to their syllabus but they are not compelled to practice speaking English. So, it is the self-motivation that matters in developing spoken English in a country where people are not exposed to it outside the academic premises. This study aims to explore this.

Tudor (2001) points out that language classroom is a “complex adaptive system” ,classroom is the central place where students start speaking English. A student-centric classroom motivates students to attend classroom activities and to speak English. But the most English classes in our country are not student- centric which rather reduces the possibility of our students to reciprocate in English at a greater rate in the class. So, it is only the inner drive of the EFL students that is the most crucial factor that a researcher needs to study to have a clear view of the students’ development of English speaking.

At present L2 motivation is taken as a dynamic concept that means motivation does not remain stable all time. Noels (2001) indicates that motivational tendency in foreign language learning can be identified as their self-determination. Motivation is very important but not the only way to influence the learners’ learning effort in EFL context. Some other factors can play a vital role such as aptitude, role of age, role of first language, personality etc. and learning styles in SLA, learner strategies, formal instruction, cognitive learning style, also play a vital role in a new language learning process. The ups and downs of the student motivation to speak English are also explored here. These will be explored also in terms of the individual student background as well as their home atmosphere.

In Bangladesh, different projects in different time periods pose several changes in English language teaching but the desired result is not found due to many problems, “Very recently a nine year project “English in Action” (EIA) has been started to help 25 million People in Bangladesh to improve their ability to use English language for social and economic purposes (Woodward, 2010)”. The project presents some innovative teaching learning methods and materials for English language teaching learning at primary and secondary levels of education. So, this research on student motivation is worthwhile to focus on the tertiary level which is less backed up by the govt. projects.

Research Questions:

1. What type of motivation to speak English is predominating among the tertiary students in Bangladesh?
2. What factors inside the class may positively impact the student’s motivation to speak English?
3. What factors outside the class may motivate the students to speak English?
4. Is there any relation between the students’ academic result and speaking motivation?

Methodology: Quantitative approach was used to collect data. Secondary data were collected from textbooks, journal, articles and newspapers. Primary data were collected from individual students.

Participants: Both males and females have participated in this study. They are the students of BBA and English department at Manarat International University. They are getting ready for their career. 65 students ranging from 18-22 years of age were selected randomly.

Research Setting: Respondents were selected from a private university of Gulshan area. The respondents were mostly undergraduate male and female students selected from classroom who were informed of the purpose and process of filling the questionnaire. The research has been done through structured questionnaire which was filled up by the respondents.

Instruments: In this study a questionnaire is used for collecting data from the students who participated in this research. There were 38 questions in the questionnaire for the students. Those questions were based on motivation and the purpose of the research. The questionnaire was close-ended. The questionnaire data were fed into computer and analyzed through SPSS package.

Results and Discussion: The first Research question is:

What type of motivation to speak English is predominating among the tertiary students in Bangladesh?

To answer the first research question the data are represented in the following table.

Statistics

To complete education

N	Valid	56
	Missing	9

Table 1: To complete education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	8	12.3	14.3	14.3
	4.00	16	24.6	28.6	42.9
	5.00	32	49.2	57.1	100.0
	Total	56	86.2	100.0	
Missing	System	9	13.8		
Total		65	100.0		

73.8% of students feel motivated for speaking English to complete their education. They said that they were highly motivated when they had to speak English to complete their education. They are extrinsically motivated.

Statistics

To go abroad

N	Valid	57
	Missing	8

Table2: To go abroad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	6	9.2	10.5	10.5
	3.00	13	20.0	22.8	33.3
	4.00	18	27.7	31.6	64.9
	5.00	20	30.8	35.1	100.0
	Total	57	87.7	100.0	
Missing	System	8	12.3		
Total		65	100.0		

58.5% students said that they spoke English because they wanted to go abroad and to get a good job where knowing English was a must. They are highly extrinsically motivated.

66.2 % of students spoke English from their own motivation. They loved speaking English. They thought that speaking English was part of their enthusiasm. Some students thought that speaking English was their challenge. They are intrinsically motivated.

The second research question:

What factors inside the class may positively impact the student’s motivation to speak English?

Statistics

Teacher qualities

N	Valid	56
	Missing	9

Table: 03

Teacher qualities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	4.6	5.4	5.4
	3.00	11	16.9	19.6	25.0
	4.00	16	24.6	28.6	53.6
	5.00	26	40.0	46.4	100.0

Total	56	86.2	100.0
Missing System	9	13.8	
Total	65	100.0	

64.6% students said that teachers could motivate students by eradicating their fear or anxiety. Teachers have more capability of inspiring students to speak English. Teacher quality variable includes the teacher's personality, his own motivation to speak English, teaching aid, contents etc. The teacher-student relationship has to be friendly and interactive.

Statistics

Pair work

N	Valid	58
	Missing	7

Table: 04

Pair work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	6	9.2	10.3	10.3
	3.00	14	21.5	24.1	34.5
	4.00	26	40.0	44.8	79.3
	5.00	12	18.5	20.7	100.0
	Total	58	89.2	100.0	
Missing	System	7	10.8		
Total		65	100.0		

58.5% of students said that pair work technique was applicable for them as a highly motivating factor to speak English inside classroom. But it has to be monitored by the teacher. Students feel more comfortable to talk with their closest friend. Students like to participate in this kind of tasks.

57% of students have said that they have been inspired to speak English inside the class by group work. Debate, group presentation are helpful for students to practice English inside class.

Table: 05

Friends

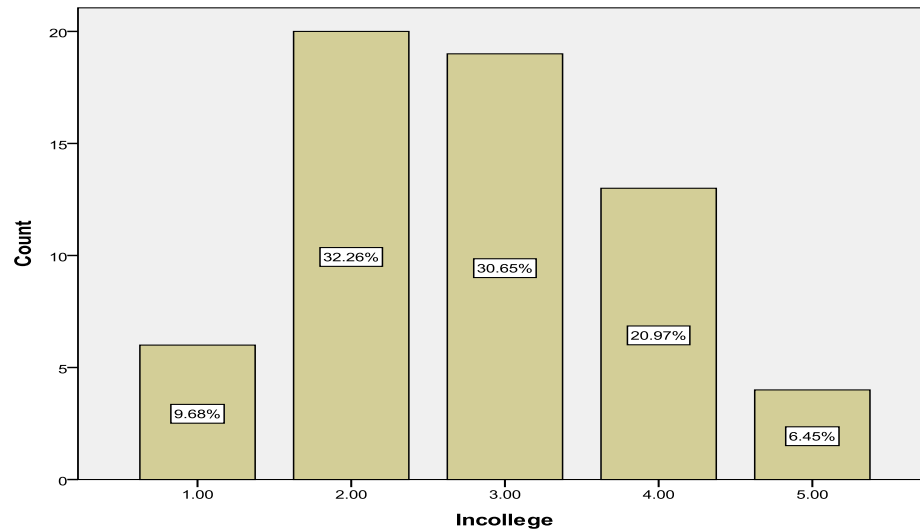
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	3.1	3.2	3.2
	2.00	14	21.5	22.6	25.8
	3.00	12	18.5	19.4	45.2
	4.00	8	12.3	12.9	58.1
	5.00	26	40.0	41.9	100.0
	Total	62	95.4	100.0	

Missing System	3	4.6	
Total	65	100.0	

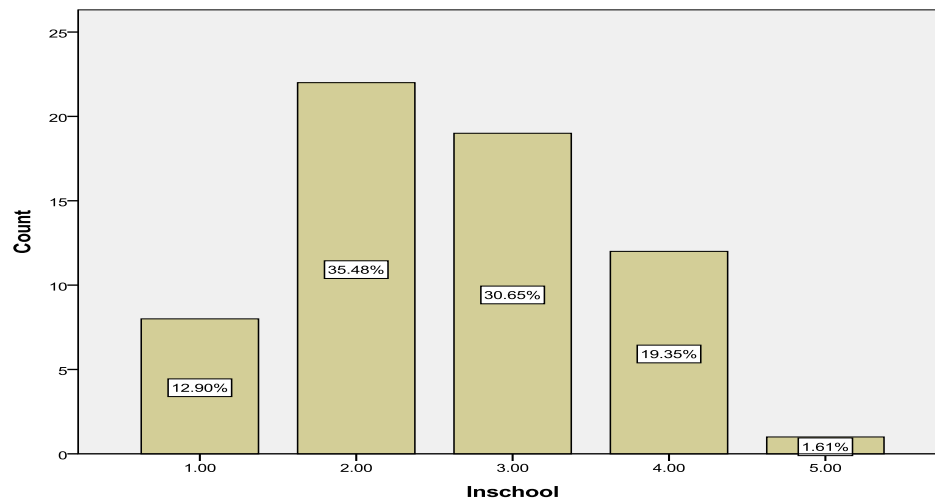
52.3% of students said that they were motivated to speak English inside the classroom by their friends. They thought that speaking English with their friends would cause less nervous feeling.

From three bar charts we get some important information that as students grow up, from school to college to the university level, their English speaking motivation gets higher.

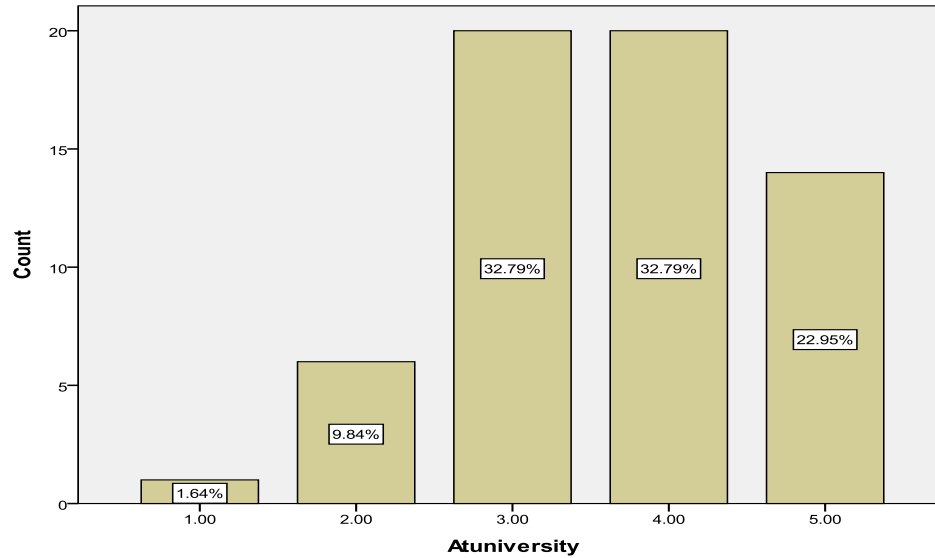
Graph: 01



Graph: 02



Graph: 03



20.96% of students said that they had motivation to speak English at school, 27.42% of students were motivated to speak English at college and 55.74% of students spoke in English at university. So, it is obvious that the tertiary level is the threshold to embark on the career for the students and it is here where they are most highly motivated to practice speaking English.

The third research question is : what factors outside the class may motivate the students to speak English?

Table: 06

Parents and relatives

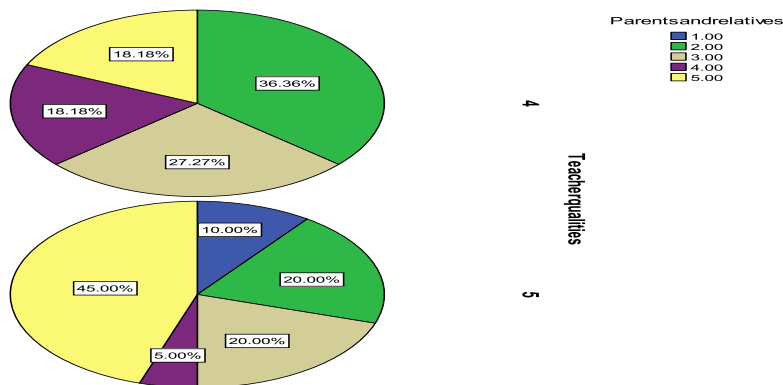
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	6.2	8.5	8.5
	2.00	11	16.9	23.4	31.9
	3.00	9	13.8	19.1	51.1
	4.00	6	9.2	12.8	63.8
	5.00	17	26.2	36.2	100.0
	Total	47	72.3	100.0	
Missing	System	18	27.7		
Total		65	100.0		

35.4% of students said that they were motivated to speak English at home by their parents and relatives. The percentage of students who have supporting elders to speak English at home is not satisfactory.

55.3% of students said that they were motivated by watching television. They thought that it was necessary and helpful to watch TV to improve the spoken skills in English.

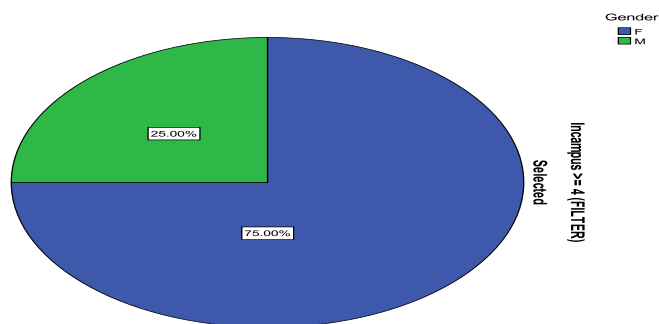
Parents and teachers: Pie chart 1 shows that 64.6% of students agreed that they were highly motivated by their teachers to speak English, whereas 35.4% of students gave opinion that they were motivated by their parents. So, it is significant that the percentage of the motivated students to speak English almost doubled when it came to the factor of teacher quality inside class instead of parents or relatives at home.

Pie Chart: 01



In Campus and at home: Pie chart 2 discloses that 55.4% of students have said that they were highly motivated at campus when they had to speak English to communicate with teachers, other students.

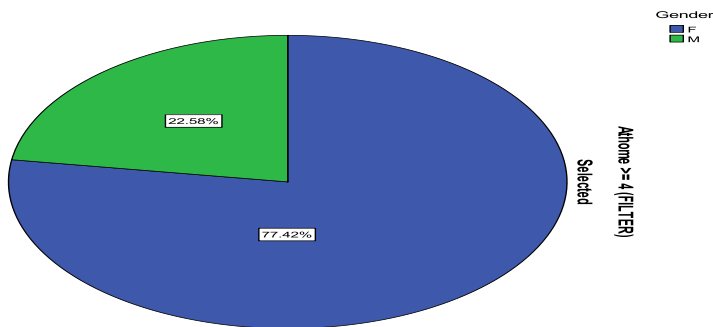
Pie Chart: 02



Campus is the place from where students gather knowledge and they are motivated to speak English.

On the other hand, according to the pie chart 3, 47.7% students said that they were inspired to speak English at home. As this percentage is less than half, it indicates that the speaking practice should be increased at home. At this point, a more active support from the parents and relatives could play a crucial role to boost up the speaking

Pie Chart: 03



The last research question was whether there was any relation between the speaking motivation and the grades of the students. A cross tabulation was done between these two variables and the result is:

**Case Processing
Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Own motivation * grade variation	44	67.7%	21	32.3%	65	100.0%

Table: 07

Own motivation * grade variation Cross tabulation

Count

		grade variation			Total
		Moderate Grade	Good Grade	Excellent Grade	
Own motivation	1.00	0	1	0	1
	2.00	2	1	1	4
	3.00	3	2	0	5
	4.00	7	12	0	19
	5.00	6	8	1	15
Total		18	24	2	44

This table shows the evidence that there exists a positive correlation between the students' motivation to speak English and their grade in the exam. Out of 44 participants, 24 students had Good Grade and 50% of them had high motivation to speak English. From the rest 12, 8 students (66.67%) recorded that their motivation to speak English was very high and they had Good Grades in the exams. This result indicates that, in our country, even though our exams do not require the students to perform orally in the exam hall, high motivation to speak English in class and outside class could indirectly boost up the grade points of the students. One of the reasons for this could be that the students who speak English in the campus and at home may get more exposure to this language and thereby, more practice in English which may eventually grow more confidence and competence in them to perform in the exams.

Conclusions and Recommendations: This study aimed to explore the motivational factors for the tertiary students' participation in speaking English in the classes and outside classes. Gardner's (1985) Socio educational model exposes the crucial role of motivation and ability in learning a second language in both formal and informal contexts. The findings of this study reinforce the fact that it is the motivation in speaking that boosts up the total performance of the EFL students. The findings suggest that in the informal contexts, there should be more active support for the students' motivation to speak English as Gardner's view is that motivation plays a more important role than the ability in the informal settings for developing competence in L2. This research also investigated the relevance of Acculturation theory in Bangladeshi context. According to Schumann (1978), the social and affective factors play a crucial role in acquiring competence in the L2. The

researcher included the contexts of class and home to observe the motivating factors for the students to speak in English and the result shows that the significant motivating variable for the EFL students in class could be the teacher quality and at home could be the cooperation from the parents. The most significant result of this study is that motivation in speaking English has a positive impact on their performance in the exam even though it is the written performance which ultimately brings a good grade for them. This study shows that Bangladeshi context motivates the tertiary students to speak English extrinsically not intrinsically. In this era of globalization this extrinsic motivation can be utilized by the EFL practitioners to design and develop course contents and materials accordingly.

References

- [1] A.M.U. Alam, The CLT Approach in ELT: Its Effectiveness in the ESL and EFL Contexts with special reference to the context of Bangladesh, Manarat International University Studies . Vol 1. No 01. (2008) p.131–142.
- [2] J.C. Richards, T. S. Rodgers, Approaches and Methods in Language Teaching. Second ed., Cambridge University press, Cambridge, 2002.
- [3] R. Ellis, Understanding Second Language Acquisition, Thirteenth ed., Oxford University Press, Oxford, 1985.
- [4] J. Harmer, The Practice of English Language Teaching, Third ed., Pearson Education Limited, Essex, 2001.
- [5] H.D. Doan, Motivation in the development of English speaking skills by second year tourism major students at Sao Do University, VNU Journal of Science, Foreign Languages.(2011) p.205-215.
- [6] R. Babu, M. Begum and A. A. Mamun, We want to learn English: Voice from Bangladesh Learners, International Multidisciplinary Journal. (2013) p. 4-16.
- [7] S.M.A. Kabir, Of Motivation and learning English: A Perspective on EFL Students in Bangladesh, IIUC Studies. (2015) p. 139-146.
- [8] Y. Yue, A Study of English Learning Motivation of Less Successful Students, Contemporary English Teaching and Learning in Non-English Speaking Countries , Vol 1. No 2.(2012) p. 1-20.
- [9] M.M. Sudha, The Effectiveness of English Language Courses as EFL in Undergraduate Level At Jahangirnagar University, International journal of English Language Teaching, Vol 5. No 8. (2017). 7-26.
- [10] M. Shurovi, CLT and ELT in Bangladesh: Practice and Prospect of Speaking and Listening, Journal of language Teaching and Research. Vol 5. No 6.(2014) p. 1263-1268.
- [11]D. Fernandez, C. Madrid, M.L. Perez. Exploring the student's Motivation in The EFL Class, Present and Future Trends in TEFL, (2001) p.321-364.
- [12] J. Zaman, Role of Motivation in Second Language Learning: A Study of Private University Students in Bangladesh, Brac Institute of Language, Dhaka,2015.
- [13] X.U. Liu, Arousing the College Students Motivation in Speaking English through Role-Play, International Education Studies, Vol 3 (2010) p. 136-144.
- [14] S. Susilowati, S. Aimah and D. T. Wijayatiningsih, Fostering Student's Motivation on Speaking Through Talking Stick and Snowball Throwing Method, 1st English Language and Literature International Conference (ELLIC) Proceeding, Java,2017, p.243-246.