

## **THE INFLUENCE OF MOTIVATION ON ENGLISH LANGUAGE PERFORMANCE OF BANGLADESHI UNDERGRADUATES**

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### **ABSTRACT**

This study investigates motivation and its relationships with English language performance among undergraduates in Bangladesh. Based on the Gardner's (1985) socio educational model theory, this quantitative research was carried out using a survey which was distributed to 381 students. The problems in English language learning in public universities and the consequences are discussed in the context of Bangladesh higher education. At present, more than half of the students who took part in the study were at below satisfactory level in their English language performance. The study found majority of the students had a high level of motivation. It was also found that there was a significant relationship between motivation and English language performance. Those students that had higher motivational level in learning the English language, performed better. The multiple regression analysis showed that instrumental motivation predicts English language performance the most. This reflects that Bangladeshi tertiary English undergraduates showed specific inclination towards instrumental motivation rather than integrative motivation. Necessary recommendations were made to improve the English language performance through the students' orientation of motivation.

**Keywords:** *Motivation, Integrative motivation, Instrumental motivation, English language performance*

### **INTRODUCTION**

In gaining the proficiency in a foreign language at any institutions, motivation is the key role player. It functions like an engine to start the learning process of a particular second or foreign language (Cayli, 2020). It also keeps the learners on track throughout the long journey of a second or foreign language learning (Polat, 2020). According to Gardnerian notions, motivation refers of integrative and instrumental dimensions as account for a preference that emphasizes links to heritage culture as well as a preference for practical implications of language learning. (Mystkowska-Wiertelak, 2021). In order to pursue higher studies, undergraduates in Bangladesh need to have motivation and must know English properly (Jamil, 2020). After the completion of studies, if anyone wants to start a job whether in public or private sector, graduates need to be proficient in English language. Motivation of Bangladeshi undergraduates comes from the need to survive and live a good life in the society. Students venturing into various endeavors need English to create network locally and internationally. English has also been considered as an elite language in Bangladesh until today and it is prestigious to speak English in different media and programs (Sultana, Roshid, Haider, Kabir, & Khan, 2020).

Motivation of university students is a fundamental element for the successful orientation in a second or foreign language teaching and learning and in recent times this subject is undergoing intensive research and modification (Lamb, 2017). Motivation can be sub divided into two dimensions: instrumental motivation and integrative motivation. On the basis of culture and the context, these dimensions affect students differently (Gardner, 1985). Motivation in language learning refers to the cause or the inspiration for studying a second or foreign language either from instrumental or integrative orientation. It is necessary to see the orientation of motivation that is influencing the tertiary students of Bangladesh because their English performance is not at a satisfactory level. The

students entering into the tertiary education had low proficiency of English language and it has been recorded in the admission test of a public university (session 2016-17). Only 2.5% students passed the English admission test (Rubel, 2019). These types of tests suggest secondary and higher secondary education does not prepare students properly to study in a fully English medium of instruction disciplines (Rahman & Pandian, 2018). Besides that, students often feel culturally reluctant to learn English (Ara, 2020). This study investigated the motivation level of students at public universities through integrative and instrumental orientations. It sought to determine the relationship between motivation and English language performance and which dimension of motivation predicts English language performance the most. The relationship between motivation and English language performance would shed light on the problems in English language learning so the ELT practitioners can design better strategies to achieve better output in language teaching.

## **LITERATURE REVIEW**

Teaching of the English language in recent years has become a concern in Bangladesh because the performance of the students is still depressing. It is due to the teaching method and motivational input in practice (Rahman, Pandian, & Kaur, 2018). Students are given a small number of opportunities to build learning as academic literacy focuses primarily on getting good grades in the content-based examination. The students work hard to memorize the text contents and language forms to get high marks. To understand the situation better, researches that investigate how the motivation is influencing the language performance is important (Mehrin, 2017).

Gardner (1985) tells that motivation includes desire and effort to learn the second language and ones learning beliefs and attitudes would lead him or her to a favorable condition. Phithakmethakun & Chinokul, (2020) states motivation is the core thing by which we do things or by which we increase our ability. In English language learning, a learner is influenced by many variables and motivation is one of them. Ellis (2008) reports motivation in second language has received much attention. Motivation can be divided into two dimensions: instrumental motivation and integrative motivation. On the basis of culture, context these dimensions affect people differently (Gardner, 1985).

According to Taie and Afshar (2015), Gardner's socio-educational model has been playing a significant role in teaching and learning of Second Language Acquisition (SLA). It is the most influential theory in second language motivation research. Gardner (2006), states that the main characteristic of the model is motivation. He further explains that motivation has complexity with multidimensional facets. According to him motivated individual manifests certain characteristics than others. A motivated individual is goal oriented, persistent and self-confident.

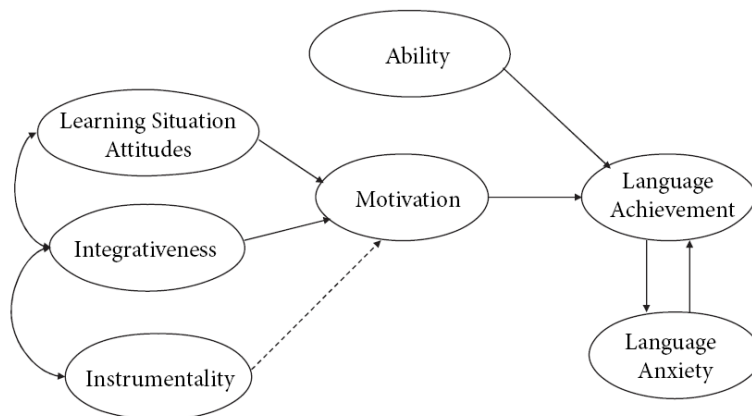


Figure 1: The socio-educational model (Gardner, 2006)

Figure 1 exhibits how attitudes, integrativeness and instrumentality have unidirectional relationship with each other. The persons who are integratively motivated may have the instrumentally high motivation and the relationship is bidirectional. Level of the motivation is determined by the attitudes towards the language. As motivation and ability both influence language performance, anxiety has the connection with performance also. Gardner's model is connected with the Autonomy/ Motivation Test Battery (AMTB) which provides reliable assessments of its major constructs, allowing empirical tests of the model (Gardner, 2006). Softa (2016) mentions that this model has envisioned six conceptual constructs which are: attitudes to learning context, integrativeness, instrumentality, anxiety, ability and parental support holding motivation in the pivot of the model to learn second languages. In this model, evaluations of the English language courses are taken as measurement of achievement.

Integrative motivation refers to a desire to learn a target language in order to integrate into the target language community with a positive attitude and/or to interact and identify with members from the target language community. It echoes frank interest in learning the second language in order to come nearer to the other language community (Gardner, 1985). In operational words, this suggests an openness to, and respect for other cultural groups and ways of life. It shows the interest of the learners for integration into the target language. On the other hand, instrumental motivation refers to a desire to learn the target language with more functional and practical reasons such as getting a better job/grade or achieving higher social status. It is the desire to learn a language because it would fulfil certain utilitarian goals, such as getting a job, passing an examination, etc. (Mili, 2020).

## RESEARCH QUESTIONS

The research questions for this study are:

1. What are the levels of motivation in learning English among the students of public universities of Rajshahi, Bangladesh?
2. Is there any significant relationship between motivation and students' English language performance?
3. Which dimension of motivation predicts students' English language performance the most?

**METHOD**

This study used a quantitative approach with a correlational design. It is aimed at determining the relationship between motivation and the English language performance. The instrument used has been adopted from Vaezi (2008) as developed from Gardner (2006). The reliability and the validity of the adapted questionnaire of Vaezi (2008) are supported by other researchers like Hashemian & Soureshjani, (2011). This questionnaire is specifically connected with the research questions and objectives. In the questionnaire, there are 25 items for evaluating motivation, of which 12 items are under integrative motivation and the rest are under instrumental motivation.

The research was carried out in Rajshahi division which is situated at the northern part of Bangladesh. The population of the study is undergraduates from three universities located in Rajshahi division, Bangladesh. The first university is a general public university whereas the other two are technical universities. Stratified random sampling was used. Based on Krejcie & Morgan (1970) formula on the target population, the sample size was 381 which comprised of 265 (Male) and 116 (Female) undergraduate students.

**FINDINGS**

Cronbach  $\alpha$  coefficient of Reliability has been measured and the Cronbach  $\alpha$  for motivation is .964. The two dimensions under motivation are integrative motivation with a Cronbach  $\alpha$  of 0.923 and Instrumental Motivation with 0.951. These values suggest a strong reliability of the instrument. Data Normality was also tested.

In the data analyses, the descriptive analyses of the domains containing integrative motivation and instrumental motivation were carried out first. Then the research questions are answered in sequential order.

**Descriptive Analyses:**

**Domain 1: Integrative Motivation**

From Table 1, it can be seen that the items that received above 3.50 mean score are: (*IM2*) students study English because it would allow them to meet and converse with more and varied people (m= 3.62, SD=1.01). Then, (*IM3*) appreciation of English art and literature gets priority to learners (m= 3.61, SD=.94). Additionally, (*IM4*) students are keen to participate more freely in the activities of other cultural groups (m= 3.50, SD=.92). They showed the interest (*IM5*) in knowing the life of English-speaking nations (m= 3.50, SD=.92), (*IM7*) knowing native English speakers, (m= 3.47, SD=.92) and (*IM8*) knowing various cultures and peoples (m= 3.53, SD=1.04).

Items that are found to obtain mean scores of between 3.0 to 3.5 are: (*IM1*) studying English for developing easiness with other people who speak English, (m= 3.43, SD=.99), (*IM6*) understanding English pop music (m= 3.35, SD=1.04), (*IM9*) keeping in touch with foreign friends (m= 3.42, SD=.93), (*IM10*) knowing more about native English speakers (m= 3.59, SD=.84). Lower mean values are observed in (*IM11*) perceiving British as kind and friendly (m= 3.30, SD=.90), and the Americans are kind and cheerful (*IM12*) (m= 3.30, SD= .93).

Table 1: Findings of Actual Survey data – Integrative Motivation (N = 381)

ID	Description of item	Strongly Disagree	Neutral	Agree	Strongly	Mean	Std Dev
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		Disagree			Agree			
IM1	Studying English can be important to me because it will allow me to be more at ease with other people who speak English	4.7% (18)	15.0% (57)	24.7 % (94)	43.8% (167)	11.8% (45)	3.43	1.03
IM2	Studying English can be important for me because it will allow me to meet and converse with more and varied people	2.1% (8)	13.9% (53)	28.6 % (109)	36.7% (140)	18.6% (71)	3.62	1.01
IM3	Studying English can be important for me because it will enable me to better appreciate English art and literature	1.6% (6)	11.5% (44)	27.8 % (106)	42.3% (161)	16.8% (64)	3.61	.94
IM4	Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups	1.3% (5)	14.2% (54)	31.5 % (120)	39.6% (151)	13.4% (51)	3.50	.92
IM5	It is important for me to know English in order to know the life of English-speaking nations	1.8% (7)	14.2% (54)	26.8 % (102)	46.5 % (177)	10.8% (41)	3.50	.92
IM6	Studying English is important to me so that I can understand English pop music.	5.5% (21)	21.5% (82)	28.9 % (110)	35.4% (135)	8.7% (33)	3.35	1.04
IM7	The more I get to know native English speakers, the more I like them.	1.3% (5)	21.3% (81)	29.7 % (113)	40.2% (153)	7.6% (29)	3.61	.94
IM8	Studying English is important to me to know various cultures and peoples	1.6% (6)	15.5% (59)	25.7 % (98)	42.0% (160)	15.2 % (58)	3.53	.97
IM9	Studying English is important to me so that I can keep in touch with foreign friends	1 % (4)	16.5% (63)	33.1 % (126)	37.8% (144)	11.5% (44)	3.42	.93
IM10	I would like to know more about native English speakers	1.6% (6)	16.0% (61)	30.4 % (116)	44.1% (168)	7.9% (30)	3.40	.90

IM11	The British are kind and friendly	2.4% (9)	20.7% (79)	37.0 % (141)	34.1% (130)	5.8% (22)	3.20	.91
IM12	The Americans are kind and cheerful	4.7% (18)	16.8% (64)	36 .0% (137)	38.8% (148)	7.1% (27)	3.20	.96

The digits inside brackets represent the precise number of respondents

## Domain 2: Instrumental Motivation

Table 2 exhibits the mean scores and standard deviation of the items under instrumental motivation dimension.

Table 2: Findings of Actual Survey data – Instrumental Motivation (N = 381)

	Description of item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
IN1	Studying English can be important for me because I'll need it for my future career	.8% (3)	10.8% (41)	18.9% (72)	32.3 % (123)	37.3% (142)	3.94	1.03
IN2	Studying English can be important for me because it will make me a more knowledgeable person	0.3%	12.3% (47)	16.0% (61)	35.7 % (136)	35.7% (136)	3.94	1.01
IN3	Studying English can be important for me because it will someday be useful in getting a good job	0.5% (2)	11.3% (43)	17.8% (68)	33.9 % (129)	36.5% (139)	3.94	1.02
IN4	Studying English can be important for me because other people will respect me more if I know English	.5% (2)	20.7% (79)	21.8% (72)	31.0 % (118)	26.0% (99)	3.61	1.20
IN5	Studying English can be important for me because I will be able to search for information in English on the Internet	1.0% (4)	12.3% (47)	19.4% (74)	36.0 % (137)	31.2% (119)	3.83	1.03
IN6	Studying English can be important for me because I will learn more about what's happening in the world	2.4% (9)	11.8% (45)	17.1% (65)	39.6 % (151)	29.1% (111)	3.81	1.05
IN7	Studying English can be important for me because language learning often	1.0% (4)	13.9% (53)	20.7% (79)	40.4 %	23.9% (92)	3.72	1.01

	gives me a feeling of success				(154)	(91)		
IN8	Studying English can be important for me because language learning often makes me happy	2.4% (9)	12.6% (48)	23.6 % (90)	41.7 % (159)	19.7% (75)	3.63	1.01
IN9	Studying English is important to me because an educated person is supposed to be able to speak English	1.0% (4)	12.6% (48)	24.1% (92)	37.5 % (143)	24.7% (94)	3.72	1.00
IN10	Studying English is important to me so that I can understand English-speaking films, videos, TV or radio	1.3% (5)	10.5% (40)	23.4% (89)	37.3 % (142)	27.6% (105)	3.97	.91
IN11	Studying English is important to me so that I can read English books	1.6% (6)	11.0% (42)	18.4% (70)	36.7 % (140)	32.3% (123)	4.08	.93
IN12	Studying English is important to me because it will enable me to get to know new people from different parts of the world	1.3% (5)	10.8 % (41)	21.5% (82)	42.0 % (160)	29.9% (114)	3.74	1.36
IN13	Studying English is important to me because without it one cannot be successful in any field	2.4% (9)	15.0% (57)	24.7% (94)	29.9 % (114)	27.8% (106)	3.67	1.16

These are some items that contained the means scores of more than 4.0: (*IN1*) students learn English because they would need it for their future career ( $m=3.94$ ,  $SD=1.03$ ). They also reported that studying English (*IN2*) would make them a more knowledgeable person ( $m=4.17$ ,  $SD=.87$ ). They focus on English because it (*IN3*) will someday be useful in getting a good job ( $m=4.17$ ,  $SD=.90$ ), Studying English also intended to use and search for information (*IN5*) in English on the Internet ( $m=4.03$ ,  $SD=0.93$ ), Studying English are important (*IN6*) for them because they will learn more about what's happening in the world ( $m=4.03$ ,  $SD=0.96$ ).

In addition, the following items obtained mean score of between 3.0 to 4.0: Students think about gaining respect (*IN4*) by knowing English ( $m=3.78$ ,  $SD=1.05$ ) and studying English often gives them a feeling of success ( $m=3.89$ ,  $SD=0.93$ ). It (*IN8*) also makes themselves happy ( $m=3.76$ ,  $SD=0.95$ ). The notion (*IN9*) of educated person is supposed to be able to speak English ( $m=3.91$ ,  $SD=.91$ ). It (*IN10*) is important for them to understand English-speaking films, videos, TV or radio ( $m=3.97$ ,  $SD=.91$ ). It (*IN11*) is also important for them to read English books, ( $m=4.08$ ,  $SD=.93$ ), Studying English is important because they will know new people from different parts of the world, *IN12*, ( $m=3.93$ ,  $SD=.91$ ). To be successful in any field (*IN13*), one must know English ( $m=3.83$ ,  $SD=1.12$ ). These mean values have strong implications that Bangladeshi learners are strongly influenced by instrumental purposes of learning English.

**RQ 1: LEVELS OF MOTIVATION**

The levels of of motivation in learning English among the students of public universities of Rajshahi are analysed using descriptive statistics. To determine the level of motivation, mean and standard deviation are used. Three levels of motivation are determined; low, moderate and high (Nailufar, 2018). Table 3 exhibits the mean score values for the three levels.

Table 3: Level of Motivation (Nailufar, 2018)

Mean Score Value	Level of Motivation
3.68 to 5	High Degree of Motivation
2.34 to 3.67	Moderate Degree of Motivation
1 to 2.33	Low Degree of Motivation

Based on the findings (Table 4), students with a high degree of motivation constitutes 89.50% (341). The moderate level of motivation constitutes 8.39% (32) and the low degree of motivation is 2.09 % (8).

Table 4: Level of Motivation

Level of Motivation	Frequency	Percentage	Mean	SD
High Degree of Motivation	341	89.50	3.68 to 5	
Moderate Degree of Motivation	32	8.39	2.34 to 3.67	
Low Degree of Motivation	8	2.09	1 to 2.33	
Full Sample (N= 381) Moderate			3.79	.616

Therefore, the study proved that majority of undergraduates in Bangladesh had a high degree of motivation. Only approximately 10% of the undergraduates had moderate and low degree of motivation.

**RQ 2: RELATIONSHIP BETWEEN MOTIVATION & ENGLISH LANGUAGE PERFORMANCE**

To get the answer to this research question, the relationship between motivation and English language performance was analysed using Pearson Product Moment Correlation. Table 5 shows the relationship between the two variables:

Table 5 : Correlation of Motivation & English Language Performance

		Motivation	GPA
Motivation	Pearson Correlation	1	.729**
	Sig. (2-tailed)		.000
	N	381	381
GPA	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	
	N	381	381

\*\* Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows the results of the Pearson Product Moment Correlation. It displays that there is a significant strong positive correlation between motivation and English language performance,  $r=.729$ ,  $n=381$ ,  $p=.000<.05$ . Pearson correlation  $r$  between motivation and English language performance is  $r=.729$  which is between 0.70 and .90 that indicates a strong positive linear relationship (Cohen, 1988). Thus, the strength of association between the variables is high. This indicates that 72% (0.729) of the variation in English language performance is explained by motivation. So, the null hypothesis: *H<sub>01</sub>*. There is no significant relationship between motivation and English Language performance is rejected as there is a significant relationship between motivation and English Language performance.

**RQ 3: WHICH TYPE OF MOTIVATION PREDICTS STUDENTS’ ENGLISH LANGUAGE PERFORMANCE THE MOST?**

Before answering this question all the variables have been checked and all the required assumptions (Hair, 2010) are fulfilled. The multiple regression is used to determine the stronger predicting dimensions of motivation towards English Language performance of undergraduates and to test the hypotheses 2 and 3.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729 <sup>a</sup>	.532	.529	.64463

- a. Predictors: (constant), Motivation
- b. Dependent variable : Performance

Table 6 indicates the R (.729), R Square (.532) and adjusted R Square (.529). That suggests 53% of English language performance is explained by motivation. So, the measures are granted as significant indicators towards English language performances. It carries both practical and statistical importance. Following the opinion of Cohen (1988), an R square value of greater than (.26) is regarded as having a large effect. As the motivation value of R square is (.532), it can be concluded that overall, motivation made a significant contribution with a large effect on the English language performance of undergraduates.

**Table 7 : ANOVA<sup>a</sup> of Motivation**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	178.203	2	89.102	97.010	.000 <sup>b</sup>
	Residual	157.077	378	.416		
	Total	335.280	380			

In the above Table 7, it is found ( $F=97$ ;  $P < 0.05$ ) that indicates there is a significant role of motivation on English language performance. In Table 8 exhibits the coefficients of Motivation with the dimensions in relation to English language performance. It was found that ( $\beta = .729$ ;  $P < 0.05$ ) which indicates a significant role of motivation in predicting the English language performance. It indicates 72.9 % from the variance of performance relates to the variables of motivation.

Table 8: Coefficient of Motivation

Model	Coefficients <sup>a</sup>					Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
(Constant)	-.709	.167		-4.252	.000		
Motivation	.930	.045	.729	20.734	.000	1.00	1.00
1 Integrative Motivation	.411	.081	.310	5.050	.000	.330	3.034
Instrumental Motivation	.517	.070	.453	7.395	.000	.330	3.034

a. Dependent Variable: Performance

Table 8 also shows that integrative motivation was found to make a significant contribution towards English language performance ( $\beta$ ) = (.310). It contributes to the English language performance significantly ( $\beta=0.310$ ;  $t=5.050$ ;  $p < 0.05$ ). For instrumental motivation, it is found ( $\beta=0.453$ ;  $t=7.395$ ;  $p < 0.05$ ). This indicates instrumental motivation has stronger contribution to English language performance rather than integrative motivation.

So hypothesis (*Ho2*): Integrative motivation does not predict students' English language performance the most, failed to be rejected. For instrumental motivation, ( $\beta$ ) is .517, t Statistics 7.395, P- value 0.000\*\*. Therefore, hypothesis (*Ho3*): Instrumental motivation does not predict students' English language performance the most, is rejected. It can be seen that instrumental motivation predicts of Bangladeshi undergraduates more than integrative motivation.

## DISCUSSION

The study found that the level of motivation among the undergraduates is high. The research findings indicate students are well aware of the benefits of learning English. Those students who are highly motivated in learning English showed better performance. It indicates that motivation plays a key role in determining foreign language learning success and failures. The research findings suggest the need to use motivation as a trigger to further improve English language performance among students who are not doing well in the English language subjects.

Foreign language learning countries outside of Bangladesh like Saudi Arabia, where Al-Mubireek (2020) used attitude/motivation Test Battery (AMTB) to identify the undergraduate students' level of motivation. He found that students had a high level of motivation, with regard to both instrumental and integrative motivation. Similar to that, it can be seen that both instrumental and integrative motivation levels are in high level both in Bangladesh and Saudi Arabia. However, it is interesting to note that in the case of Bangladesh, instrumental motivation is higher than integrative motivation. It is because the students are perceiving about the practical usability of the English language rather than incorporating themselves in the target community culture. Consistent with the findings of this study, Rahman (2005) also found that integrative motivation as a dominating domain. He explains Bangladesh undergraduates gets little scope to use English to interact with native speakers, and Bangla is commonly a medium of interpersonal communication. English is solely learnt and taught by focusing on the utilitarian value.

In contrast to this study, Al Othman, & Shuqair, (2013) found that in the Gulf countries, English learning motivation was low or at a poor level. Their research showed the importance of native Arabic language which was felt by the students. The students lacked motivation to learn English as they showed reluctance due to Arabic being a significant part of their linguistic history. This was an evidence of unenthusiastic approach towards English language learning.

However, alternatively the study suggests that in Bangladesh, instrumental motivation influences significantly more than the Integrative motivation. This is an indication of that the learners from Bangladesh who are basically practical oriented. The result of this study has a consistency with other countries like China where Zhang, Dai, & Wang, (2020) found that the participants' instrumental and integrative motivations positively influence their foreign language proficiency and instrumental motivation was the dominating one.

Parallel to these findings, Kabir (2015) observes that majority of the students in Bangladesh learn English from the perspective of instrumental motivation in pursuing their education, getting better jobs and employment and career opportunities both at home and abroad. Those students with integrative orientation who intended to find jobs in English speaking countries like Canada, Australia, USA are less in number. In the present study, it has been also found the mean score for items like having good job, better options for higher studies, have got priority among students. These findings are consistent with the findings of Hussain (2016) who observed that students are highly motivated to learn English because they have the realization that within the rapid growth of globalization, mastery of the English language is pertinent. The students perceive that it would be very difficult to compete in the national and international job market with inadequate knowledge and skills of English. In a nutshell, the findings from this study and other relevant literatures have proven that instrumental motivation contributes most to the students' performance at tertiary level of Bangladeshi undergraduates rather than integrative motivation.

The study finally does not discard or undermine Gardner's theory, alternative to that it confirms the applicability of such theory in a hugely populated foreign language learners like Bangladesh. As Bangladesh is a monolingual country (Rahman, 2005), it shares specific trend to instrumental motivation rather than integrative motivation. Whereas, a country like Canada has been found to have integrative motivation as the dominating one (Shinge & Kotabagi, 2021), which is native language environment. This research illuminates that the situation of a foreign language learning like Bangladesh may differ than other areas of the world. So, the policy makers, administrators and the teachers are recommended to put in concentrated efforts in strengthening students' instrumental motivation by re-aligning teaching of English to match the preferences of the learners for effective output.

## **CONCLUSION**

The level of motivation is found high and also instrumental motivation has dominance over integrative motivation among Bangladeshi undergraduates. These findings have several layers of implications. In the study, it is evident that students with high motivation, perform better than the students with low motivation. So, those students who are less motivated, need to change their approach to English language for better performance. Additionally, the universities in Bangladesh can organize motivational training sessions for the students as it is a fundamental issue for the development of English performance. Bangladesh is a monolingual country so students must be given awareness about the benefits of learning English more. The students should also get enough opportunities and platforms to share their concerns regarding the poor performance in English language. The syllabus and curriculum designers must meet the interests of the students so that the learning environment harnesses improved motivation among students. Besides that, the fact that students seem to be

instrumentally motivated signals the need for the pedagogical designers and planners to focus on tailoring the syllabus accordingly. For example, the students who are instrumentally motivated are likely to get inspired in communicative and professional language learning material rather than age old literature-based learning material which focuses on the ways of thoughts and life of target language community. This is the present reality of Bangladeshi undergraduates. The sooner the English language teaching pedagogy in Bangladesh gets transformed into an integrative orientation, and the better students can perform. Thus, necessary steps should be taken with regard of having strategies to capitalize on students' high level of motivation which could lead to improved English language performance.

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