



**The Motivational Factors in Teaching EAP Courses: Exploring the
reality at tertiary level at private universities**

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*A thesis submitted in partial fulfillment of the requirements for the degree of
Master of Philosophy
in
English Language Teaching*

Dedicated to

My Parents

And

My Husband

CERTIFICATE

This is to certify that Mahmuda Alam, while pursuing the degree of M.Phil., has successfully completed her research work titled *The Motivational Factors in Teaching EAP Courses: Exploring the reality at tertiary level at private universities* under our supervision. To our knowledge, she did neither submit it to any other university previously for any degree nor publish it in any journal.

We, therefore, forward the submission of her dissertation titled *The Motivational Factors in Teaching EAP Courses: Exploring the reality at tertiary level at private universities* for the degree of M.Phil.

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Declaration

I hereby affirm that the thesis titled “The Motivational Factors in Teaching EAP Courses: Exploring the reality at tertiary level at private universities” is my original research work and has not previously formed the basis for the award of any degree, diploma, fellowship or any title of recognition from any other university or institute. No part of it has been published and issues related to plagiarism of ethical considerations have been taken care of.

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Abstract

The research paper is about the positive motivational factors in teaching EAP courses which will prepare students with greater efficiency to cope with the challenges in tertiary education. As motivation plays an influential role for a student, teachers use various motivational techniques in the question of using motivational factors. This thesis is made up of six chapters which are inter-related in a cohesive way..

Chapter 1 outlines the background of the study that includes a concise discussion of the status of English in Bangladesh, importance of motivation in teaching EAP courses at private universities. Then it describes the purpose, objectives, the significance, research questions and the hypothesis of the study.

Chapter 2 explores how other scholars, researchers and intellectuals define motivation. It further identifies basic terms and concepts of motivation, the motivational factors, the theories of motivation, differences between integrative and instrumental motivation, instinctive and extinctive motivation, and the analysis of teaching EAP courses at the tertiary level. The review focuses on the conventional and modern concepts of motivation. It also surveys and analyzes the role of motivation, teacher roles and learner roles in teaching EAP courses.

Chapter 3 elucidates the research methods used in this study. It discusses the procedures and techniques through which the data required to discover the answers to the research questions was collected, processed and analyzed. The sample was restricted to English language teachers and students of private universities within the Dhaka city. The data collection techniques utilized in this study include teachers' questionnaire survey, classroom observations, interview responses of teachers, students' questionnaire survey before getting enrolled into EAP courses, students' questionnaire survey after the completion of EAP courses and interview responses of students. These differing data collection techniques were undertaken jointly to ensure validity and reliability of the data.

Chapter 4 highlights data presentation and analysis from the collected data through teachers' questionnaire survey, students' questionnaire survey (before EAP and after EAP, classroom

observations, both teachers' and students' interview. This study includes both qualitative and quantitative approaches to find out the effectiveness of motivational factors in teaching English language at tertiary level. The data collected through classroom observations, teachers' interview and students' interview is analyzed in descriptive-qualitative manner. The data collected through questionnaire is presented and analyzed in quantitative manner. The results of teachers' questionnaire survey, students' questionnaire survey (before getting enrolled into EAP courses and after the completion of EAP courses), classroom observations, both teachers' and students' interview demonstrates that motivation promotes the possibilities of greater learning outcome. Thus, the hypothesis is supported by the findings.

Chapter 5 offers the discussion and interpretation of the research findings relating to the research hypothesis, the research findings and the themes identified in the literature review. Here, firstly, interpretation on teachers' questionnaire survey shows the importance of teachers' motivation in EAP classes. Secondly, classroom teaching observation identifies the practical use of motivational elements and their effectiveness. Thirdly, interpretation on teachers' interview explores the fact that it is individual teachers' job to find out the appropriate technique for each class. It also shows the effectiveness of different motivational activities. Fourthly, interpretation on students' survey before getting enrolled into EAP courses reveal that EAP course is essential in tertiary level to cope with the challenges in higher education. Fifthly, interpretation on students' survey after completing EAP courses exposes the effectiveness of using motivational elements in EAP classes after the completion of courses. Finally, interview of students clearly shows students' responses about how important role motivation can play in EAP classes.

Chapter 6 draws conclusion, limitations of the study and suggests recommendations for future steps towards resolving existing problems. Without proper motivation it is impossible to provide successful learning in EAP classes. Teachers now have to take the initiative to create a motivation supportive classroom environment where students can become motivated enough to learn English for their existing and as yet unknown needs.

To sum up, it is seen that this research provides guidelines for the EAP teachers on effective use of motivational factors in English language teaching. It is hoped that the finding of this study will have long term implications for student development programmes which can help to bring about necessary changes in teaching sectors.

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Chapter 1: Introduction

1.1 Introduction

In an ever growing age of the globalization, English has become a linkage beyond the borders. To connect the whole world with one language, English has been the forerunner. Being an international language, English is taught in many countries and learnt by most of the people in this world. In this scenario, it is almost mandatory to know English, to be able to keep pace with the growing world. Moreover, English is an essential component of education for all students at primary, secondary and higher secondary levels, as well as those undertaking tertiary courses. In Bangladesh, students of all disciplines at tertiary level in public universities have to pass English language courses or complete a study in English. When the first private university in Bangladesh began its operations, it followed the North American model of tertiary education, requiring all students, regardless of majors, to pass composition courses in order to qualify to earn a Bachelor's degree. All Bangladeshi private universities have followed an identical policy in respect to their English course requirements. Students of all disciplines have to take English courses which will help them to cope with the challenges in tertiary education with greater efficiency. As a result, this has been a positive shift to streamline the tertiary education in Bangladesh. The focus of the discussion presented in this study is the positive motivational factors are likely to contribute to greater learning outcome of English for Academic Purposes (EAP) courses at tertiary level in Bangladesh. Hattie (1992) found that four attributes were necessary to characterize effective teachers i.e., knowledge, beliefs, understandings and practices of teachers. According to him, influence of qualifications on professional development and relevant personal experiences are also important. Studies have underscored the importance of content knowledge and teaching practice. Referring to the significance of teachers' knowledge of their subject matter, Ball & Cohen (1999), Fennema et al.(1996), and Lloyd & Wilson(1998) have noted that

teachers' specific subject matter knowledge plays a critical role in their teaching practice. Emphasizing the need for well defined syllabus and teaching techniques, Breen (2001) has observed that a well designed language teaching syllabus should clarify the aims and

objectives of learning and teaching, and indicated the classroom procedures the teacher may wish to follow. One of such procedures encompasses motivation, and Breen has recognized the importance of motivation for supporting students learning.

To conduct higher studies and to share views with people all over the world, learning English is mandatory. So, it is much required that we find out a suitable way to enable both the teachers and students to make the teaching and learning process of EAP more smooth and rewarding. Thus, above discussions suggest that motivational teaching and learning techniques of EAP and scientific methods of research is a good initiative to help the cause.

1.2 Background of Teaching English in Bangladesh

Importance of English does not need any further elaboration. In short, to keep pace with the globalized world and run parallel with the outer world, irrespective of any domain, we have no alternatives but to acquire proficiency in English. In the post-independence period, the medium of instruction at university level was made optional. Students could choose whether they would study through English or Bengali medium. Kabir (2014) pointed out that in the post-independence period “The equation is that Bangla took Urdu’s place, other languages remained the same and the status of English deteriorated in terms of its limited use in Bangladesh” (p.98). As a result, the private universities as well as public universities introduced English courses parallel to their English based curriculum to upgrade their less competent students. A few years ago the government introduced a compulsory English Language course for all disciplines in all private universities. Some public universities quickly responded to the government decision. The University of Dhaka, for instance, introduced a compulsory English Foundation Course in the Faculty of Arts almost during the same time. Following the same way, the private universities offer at least two compulsory English courses to all undergraduates irrespective of their disciplines. There may be some controversy about the government decision. Rahman(1986) observed that English should not be compulsory at the tertiary level because most students are not sufficiently motivated to learn English and trying to do so would be “a fruitless endeavor and a sheer wastage of time and energy”. He cited the oft-quoted proverb to explain the issue that you can take a horse to water but you can't make him drink.

1.3 Purpose of the Study

Motivation plays a very important role in any learning environment. In private universities of Bangladesh, the learners of EAP courses are not ready to spend adequate time and energy into learning foundation English courses. Some of the students may not attend in EAP classes regularly. Even they do not buy text books and if they do, they may not bring books to their classes. Under these circumstances, teachers can play a vital role to make EAP classroom effective by using positive motivational strategies. So, motivation is important both for teachers and students in EAP classroom to make the learning successful. Students who want to learn English will not be able to do well in class if they are not adequately motivated. Learners of EAP courses cannot ignore the fact that they need adequate motivation for learning a language. The purpose of the study is to find out the effect of motivational factors in EAP courses which will help them to cope with the challenges in tertiary education.

1.4 Objectives of the Study

The study has been designed to achieve the following objectives:

- a) To assess the role of motivation in both teaching and learning
- b) To examine the motivational teaching and learning techniques used in EAP classes at tertiary level in private universities in Bangladesh
- c) To analyze the effectiveness of such techniques

1.5 Significance of the Study

While the demand for EAP courses is increasing, it is expected that the study would help better understand teaching and learning techniques of EAP courses and contribute to maximize better learning outcome.

1.6 Hypothesis

Positive motivational factors are likely to contribute to greater learning outcome of EAP courses.

1.7 Research Questions:

The core aim of this study is to find out the effectiveness of motivational factors in teaching EAP courses at tertiary level in private universities. To achieve this aim some specific research questions are selected:

1. How much significant is the role of motivation in teaching and learning in Bangladeshi EAP classrooms?
2. What motivational techniques are used by teachers in their classrooms?
3. To what extent are these techniques effective?

1.8 Structure of Thesis:

This thesis contains six chapters. The chapters include introduction, literature review, research methodology, data presentation and analysis, discussion and interpretation and finally conclusion and recommendations. The chapters are inter-related in a coherent way and purposive manner.

Chapter 1 begins with the introductory part and background of the study. In this chapter, the purpose and significance of the study, objectives of the study, the research questions and hypothesis of the study have been also introduced.

Chapter 2 constructs a theoretical framework about motivational factors, the theories of motivation, differences between integrative and instrumental motivation, instinctive and extinctive motivation, and the analysis of teaching EAP courses at tertiary level.

Chapter 3 offers with a detailed description of the research design and methodology of the study. It explains how sampling was conducted at the three private universities in Bangladesh.

Chapter 4 is wholly devoted to the presentation of the research work. It illustrates the research findings with the help of tables and pie charts.

Chapter 5 discusses and interprets the findings of the study. It interprets the findings of teachers' questionnaire survey, classroom observations, interview responses of teachers, students'

questionnaire survey before getting enrolled into EAP courses, students' questionnaire survey after the completion of EAP courses and interview responses of students.

Chapter 6 is the concluding one. It summarizes the main issues so far touched upon in the study, provides suggestions for the improvement of EAP classes and the limitations of the present study.

The research provides guidelines for EAP teachers to use motivational techniques effectively to make their learning successful. It has been argued that research on teachers' and learners' motivation with regard to EAP courses in private universities is a demand of the time that this study seeks to respond to.

Chapter 2: Literature Review

Literature review is an integral part as well as an important process for any study. The study evolves mainly around some key constructs like motivation, teaching techniques and approaches, ESP and EAP. The literature review encompasses these key theoretical constructs as well as relevant literature on classroom application. A brief account of the literature review has been given below.

2.1 Definition of Motivation

We need to have a composed and coordinated state of mind in order to make proper use of our brain. The foundation of this mental state comes from our attitude, as it is the mind that controls the brain. Therefore, motivation is very important to teach and learn any foreign language. Gardner (1985) defines motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”

According to Wikipedia, “Motivation is a theoretical construct used to explain behavior. It represents the reasons for people’s actions, desires and needs. Motivation can also be defined as one’s direction to behavior or what causes a person to want to repeat a behavior and vice versa. A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behavior.”

Motivation, a key concept that influences both learning and teaching practices has been conceived in different rhetoric. The motivated teacher utilizes all her/his knowledge as part of her/his effort to help students learn as best as s/he knows. Motivational teaching and learning is a wide umbrella term in the educational context. Hanna (1987) identified successful teaching strategies as requiring an organized approach to teaching, where material was taught until it was mastered.

2.2 Key Components of Motivation

To motivate the students, it is very important to define course goals and help students think about personal learning goals. Teachers' explanation of goals for EAP courses can include not only a summary of the knowledge teachers' expect students to master, but expectations for their own participation. Barbara Davis points out, "Research has shown that a teacher's expectations have a powerful effect on a student's performance." Therefore teachers should guide students what specific steps they can take to succeed in the course(As cited in James, 1998).

Planning is an important instrument to achieve any goals and objectives. Sternberg and Horvath (1995) identified planning as one of the key dimensions underlying the expertise of experienced teachers. They also saw expert teachers as knowledgeable, able to adept to practical constraints, and able to perform their teaching tasks rapidly with no cognitive effort.

It is very important for EAP teachers to make use of students' interests and background knowledge. Students enter their classes with different degrees of knowledge in the discipline. James (1998) wrote that engaging students' interests is fundamental to learning in that interest is a driving force. It is true that interest is an important motivator for the use of learning strategies. Nelee Langmuir, instructor in French, explained that "without relevant student engagement, new material cannot be learned or mastered" In her own classes she always invites students to "make the material their own" and she tries to enable them to adapt new material to personal contexts and interests(As cited in James, 1998)

Another motivational source for both teachers and students are their workplace conditions. Darling-Hammond (2000) found workplace conditions can exert a powerful influence over the quality of teaching in two main ways: (a) when they help to attract and retain quality people into the profession; (b) when they energize teachers and reward their accomplishments. There is a long tradition of research that examines the relationship between the organizational context of universities and the quality of teaching and student learning. Gameron et al(1998) suggested that the relationship between school 'restructuring' and student learning would be weak, except where organizational resources (time, leadership, collaboration, administrative support, knowledge and skills) were employed in ways that promote professional interaction and development. Peterson et al's (1996) research has cast doubt on the capacity of new management structures to benefit classroom practice. They have argued that teaching is the most important factor in effectiveness, and that while school structures can provide opportunities, these

structures, of themselves, do not directly contribute to teaching. Research suggests that motivation can be manipulated through certain instructional practices, although studies demonstrate both positive and negative effects.

Teachers should teach students skills for independent learning. Maintaining motivation depends on a feeling of control over challenges in order to progressively master required skills, as many discussions of motivation point out. This feeling of control is more likely to occur if skills are introduced gradually, if timely feedback on the use of skills is offered, and if students are encouraged to apply their skills in active problem solving. As one group of researchers in the field of project-based learning noted:

Teachers should scaffold instruction by breaking down tasks; use modeling' prompting' and coaching to teach strategies for thinking and problem solving; and gradually release responsibility to the learner. The result of such an approach to teaching is that learners are motivated to persist at authentic problems, meld prior knowledge and experience with new learning, and develop rich domain-specific knowledge and thinking strategies to apply to real-world problems. (Blumenfeld, et al., 1991)

On the other hand, feeling of anxiety, lack of confidence and low self-esteem are likely to prevent acquisition. It is important that the teacher should try to build a classroom atmosphere, which fosters a sense of mutual support and co-operation. In 1996, Haque and Maniruzzaman (2001) carried out a case study on the role of motivational influences on EFL proficiency. They found that “Learners who have more favorable attitudes towards learning English and desire to learn the language are usually more proficient than those with less favorable attitudes” (p.165).

Giving helpful and frequent feedback is also important to motivate students. Feedback is information about the quality of one's performance. Khan and Akter (2011) observed that “one of most common allegations from teachers is that they do not have much time for checking their copies with relevant feedback” (p.21). Their observation suggests that this could be “minimized by substituting peer checking, group checking and whole class checking”(p.21) This trend may “enable students to increase their own responsibilities as well as better cognitive ability.”(p.21) It is also highlighted that “peer observation of classes and providing constructive feedback often

makes one's understanding more pragmatic and professionally supportive.” (p.21) So, it is clear that frequent feedback is very important to motivate the students to learn easily.

In fine, to remove the fear of English from the minds of EAP students, teachers must give them constant positive reinforcement and help them overcome their fear. If students find their course teacher is friendly and everything is favorable to them, they will try their best to learn properly.

2.3 Theories of Motivation:

Different theories of motivation have emerged as a result of many researches and studies. “The study of motivation has created two major theoretical bodies of knowledge applicable to the design of employee or channel partner motivation programs: Content Theories and Process Theories”. (Stotz, n.d.) The content theory is known as early theories and the process theory is known as contemporary theories.

2.3.1 Early Theories: Early theories emphasize on what motivates individuals. Some of the early theories are the most essential and significant. According to Schmitz (2012), four theories may be placed under this category. I will discuss here four early motivational theories and illustrate the comparison of these four theories. In the history of motivational research the following theories have been the most influential.

A. Maslow’s Hierarchy of Needs Theory

B. Aldefer’s ERG Theory: **E**xistence needs, **R**elatedness needs and **G**rowth needs

C. McClelland’s Theory of Needs: Need for achievement, affiliation and powerful

D. Herzberg’s two factors theory

2.3.1.1 Maslow’s Human Needs Theory:

Abraham Maslow is a well- known psychologist of twentieth century. According to Maslow, human being have basic needs which is hierarchically ranked. Schmitz (2012) pointed out that “There are some needs that are basic to all human beings, and in their absence nothing else matters. As we satisfy these basic needs, we start looking to satisfy higher order needs. In other words, once a lower level need is satisfied, it no longer serves as a motivator.”

Maslow identifies two types of needs: deficiency needs and growth needs. Deficiency need means basic requirements for physical and psychological well-being. Growth need means needs for appreciating, knowing, understanding which people try to satisfy after their basic needs are met. People are motivated to satisfy needs at the bottom of the hierarchy before seeking to satisfy those at the top. According to Slaven (2006), “In Maslow’s human needs theory, which is based on a hierarchy of needs, people must satisfy their lower-level (deficiency) needs before they will be motivated to try to satisfy their higher-level (growth) needs” (p.345).

1. Maslow’s Hierarchy of Needs:

The most well known theory of motivation is Maslow’s hierarchy of needs theory. Maslow identified five levels in his need hierarchy theory.

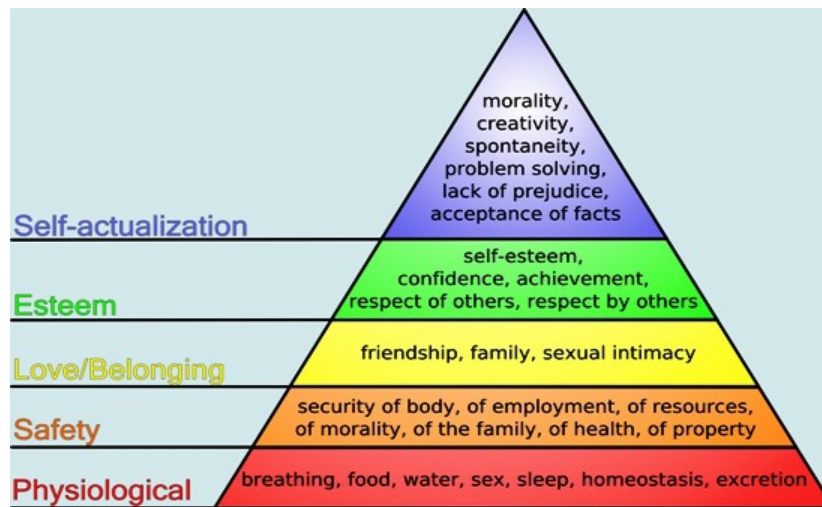


Figure 1: Maslow’s Hierarchy of Needs adapted from Schmitz (2012)

a. Physiological Needs:

The most basic of these needs are physiological needs. Physiological needs refer to water, food, air, shelter, clothing, breathing, sex, sleep etc. The survival of human life depends on these needs. These needs are very important because “when they are lacking, the search for them overpower all other urges” (Schmitz, 2012, ch. 5). When one need is satisfied, they no longer

motivate the man. As example, if a person takes food then this food will no longer serve as a motivator. Once physiological needs are satisfied, people will become more concerned about their second needs, safety needs.

b. Safety Needs:

According to Maslow's theory, after satisfying the psychological needs, safe and security needs come next. Security of body, employment, property, health, resources, morality etc. are the desires of this level.

c. Social Needs:

Human beings are interested in companionship, social interaction, belongingness etc. Social needs are essential because they are associated with health, psychological strength and well being. In fact, social needs refer to the need of love, friendship, family and sexual intimacy.

d. Esteem Needs:

These needs include achievement, respect of others, respect by others, confidence, self – esteem etc. Absence of esteem needs results in feeling like weakness, helplessness and inferiority.

e. Self-Actualization Needs:

Self – Actualization needs take the highest place of Maslow's hierarchy theory. This level refers to the desire to acquire morality, creativity, spontaneity, problem solving, acceptance of facts etc.

Schimtz(2012) reported that “This need manifests itself by the desire to acquire new skills, take on new challenges, and behave in a way that will lead to the attainment of one's life goals” (ch.5)

From what can be understood from *Maslow's Hierarchy of Needs* theory is that it is a theory which focuses on needs of human beings. As all social interactions require language, second language learning is associated with social needs. This need will work as a motivator for students to satisfy their life goals and social status.

2.3.1.2 Aldefer’s ERG Theory: Existence Needs, Relatedness Needs and Growth Needs

Schimtz(2012) noted that ERG theory which was developed by Clayton Aldefer “is a modification of Maslow’s hierarchy of needs” (ch. 5). He (2012) also pointed out that this theory is an empirical test of a new theory of human beings(ch. 5). In this theory, Aldefer divided motivational theories into three categories under human basic needs. They are existence needs, relatedness needs and growth needs which are similar to Maslow’s five hierarchy needs. Existence needs refer to Maslow’s physiological and safety needs, relatedness needs correspond to Maslow’s social needs and growth needs correspond to Maslow’s esteem and self – actualization need.

From the point of view of Aldefer’s ERG theory, it is clear that relatedness needs is associated with second language learning. This need will work as a motivator for students to achieve family relation, friendship, love, social interaction and social intimacy.

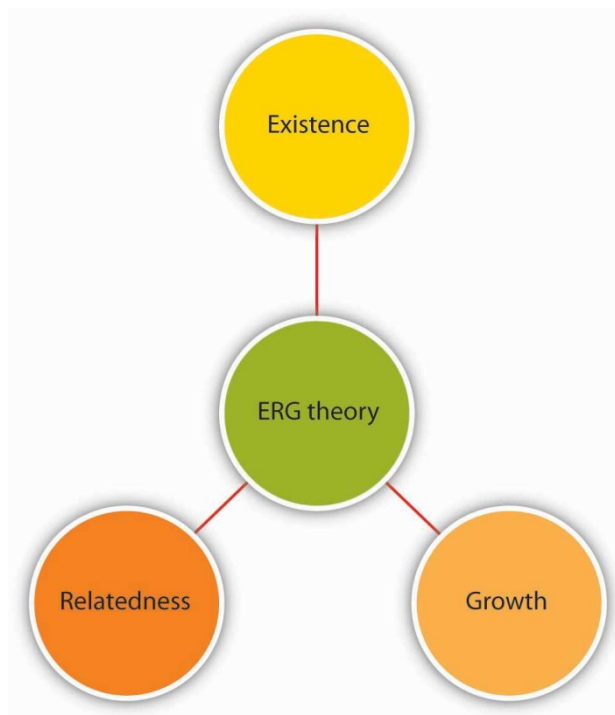


Figure 2: ERG Theory adapted from Schimtz(2012)

2.3.1.3 McClelland’s Theory of Needs: Need for Achievement, Affiliation and Power

Another well-known theory of motivation is McClelland’s acquired needs theory which has received the greatest amount of support. Schimtz (2012) reported that individuals acquire 3 types of needs according to this theory and these three types of needs is the result of their life experiences. These needs are known as the need for achievement, the need for affiliation and the need for power. “All individuals possess a combination of these needs, and the dominant needs are thought to drive employee behavior” according to this theory. (ch.5)

a. Need for Achievement

Need for achievement is a behavior directed toward competition with a standard of excellence. It is true that people who have high need for achievement, have a strong need to be successful. Schimtz (2012) noted that McClelland identified the three characteristics of high-need achievers:

- i. High-need achievers have a strong desire to assume personal responsibility for performing a task for finding a solution to a problem.
- ii. High-need achievers have a strong desire for performance feedback.
- iii. High-need achievers tend to set moderately difficult goals and take calculated risks (ch.5).

b. Need for Power

People who like to be in control of people and events are people with a high need for power. Slaven (2006) pointed out that people who have a high need for power are characterized by three ways.

- i. A desire to influence and direct somebody else.
- ii. A desire to exercise control over others
- iii. A concern for maintaining leader – follower relations.

c. Need for Affiliation

Need for affiliation is similar to Maslow’s social needs in many ways. This is actually a desire to establish and maintain friendly and warm relations with other people. In other words, it is a desire for relationship based on co-operation and mutual understanding. Different types of learners need different levels of affiliation. Fear and stressful situation often lead people to crave to be together and the situation demands the strength of affiliation.

The connection between *McClelland’s Theory of Needs and learners’ motivation* is explained by the above mentioned three needs: Need of Achievement, Need of Power and Need of Affiliation. The combination of the three desires helps the learner to become successful as language is a system of communication. To acquire second language, learners’ motivation is very important and these three needs will work as motivational factors to acquire second language for L2 learners.

2.3.1.4 Herzberg’s Two Factors Theory:

Herzberg conducted a motivational study by asking individuals what satisfies them and dissatisfies them on the job. He labeled hygiene factors as factors causing dissatisfaction of workers. Schimtz (2012) noted that these factors included company policies, supervision, working conditions, salary, safety and security on the job. He added that “In contrast, motivators are factors that are intrinsic to the job, such as achievement, recognition, interesting work, increased responsibilities, advancement, and growth opportunities. According to Herzberg’s research, motivators are the conditions that truly encourage employees to try harder” (ch.5; page no. not available). So, Herzberg labeled motivators as another factor which causing satisfaction of workers.

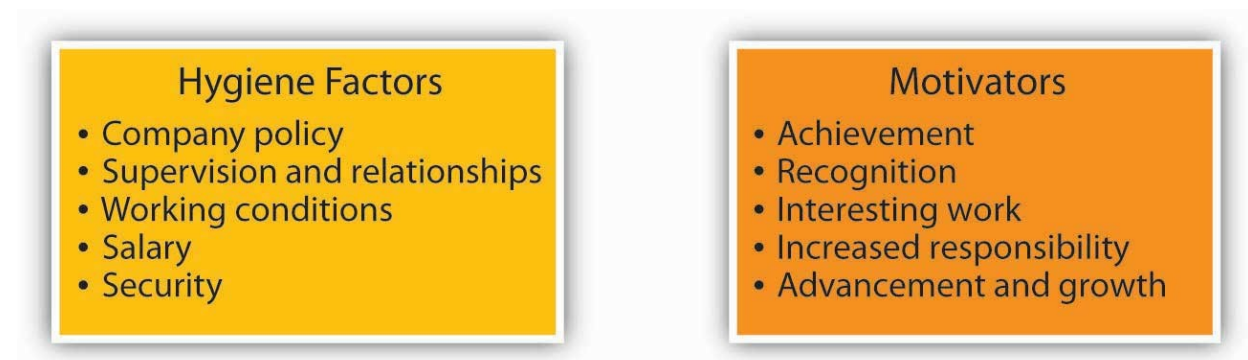


Figure 3: Herzberg’s Two Factors Theory Adapted from Schimtz(2012)

From the above mentioned discussion, it is clear that *Herzberg's two factors theory* makes a distinction between *Hygiene Factors* and *Motivators*. According to this theory, achievement, recognition, advancement and growth, interesting work and increased responsibility will work as motivators for a learner which will motivate them to become expert in English.

2.3.2 Contemporary / Process Theories: Contemporary theory emphasizes on actual process of motivation. Researchers reveal some process theories of motivation. The most important contemporary theories of motivation are as follows:

- Skinner's Reinforcement Theory
- Vroom's Expectancy Theory
- Adam's Equity Theory
- Locke's Goal Setting Theory

2.3.2.1 Skinner's Reinforcement Theory:

This theory which is proposed by Skinner, is highly related to the concept of reinforcement. Some students work to please their teacher, others to make good grades, some students achieve far more than would be predicted on the basis of their ability and some achieve far less. Good reinforcement can explain everything. Slaven (2006) wrote, " In behavioral learning theory (Skinner and others), motivation is a consequence of reinforcement. However, the value of a reinforcer depends on many factors, and the strength of motivation may be different in different students" (p.345). Slavendiscussed this by analyzing two reasons. The first one is rewards and reinforcement and the other one is determining the value of incentive.

a. Rewards and Reinforcement: As mentioned above that reinforcement depends on many factors and it varies from person to person. Slaven(2006) stated "One reason that reinforcement history is an adequate explanation for motivation is that human motivation is highly complex and context-bound" (p.318). The reinforcing value of most potential reinforce is largely determined by personal and situational factors.

As an example of this, Ms. X offers 10000 taka to Ms. Y to teach his little daughter how to dance in her birthday party next Friday. Ms. Y does not agree because she will miss her chance to try on

TV program which is also on next Friday. Thus, 10000 taka for 1 day offer is not a good incentive for Ms. Y though it seems a more highly valued activity.

b. Determining the Value of Incentive: This theory illustrates the point that the motivational value of an incentive cannot be assumed, because it might depend on many factors. Sometimes learners' expectations for incentives determine the motivational value of any particular reward. When teachers think that grades are the most effective incentives for most students they can say "I want you all to be sure to hand in your book reports on time because they will count toward your grade" (Slaven 2006, p.318). The result will be most of the students will try to submit their report on time and here grade is the motivator.

Skinner's Reinforcement Theory, therefore, is a concept in which the value of motivation differs from learner to learner. As good grade is the most powerful incentive for most of the learners, teachers can use it in the classroom. Actually, motivational factors are related to the learners' need which is determined by learners' personal and situational factors.

2.3.2.2 Vroom's Expectancy Theory: Expectancy theory is a theory of motivation which is based on the belief that people's efforts to achieve depend on their expectations of reward.

Slaven (2006) reported that "Expectancy theory holds that a person's motivation to achieve something depends on the product of that person's estimation of his or her chance of success and the value he or she places on success. Motivation should be at a maximum at moderate levels of probability of success. An important educational implication is that learning tasks should be neither too easy nor too difficult" (p.345).

Therefore, teachers should create a proper environment, climate and culture that will increase the motivation levels of employees by understanding the factors motivate and demotivate learners. Vroom's Expectancy Theory is more scientific than some other theories of motivation and teachers should create the environment in the EAP classroom.

2.3.2.3 Adam's Equity Theory:

This theory is proposed by J.S Adams in 1965. Schimtz (2012) noted that "Equity is determined by comparing one's input-outcome ratio with the input-outcome ratio of a referent. When the two ratios are equal, equity exists" (ch.5). This theory says that people compare their inputs and

outcomes with other people's input and outcomes and this ratio is the main result of motivation. He also added that "Perceptions of inequity create tension within us and drive us to action that will reduce perceived inequity" (ch.5).

However, this theory is specially developed for job motivation but *Equity theory* is also applicable for second language learners. According to this theory, inputs typically include past experience, education and work place whereas outputs are the returns to the individuals job investment. Students expect a fair return for what they contribute to their study. If a student work hard but does not achieve good result for teachers' biasness or any other issues, she/he must be demotivated and it is the main impediment for a student to develop his/her full potential.

2.3.2.4 Locke's Goal Setting Theory:

Referring to the classifications of motivation, Locke observes goal setting theory. Locke's goal setting theory is just like expectancy theory. This theory emphasizes on specific and realistic goals which describe a desired future. This specific goal drives the behavior of students and motivate them to reach their goal.

Thus, setting goals can be a miraculous thing in EAP classes. This challenging goal of learning English will motivate the learners to become expert in English.

2.3.2.5 Motivation and Attribution Theory:

Attribution theory is a theory of motivation that focuses on how people explain their own successes and failures. It deals with four explanations for success and failure in achievement situations. These four attributions are: ability, effort, task difficulty and luck. Ability and effort are two internal attributions which depends on every individual's ability and effort. On the other hand, task difficulty and luck are external attributions. Task difficulty is a stable characteristic whereas luck is unstable and uncontrollable. Similarly, ability is relatively stable and unalterable state whereas effort can be altered.

Slaven (2006) described attribution theory as "Attribution theory seeks to understand people's explanations for their success or failure. A central assumption is that people will attempt to maintain a positive self-image; so when good things happen, people attribute them to their own abilities, whereas they tend to attribute negative events to factors beyond their control" (p.345).

Locus of Control and Self-Efficacy: Locus of control includes a personality trait that determines whether people attribute responsibility for their own failure or success to internal or external factors. Slaven (2006) argued that “Locus of control might be internal (success or failure is due to personal effort or ability) or external (success or failure is due to luck or task difficulty). Students who are self-regulated learners perform better than those who are externally motivated, Self-regulated learners consciously plan and monitor their learning and thus retain more” (p. 345)

So, in an EAP classroom, there could be two types of students: internally motivated and externally motivated. In EAP classroom attribution theory is important in helping teachers understand how students might interpret and use feedback on their academic performance. Moreover, this theory also suggests teachers how students might give feedback that has the greatest motivational value.

2.3.2.6 Motivation and Expectancy Theory:

This theory is proposed by Edwards in 1954 and later developed by Atkinson in 1964. Slaven (2006) pointed out that “This theory is a theory of motivation based on the belief that people’s efforts to achieve depend on their expectations of reward”(p.325). He also added that the formula of this theory is:

Motivation (M) = Perceived probability of success (Ps) + Incentive value of success (Is)

The formula is known as expectancy – valence model or expectancy model (p. 325).

According to this theory, teachers should give students a specific academic goal (result) and of all students this goal must be within the reach. The reason behind the easy goal is if EAP students believe that their probability of success (Ps) is zero or if they do not value success (Is), their motivation (M) will be zero. Thus, tasks for EAP students should be neither too easy nor too difficult.

2.3.4 Teacher Motivation Theory:

Teacher motivation is also important in this area. There are some theories of teacher motivation which are also the part of main motivational theories.

Johnson stated “There are three theories of motivation and productivity that teacher motivation is based on.

- Expectancy theory: It is probable for a person to struggle for work if there is an expected reward such as bonus or promotion that is worth working. This theory is already discussed in section no 2.3.3.2.
- Equity theory: Unfair treatment for their efforts and achievements makes individuals displeased. This theory is already discussed in section no 2.3.2.3.
- Job enrichment theory: The more varied and challenging their work is, the more productive employees become.

While merit pay and career ladders are dealt with in the first two theories, the third one studies distinguished staffing and reform-oriented staff development. (As cited in Suslu, 2006)

2.4 Classification of Motivation:

Motivation is a very important factor to attain the objective of getting the learners trained in any foreign/second language. Harmer (2001) argued that motivation is some kind of internal drive which pushes someone to do things in order to achieve something (p 51). However, Gardner and Lambert have identified Instrumental and Integrative motivation.

Integrative motivation simply means that the learner is pursuing a second language for social purposes while in instrumental motivation, learners are studying a language in order to develop a career or academic goal. In Bangladesh, students are not aware of why they are forced to learn English at their early age. As a result, learners take English as a course of study like other subjects, such as science, math, economics, social sciences etc. They are instrumentally motivated because their goal of learning English is passing examinations to advance education. According to Lambert(1974), instrumental motivation is 'the practical value and advantages of learning a new language' (p.98).

2.5 Teaching Learning Methodologies:

Kumaravadivelu (1993) categorized the established language teaching learning methodologies into a) Language-centered methods b) Learner-centered methods and c) Learning-centered

methods, for the purpose of analysis and understanding. Based on the expressed needs of the learners, future EAP courses must reflect the outcomes of the four language skills and their corresponding sub-skills which must be integrated with their subject course; this will make the courses interesting and achievable to the students and prepare them for the real world challenges. Eventually the products of such comprehensive programs will be more skilled and therefore more employable (Rahman, 2007). The need exists for the development of an appropriate EAP syllabus which must include real world applications to be used as practice for all the four language skills. The content should cover all the four skills although students considered speaking and writing skills as most important. The English courses must be relevant and specific for the various disciplines. Students' suggestions to improve the course should be studied in-depth because they are main stakeholders, and these represent the actual needs of the students – students input is crucial to determine the success of the course. The findings reasserted Khan's (2000) findings that students were aware that English is essential for their future as well as at present to give them access to academic texts and for communication.

2.6 Motivation of Students

Barbara McCombs (As cited in James, 1998) noted, "Research has shown that for students to be optimally motivated to learn, they must:

1. See schooling and education as personally relevant to their interests and goals.
2. Believe that they possess the skills and competencies to successfully accomplish these learning goals.
3. See themselves as responsible agents in the definition and accomplishment of personal goals.
4. Understand the higher level thinking and self-regulation skills that lead to goal attainment.
5. Call into play processes for effectively and efficiently encoding, processing, and recalling information.
6. Control emotions and moods that can facilitate or interfere with learning and motivation.
7. Produce the performance outcomes that signal successful goal attainment"

2.7 Conclusion

To sum up, what we have found in the existing body of knowledge in this field is that most of the studies have dealt with the topics like motivation, role of motivation in learning, ESP and EAP, for example, as an individual isolated topic(s) rather than as an amalgamated approach needed for a complete overview of the EAP learning. This study would make an attempt to explore the issues mentioned above in a blended format.

Chapter 3: Research Methodology

3.0 Introduction

The last chapter dealt with a review of the literature on motivation and established its importance in the language classroom. This chapter starts with the concept of motivation which provides the basis of the research study. In my research work I have used multiple strategies for data collection to find out appropriate and authentic information from different private universities related to EAP teaching and learning. Questionnaire, interview and observation checklist have been applied as tools and methods for data collection. Three survey questionnaires were used to conduct this study.

3.1 Classification of Methodology

Credible studies need to follow acceptable methodologies. There are two main research paradigms, quantitative and qualitative, which have diverged into further categories. Quantitative research seeks out facts objectively without taking into consideration the researcher's own perspectives. It is done in a controlled environment. On the other hand, in the opinion of qualitative purists, it is important to experience a phenomenon in its context to best understand it.

3.2 Description of the Methodologies

3.2.1 Quantitative Approaches to Data Collection

The design of a quantitative research is predetermined and formally structured and the data is analyzed deductively. Critics of this paradigm consider it too rigid, especially in the field of education where the researchers' viewpoint forms an important part of the data. The coding of the data in this type of research is statistically quantifiable and the techniques of the data collection are experiments, surveys, structured interviews, quasi interviews and structured observation.

3.2.2 Qualitative Approaches to Data Collection

In a qualitative research, there are two major procedures by which data is collected. The first is participant or non-participant observation where data is gathered in a natural environment which

engages natural behavior. The second is in-depth interviewing where open ended questions allow for informants to answer freely on their own instead of being guided by and limited to pre-set answers to specific questions as in questionnaires with ‘yes’, ‘no’ answers or multiple choice questions. These often do not allow the respondents to give a true picture of the situation being surveyed as it is too confining. The general design of a qualitative research is flexible and the data is analyzed inductively.

3.2.3 Mixed Methods Research

There has been much focus on the differences between the two paradigms and Howe (as cited in Johnson and Onwuegbuzie, 2004, p. 4) writes that purists on both sides contend that the two paradigms, together with the methods associated with them “cannot and should not be mixed”. But there are situations where neither of the two paradigms in its totality fulfills the requirements of the research in question. Therefore, Byrman and Morgan argue for a “more pragmatic approach that is disentangled from the entrapments of this paradigm debate, one that recognizes the ties and themes that connect quantitative and qualitative research, and one that sees benefits of blending quantitative and qualitative methods” (as cited in Cohen & Crabtree, 2006, p. 1)

This is not entirely a new concept. Grotjahn (as cited in Nunan, 1992, p.6) lists six types of mixed forms of research design :

- i. Experimental-qualitative-interpretive paradigm,
- ii. Experimental-qualitative-statistical paradigm,
- iii. Exploratory-qualitative-statistical paradigm,
- iv. Exploratory-quantitative-statistical paradigm,
- v. Exploratory-quantitative-interpretive paradigm, and
- vi. Experimental-quantitative-interpretive paradigm.

In a mixed methods research a researcher takes into account the strengths of both quantitative and qualitative researches, and uses different strategies and approaches to collect multiple data.

3.3 The Rationale of Mixed Methods Research

Mixed methods research is formally defined by the researchers as the kind of research where the qualitative and quantitative research techniques and methods are used in the same study.

Moreover, using both qualitative and quantitative data give more than one perspective on an issue. If the findings from different methods match, then the validity of the research is ensured. According to Dornyei (2007, p. 165), findings from different methods sometimes do not “produce corroborating or complementary results; however divergent results can also be illuminating” and “exploring conflicting results can lead to enhanced understanding”

On the other hand, comparing qualitative and quantitative data led to greater validity in the sense that fewer information gaps remained in the data collected. Patton (2002, p. 16) writes of a study where close ended questionnaire results were compared with open ended group interview responses. Close-ended questionnaires not only give us answers at a surface level, but also fail to provide opportunities to the respondents to give the motivation behind their preferences. This meant that their responses to the questionnaire alone could lead to a misrepresentation of the data even if a statistically generalizable pattern emerged from it. Open-ended interviews added “depth, detail, and meaning at a personal level of experience” (Patton, 2002, p. 17). Thus, questionnaires are used to get the basic information about both teachers’ and students’ perceptions and classroom observations and interviews provided in-depth information as to the practical applications of those beliefs and the motivation behind the practices.

3.4 Designs for the Present Study:

3.4.1 Sources of Data

This study was conducted through survey method based on primary and secondary data. The data were collected through classroom teaching observation, and interview through questionnaire with the teachers and students of effective teaching of EAP at private universities. Since the research was concerned to identify the characteristics of effective teaching learning, it focuses upon teacher attributes and qualities. The secondary data reviews a wide range of articles written on the theory of motivation, classification of motivation and need for motivation in both teachers and students.

3.4.2 Sampling

Participants in the project are 15 teachers and one hundred and eighty students from three different private universities in Dhaka city. I have conducted a survey questionnaire among 90

freshmen year students at three different private universities to collect information about the strengths, expectations, motivation level and weaknesses of English before getting enrolled for EAP courses. Besides, I have taken another survey among the same 90 students of three different universities to know how motivational factors in teaching EAP courses effect the university performances.

3.4.3 Data Collection Tools

Survey instrument was supplied to EAP teachers to obtain information about teaching and classroom performance of the teacher. Teachers` teaching skill was observed by observation checklist. Students also completed questionnaires about their attitudes to motivational teaching and learning techniques of English.

I visited the selected universities and observed the teaching learning process. I have worked with six research instruments through the help of experts.

1. Questionnaire for teachers
2. Classroom teaching observation checklist
3. Interview responses of teachers
4. Questionnaire for students before getting enrolled into EAP courses
5. Questionnaire for students after completing EAP courses
6. Interview responses of students

3.4.4 Methods of Data Analysis

Data collected from different sources were classified and presented in different matrix and graphical forms. Data analysis were presented through percentage and ranking.

3.4.5 Participants and Settings

Table 1: Demographic Information of the Participants

Serial no	Demographic Variables	Number of Participants
1.	<i>Teachers</i>	15
2.	<i>Students before EAP</i>	90

3.	<i>Students after EAP</i>	90
4.	<i>Universities</i> <i>1. U1</i> <i>2. U2</i> <i>3. U3</i>	3

3.5 Procedure of Data Collection and Data Analysis

3.5.1 Questionnaire for Teachers and Students

Questioning is an effective way of discovering ideas. It is a technique of generating ideas by asking questions about the topic such as Why? What? When? Where? How? These are known as “reporters questions” (Greenberg 1994 : 13). According to Langan (2008), “Asking questions can be an effective way of getting yourself to think about a topic from a number of different angles. The questions can really help you generate details about a topic” (p. 26). Greenberg (1994) termed questioning as a “valuable strategy” because it can “generate so much specific information about a topic” (p. 13). I have used here three questionnaires to complete the quantitative part of research. Part 1 (Appendix A) is for questionnaire for teachers, part 2 (Appendix B) is for questionnaire for students before EAP program and part 3 ((Appendix C) is for questionnaire for students after EAP program.

3.5.1.1 Questionnaire for Teachers

Questionnaires are important to gather structured and numerical data. Questionnaires can be structured, semi-structured and unstructured. The highly structured questionnaires are usually used with a larger number of samples, and semi-structured to unstructured ones are used for smaller sample size. The questionnaire used for teachers in this study was a structured one even though the sample size was not very large, fifteen tertiary level teachers from three private universities, mainly because data from other instruments was collected with information. In total there were nine items in teachers’ questionnaire which was designed to measure the perceptions

3.5.1.2 Questionnaire for Students before Getting Enrolled into EAP Courses

The purpose of the student questionnaire was to elicit a basic understanding of students' beliefs. Questionnaire for students before EAP was actually designed to find out the necessity of using motivational factors in teaching EAP courses. Ninety students of tertiary level from three different private universities participated in questionnaire responses and these ninety participants were freshmen year students. This section comprised of 9 MCQ questions. Question no 1 has been asked to judge the proficiency level of students. Question no. 2 has been asked to find out students' confidence level regarding English proficiency. Question no. 3 has been asked to find out the necessity of EAP courses for good academic standing in further studies. Question no. 4 has been asked to find out the reasons of taking EAP courses. Question no. 5 has been asked to find out students' perception on the importance of taking EAP courses. Question no. 6 has been asked to find out students' expectations from EAP courses. Question no. 7 has been asked to find out the effect of the absence of EAP courses in their syllabus. Question no. 8 has been asked to find out students' perception towards investment of EAP courses in terms of time and money. Question no. 9 has been asked to find out students' demand of content matter in EAP courses.

3.5.1.3 Questionnaire for Students after Completing EAP Courses

Questionnaire for students after EAP was designed to examine the hypothesis that the positive motivational factors are likely to contribute to greater learning outcome of EAP courses resulting in preparing students with greater efficiency to cope with the challenges in tertiary education. There were eleven questions regarding this area and the participants were the same ninety participants of tertiary level from three different private universities. Question no 1 has been asked to find out students' perception towards EAP courses after the completion of the courses. Question no. 2 has been asked to find out students' level of proficiency after the completion EAP courses. Question no. 3 has been asked to find out students' opinion towards the range of success of EAP courses. Question no. 4 has been asked to find out students' perception towards the lackings of the courses. Question no. 5 has been asked to find out students' view on the coverage of all the four skills in EAP courses. Question no. 6 has been asked to find out students' view on the role of the courses to build prosperous future. Question no. 7 has been asked to find out the usefulness of techniques to motivate the students in EAP classes. Question no. 8 has been asked to find out the usefulness of materials in EAP courses. Question no. 9 has been asked to find out

students' motivational level to attend EAP classes. Question no. 10 has been asked to find out teachers' performance to motivate the students in EAP courses. Question no. 11 has been asked to find out students' interest level to know more about language after completing the courses.

3.5.2 Classroom Observations

The classroom practices of teachers were observed in this study to establish whether they were motivation supportive or not. Besides this, the researcher wanted to find out the impact on students after using motivational elements in EAP classes and observed 6 EAP classes to get the authentic data.

Now, it is clear that motivation makes the classroom interactive and classroom observation was a useful tool in this study to observe teaching strategies used by teachers, as well other factors that may have affected the teaching learning process.

3.5.3 Interview Responses of both Teachers and Students of EAP program

The interview questions were based on the questionnaire items which required elaboration, and served to provide data on motivation and the reasoning behind a teacher's behavior inside or outside the classroom. An interview schedule was prepared beforehand to ensure that questions were not leading and the questions themselves did not influence the answers. At the level of preparation and conducting of the interview, an attempt was made to ensure that respondents were given enough time to think and answer questions in their own way. Among 15 teachers, 5 of the teachers were interviewed separately. The interviews were semi – structured and this gave an in – depth idea about teachers' belief on motivational teaching practices.

Among the 90 participant students, a total of 5 students attended this interview. I took notes of whatever was said and I ensured that the notes taken during the interview made sense and any area of ambiguity was clarified by me as soon as possible.

3.6 Conclusion

In conclusion, for the purpose of giving a comprehensive and detailed result, quantitative data from questionnaires, and qualitative data from interviews and classroom observations were gathered.

Chapter 4: Data Presentation and Analysis

4.0 Introduction

This chapter outlines the results and findings from the data collected through teachers' survey questionnaire, students' survey questionnaire (before EAP and after EAP), classroom observations, teachers' interview and students' interview under the hypothesis: *Positive motivational factors are likely to contribute to greater learning outcome of EAP courses at tertiary level.*

The data collected through classroom observations, teachers' interview and students' interview are analyzed in descriptive qualitative manner. The quantitative data collected through questionnaire is presented and analyzed using charts in terms of percentages. The results of teachers' questionnaire survey, students' questionnaire survey (before EAP and after EAP), classroom observations, both teachers' and students' interview unveiled the answers to the research questions and demonstrated whether the hypothesis is accepted or discarded.

4.1 Detailed Results and Findings of Teachers' Questionnaire Survey

4.1.1 Reasons of Choosing Teaching as a Profession at Tertiary Level

Table 2: *Reasons of Choosing Teaching as a Profession at Tertiary Level*

SI No.	<i>Reasons of Choosing Teaching as a Profession</i>	Frequency					Total
		Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)	
1	I am influenced by my own teachers' help, encouragement and assistance	8	2	4	-	1	61

2	This is the suggestion of my friends	-	-	1	2	12	19
3	This is an easy profession	-	1	-	3	11	21
4	I want to gain high level of autonomy and curiosity	4	4	5	-	2	53
5	Teaching is known as a noble profession	4	2	5	2	1	49
6	I want to earn reputation through the help of pupils	2	1	3	3	6	35
7	I get pleasure working with young students	8	4	3	-	-	65
8	It is a love to teach my favorite subject and I enjoy it a lot	11	2	2	-	-	69
9	It is a way to prepare young generation to play their roles effectively in their future life	7	4	4	-	-	63
10	I want to have an experience & joy of making difference in	8	3	4	-	-	64

	students' life						
11	I want to gain experience of teaching variety of students	4	8	2	-	1	59
12	I chose it due to the non-availability of any other better job	3	-	3	-	9	33
13	I want to learn more through teaching	11	1	2	-	1	66
14	I will have more flexibility in this job	5	-	6	1	3	48
15	I chose this profession to become more energetic, having new spirit and excitement to teach everyday	6	2	3	4	-	55
16	In order to gain social prestige I have chosen teaching as a profession	1	2	3	1	8	32
17	Teaching profession provides opportunity to continue one's	7	8	-	-	-	67

	studies						
18	This profession offers opportunity to continue studies abroad.	6	1	8	-	-	58

4.1.1.1 Findings of the Study:

Reasons of Choosing Teaching as a Profession at Tertiary Level

1) I am influenced by my own teachers' help, encouragement and assistance

Feedback on Question (1)

N = Number of Respondent (15)

Question 1	Rating – 1 Most Important (5)	Rating – 2 Very Important (4)	Rating – 3 Important (3)	Rating - 4 Less Important (2)	Rating – 5 Not Important (1)
N = 15	8	2	4	-	1
	53.33%	13.33%	26.67%	0%	6.67%

Emerging Themes:

While responding to the question no. 1 regarding their choice of teaching as a profession of tertiary level, 8 teachers (53.33%) mentioned that their own teachers’ help, encouragement and assistance played the ‘most important’ role in influencing them whereas 2 teachers (13.33%) mentioned they played ‘very important’ role, 4 teachers (26.67%) mentioned they played ‘important role’ and finally 1 teacher (6.67%) mentioned they did not play any role in influencing them at all.

2) This is the suggestion of my friends

Feedback on Question (2)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	-	-	1	2	12
	0%	0%	6.67%	13.33%	80%

Emerging Themes:

While responding to the question no. 2 regarding their choice of teaching as a profession of tertiary level, 1 teacher (6.67%) mentioned that their friends’ suggestion played the ‘important role’ whereas 2 teachers (13.37%) mentioned they played ‘less important’ role and finally 12 teachers (80%) mentioned they did not play any role at all in their choice of profession.

3) This is an easy profession

Feedback on Question (3)

N = Number of Respondent (15)

Question 3	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	-	1	-	3	11
	0%	6.67%	0%	20%	73.33%

Emerging Themes:

While responding to the question no. 3 regarding their choice of teaching as a profession of tertiary level, 1 teacher (6.67%) mentioned that teaching as an easy profession played ‘very important’ role, 3 teachers (20%) mentioned it played ‘less important’ role and finally 11 teachers (73.33%) mentioned this view of teaching did not play any role in their choice of profession.

4) I want to gain high level of autonomy and curiosity

Feedback on Question (4)

N = Number of Respondent (15)

Question 4	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	4	4	5	-	2
	26.67%	26.67%	33.33%	0%	13.33%

Emerging Themes:

While responding to the question no. 4 regarding their choice of teaching as a profession of tertiary level, 4 teachers (26.67%) mentioned that desire for gaining high level of autonomy and curiosity played the ‘most important’ role whereas 4 teachers (26.67%) mentioned they played ‘very important’ role, 5 teachers (33.33%) mentioned they played ‘important role’ and finally 2 teachers (13.33%) mentioned they did not play any role at all in their choice of profession.

5) Teaching is known as a noble profession

Feedback on Question (5)

N = Number of Respondent (15)

Question 5	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	4	2	5	2	1
	26.67%	13.33%	33.33%	13.33%	6.67%

Emerging Themes:

While responding to the question no. 5 regarding their choice of teaching as a profession of tertiary level, 4 teachers (26.67%) mentioned that teaching as known as a noble profession played the ‘most important’ role whereas 2 teachers (13.33%) mentioned it played ‘very important’ role, 5 teachers (33.33%) mentioned it played ‘important role’, 2 teachers (13.33%)

mentioned it played ‘less important’ role and finally 1 teacher (6.67%) mentioned they did not play in their choice of profession at all.

6) I want to earn reputation through the help of pupils

Feedback on Question (6)

N = Number of Respondent (15)

Question 6	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	2	1	3	3	6
	13.33%	6.67%	20%	20%	40%

Emerging Themes:

While responding to the question no. 6 regarding their choice of teaching as a profession of tertiary level, 2 teachers (13.33%) mentioned that desire to earn reputation through the help of pupils played the ‘most important’ role whereas 1 teacher (6.67%) mentioned it played ‘very important’ role, 3 teachers (20%) mentioned it played ‘important role’, 3 teachers (20%) mentioned it played ‘less important role’ and finally 6 teachers (40%) mentioned they did not play any role in at all their choice of profession.

7) I get pleasure working with young students

Feedback on Question (7)

N = Number of Respondent (15)

Question 7	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	8	4	3	-	-
	53.33%	26.67%	20%	0%	0%

Emerging Themes:

While responding to the question no. 7 regarding their choice of teaching as a profession of tertiary level, 8 teachers (53.33%) mentioned that pleasure of working with young students played the ‘most important’ role in influencing them whereas 4 teachers (26.67%) mentioned it played ‘very important’ role and finally 3 teachers (20%) mentioned it played ‘important role’ in their choice of profession.

8) It is a love to teach my favorite subject and I enjoy it a lot

Feedback on Question (8)

N = Number of Respondent (15)

Question 8	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	11	2	2	-	-
	73.33%	13.33%	13.33%	0%	0%

Emerging Themes:

While responding to the question no. 8 regarding their choice of teaching as a profession of tertiary level, 11 teachers (73.33%) mentioned that pleasure of teaching their favorite subject played the ‘most important’ role whereas 2 teachers (13.33%) mentioned it played ‘very important’ role and finally 2 teachers (13.33%) mentioned it played ‘important role’ in their choice of profession.

9) It is a way to prepare young generation to play their roles effectively in their future life

Feedback on Question (9)

N = Number of Respondent (15)

Question 9	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	7	4	4	-	-

	46.67%	26.67%	26.67%	0%	0%
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Emerging Themes:

While responding to the question no. 9 regarding their choice of teaching as a profession of tertiary level, 7 teachers (46.67%) mentioned that their hope for preparing young generation properly in their future life played the ‘most important’ role in influencing them whereas 4 teachers (26.67%) mentioned it played ‘very important’ role and finally 4 teachers (26.67%) mentioned it played ‘important role’ in influencing them at all.

10) I want to have an experience and joy of making difference in students' life

Feedback on Question (10)

N = Number of Respondent (15)

Question 10	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	8	3	4	-	-
	53.33%	20%	26.67%	0%	0%

Emerging Themes:

While responding to the question no. 10 regarding their choice of teaching as a profession of tertiary level, 8 teachers (53.33%) mentioned that they want to have an experience and joy of making difference in students' life, played the ‘most important’ role in influencing them whereas 3 teachers (20%) mentioned they played ‘very important’ role and finally 4 teachers (26.67%) mentioned they played ‘important role’ in influencing them at all.

11) I want to gain experience of teaching variety of students

Feedback on Question (11)

N = Number of Respondent (15)

Question 11	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
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	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	4	8	2	-	1
	26.67%	53.33%	13.33%	0%	6.67%

Emerging Themes:

While responding to the question no. 11 regarding their choice of teaching as a profession of tertiary level, 4 teachers (26.67%) mentioned that wish for gaining experience of teaching variety of students played the ‘most important’ role in influencing them whereas 8 teachers (53.33%) mentioned it played ‘very important’ role, 2 teachers (13.33%) mentioned it played ‘important role’ and finally 1 teacher (6.67%) mentioned it did not play any role in influencing them at all.

12) I chose it due to the non-availability of any other better job

Feedback on Question (12)

N = Number of Respondent (15)

Question 12	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	3	-	3	-	9
	20%	0%	20%	0%	60%

Emerging Themes:

While responding to the question no. 12 regarding their choice of teaching as a profession of tertiary level, 3 teachers (20%) mentioned that the non-availability of any other better job played the ‘most important’ role whereas 3 teachers (20%) mentioned it played ‘important role’ and finally 9 teachers (60%) mentioned it did not play any role in their choice of profession.

13) I want to learn more through teaching

Feedback on Question (13)

N = Number of Respondent (15)

Question 13	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	11	1	2	-	1
	73.33%	6.67%	13.33%	0%	6.67%

Emerging Themes:

While responding to the question no. 13 regarding their choice of teaching as a profession of tertiary level, 11 teachers (53.33%) mentioned that desire of more learning through teaching played the ‘most important’ role whereas 1 teacher (6.67%) mentioned they played ‘very important’ role, 2 teachers (13.33%) mentioned they played ‘important role’ and finally 1 teacher (6.67%) mentioned they did not play any role in their choice of profession.

14) I will have more flexibility in this job

Feedback on Question (14)

N = Number of Respondent (15)

Question 14	Rating – 1	Rating – 2	Rating – 3	Rating – 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	5	-	6	1	3
	33.33%	0%	40%	6.67%	20%

Emerging Themes:

While responding to the question no. 14 regarding their choice of teaching as a profession of tertiary level, 5 teachers (33.33%) mentioned that professional flexibility played the ‘most important’ role whereas 6 teachers (40%) mentioned it played ‘important role’, 1 teacher (6.67%) mentioned it played ‘less important’ role and finally 3 teachers (20%) mentioned it did not play any role at all in their choice of profession.

15) I chose this profession to become more energetic, having new spirit and excitement to teach everyday

Feedback on Question (15)

N = Number of Respondent (15)

Question 15	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	6	2	3	4	-
	40%	13.33%	20%	26.67%	0%

Emerging Themes:

While responding to the question no. 15 regarding their choice of teaching as a profession at tertiary level, 6 teachers (40%) mentioned that desire for being more energetic, having new spirit and excitement to teach every day, played the ‘most important’ role in influencing them whereas 2 teachers (13.33%) mentioned it played ‘very important’ role, 3 teachers (20%) mentioned it played ‘important role’ and finally 4 teachers (26.67%) mentioned it played ‘less important role’ in influencing them at all.

16) In order to gain social prestige I have chosen teaching as a profession

Feedback on Question (16)

N = Number of Respondent (15)

Question 16	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	1	2	3	1	8
	6.67%	13.33%	20%	6.67%	53.33%

Emerging Themes:

While responding to the question no. 16 regarding their choice of teaching as a profession at tertiary level, 1 teacher (6.67%) mentioned that desire of gaining social prestige played the ‘most important’ role in influencing them whereas 2 teachers (13.33%) mentioned it played ‘very important’ role, 3 teachers (20%) mentioned it played ‘important role’, 1 teacher (6.67%) mentioned it played ‘less important role’ and finally 8 teachers (53.33%) mentioned they did not play any role at all in their choice of profession.

17) Teaching profession provides opportunity to continue one's studies

Feedback on Question (17)

N = Number of Respondent (15)

Question 17	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	7	8	-	-	-
	46.67%	53.33%	0%	0%	0%

Emerging Themes:

While responding to the question no. 17, regarding their choice of teaching as a profession of tertiary level, 7 teachers (46.67%) mentioned that urge to continue study in professional life, played the ‘most important’ role in influencing them whereas 8 teachers (53.33%) mentioned it played ‘very important’ role in their choice of profession.

18) This profession offers opportunity to continue studies abroad

Feedback on Question (18)

N = Number of Respondent (15)

Question 18	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most Important (5)	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)
N = 15	6	1	8	-	-

40%	6.67%	53.33%	0%	0%
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Emerging Themes:

While responding to the question no. 18, regarding their choice of teaching as a profession of tertiary level, 6 teachers (40%) mentioned that to utilize the opportunity to continue study abroad, played the ‘most important’ role whereas 1 teacher (6.67%) mentioned it played ‘very important’ role and finally 8 teachers (53.33%) mentioned it played ‘important role’.

Analysis of Teachers’ Responses

This question is designed to measure the motivation level of teachers. From the above discussion, it is clear that most of the teachers enjoy teaching a lot and they are positively motivated. As the positive motivational factors are likely to contribute to greater learning outcome of EAP courses, teachers’ motivation is very important in this area.

4.1.2 Teachers’ Responses as an EAP Teacher

Table 3: Teachers’ Response as an EAP Teacher

<i>Teachers’ Response as an EAP Teacher</i>	Total	Percentages (%)
1. I really enjoy it	7	46.67%
2. I enjoy taking EAP courses as much as I enjoy teaching English literature & linguistics courses	7	46.67%
3. I don't want to take the course, I only comply with the department's instruction	1	6.67%
4. It rather feel these courses boring	0	0%
5. Teaching EAP courses is not as prestigious as teaching English literature & linguistics courses	0	0%

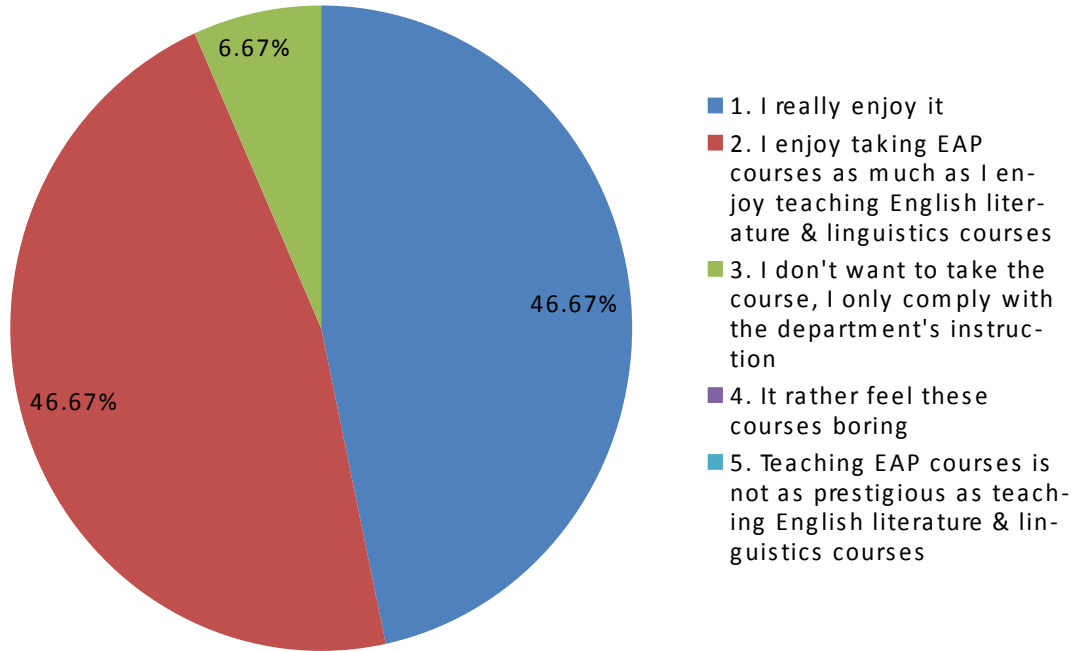


Figure 4: Teachers' Response as an EAP Teacher

Analysis of Teachers' Responses

The pie chart shows that 46.67% (mention actual number i.e. 7 teachers) teachers agreed that they really enjoy taking EAP courses, 46.67% teachers replied that they enjoy taking both language & literature courses and EAP courses in the same way whereas only 6.67% teachers answered that they do not enjoy taking EAP courses and just follow department's instruction. None of the teachers agreed about the issue that it is boring or it is not a prestigious course. From the above pie chart we can say that all teachers are positively motivated to teach EAP courses and this motivation of teachers will help the students to prepare themselves with greater efficiency to cope with the challenges in tertiary education.

4.1.3 Motivating Factors to Encourage Teachers in Teaching EAP Courses:

Table 4: Motivating factors to Encourage Teachers in Teaching EAP Courses

<i>Motivating Factors to Encourage Teachers in Teaching EAP Courses:</i>	Frequency					Total
	Most Important	Very Important	Important (3)	Less Important	Not Important	

	(5)	(4)		(2)	(1)	
It is a way to prepare young generation to play their roles effectively in every way of life	5	8	2	-	-	63
Freedom/independent work of choosing materials and teaching techniques	5	9	2	-	-	67
I can practice English and improve my own skills	6	7	1	-	-	61
I get extra money	1	1	4	-	9	30

From the chart, it is found that ‘Freedom/independent work of choosing materials and teaching techniques’ is the most important motivating factors of teaching EAP courses. So teachers should get enough freedom to design the syllabus in EAP classes and university authority should give EAP teachers the power to choose subject materials as EAP courses are different from other English courses. EAP teachers will use different teaching techniques to motivate the students which will help EAP students to learn a lot from EAP courses. Extra money motivate teachers less than other motivating factors. Some teachers even said that they do not get any extra money for EAP courses.

4.1.4 Discouraging Factors in Teaching EAP Courses

Table 5: Discouraging Factors in Teaching EAP Courses

<i>Discouraging factors in teaching EAP courses</i>	Most Important (5) Frequency	Very Important (4)	Important (3)	Less Important (2)	Not Important (1)	Total
Examination stress	3	3	3	3	3	45
Socio economic status	2	1	4	4	4	38
Inadequate	4	4	3	1	3	50

rewards/incentives						
Student's unruly behavior	-	4	6	3	2	42
Lack of self confidence	-	-	4	7	4	30
Personal/social factors	-	2	3	5	5	32
Classroom environment	1	7	4	-	3	48

From table it is seen that inadequate rewards is the most important factors which discourage teachers to teach EAP courses properly. The other discouraging factors to teach EAP courses are gradually classroom environment and examination stress. So, it is very important to arrange adequate incentives which encourage teachers. Similarly, classroom environment should arrange properly and university authority should concern about examination stress of EAP teachers as EAP teachers have always extra load in taking examinations and checking extra copies.

4.1.5 The Challenges of Teaching EAP Courses

Table 6: The Challenges of Teaching EAP Courses

The Challenges of Teaching EAP Courses	Most often (5)	Often (4)	Sometimes (3)	Occasionally (2)	Hardly (1)	Total
1. Lack of teaching aids, supplementary teaching materials and logistic supports(electronic media) 1. Internet 2. Multimedia 3. Audio 4. Special classroom facilities	5	8	1	1	-	59
2. Time consuming	6	7	1	-	1	62

3. Large number of students (not more than 25) in a classroom	6	7	1	-	-	61
4. Lack of trained teachers	-	-	4	7	4	30
5. Need infrastructural support	3	3	3	3	3	45
6. Unsuitable environment	4	4	3	1	3	50
7. Time constraint	1	7	4	-	3	48
8. Students' poor quality	-	4	6	3	2	42
9. Lack of students' interest	3	10	2	-	-	61
10. Lack of commitment in both sides	7	3	5	-	-	62

The question asked the teachers whether there had any challenges/limitations that teachers face in teaching EAP courses. I summarized their opinions into structured answers. Among them firstly the extremely important limitations were lack of commitment in both sides and it was a time consuming process. Secondly, the highly important limitations were large number of students in a classroom and lack of student's interest. Thirdly, the moderately important limitations were lack of teaching aids, supplementary teaching materials and logistic supports (electronic media) such as a) Internet b) Multimedia c) Audio and d) Special classroom facilities, then lack of trained teachers, need infrastructural support and Students' poor quality. Fourthly, the less important limitations that debilitate teachers to teach EAP courses were unsuitable environment. Then gradually comes other limitations like time constraint, need infrastructural support, students' poor quality according to the opinion of the teachers and finally teachers think that the rare limitations were lack of trained teachers.

4.1.6 Self Judgment as an EAP Course Teacher:

Table 7:Self Judgment as an EAP Course Teacher

Self Judgmentas an EAP course teacher	Total	Percentages(%)
Valued Highly	9	60%
Valued like other NON– EAP teaching colleagues	3	20%
Valued less compared to literature and linguistics teaching colleagues	3	20%

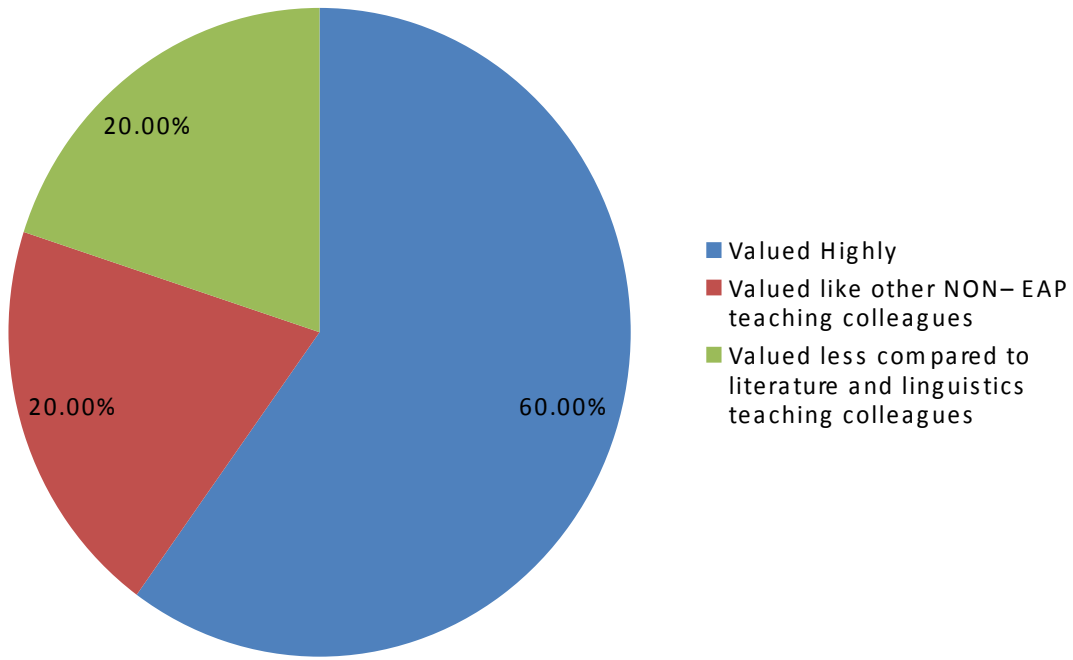


Figure 5: Self Judgment as an EAP Course Teacher

Analysis of Teachers’ Responses

The pie chart shows that 60% teachers agreed that they are evaluated highly as an EAP teacher whereas 20% teachers replied that are evaluated like other NON– EAP teaching colleagues. Here only 20% teachers gave negative answers. From the above pie chart it is found that most of the teachers believed they are evaluated highly as an EAP teacher. As they are evaluated highly, this

will help them to motivate positively which is very important for the students to make them efficient in English.

4.1.7 Students’ Motivational Factors Impacting on Teaching

Table 8:Students’ Motivational Factors Impacting on teaching

	Students’ Motivational Factors Impacting on Teaching	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement(1)	Total
		Frequency					
1	Do you think that your students like you?	6	7	1	-	1	62
2	Do you think that your students feel comfortable with you?	8	6	1	-	-	67
3	Do you think you can control the classroom well?	6	7	2	-	-	64
4	Do you think your students understand what you want to communicate?	3	10	2	-	-	61
5	Do you think that students should be blamed for their low	1	1	7	3	3	39

	results?						
6	Do you think that teachers should be rewarded for students' good results?	3	5	4	3	-	53
7	Do you think you are appreciated well by your students for your performance ?	5	8	1	1	-	59
8	Do you think your students feel satisfied with your performance as a teacher?	4	10	1	-	-	63
9	Do you feel that you are given importance in your professional area when you are teaching EAP courses?	3	11	1	-	-	63
10	Do you think your students' motivation is an incentive for your teaching?	12	1	1	1	-	69

4.1.7.1 Findings of the Study:

Emerging Themes:

Students’ motivational factors impacting on teaching

1) Do you think that your students like you?

Feedback on Question (1)

N = Number of Respondent (15)

Question 1	Rating – 1	Rating – 2	Rating - 3	Rating - 4	Rating – 5
	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement (1)
N = 15	6	7	1	-	1
	40%	46.67%	6.67%	0%	6.67%

Emerging Themes:

In response to question no 1, 6 teachers (40%) expressed ‘Strong Agreement’, 7 teachers (46.67%) expressed ‘Agreement’, 1 teacher (6.67%) expressed ‘Neutral’ and finally 1 teacher expressed ‘Strong Disagreement’. It is quite visible that more than 80% teachers expressed overall agreement on students’ likings of their classes.

2) Do you think that your students feel comfortable with you?

Feedback on Question (2)

N = Number of Respondent (15)

Question 2	Rating – 1	Rating – 2	Rating – 3	Rating – 4	Rating – 5
	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement (1)
N = 15	8	6	1	-	-

	53.33%	40%	6.67%	0%	0%
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Emerging Themes:

In response to question no 2, 8 teachers (53.33%) expressed ‘Strong Agreement’, 6 teachers (40%) expressed ‘Agreement’ and finally 1 teacher (6.67%) expressed ‘Neutral’. It is quite visible that most of the teachers expressed that their students feel very comfortable in EAP classes.

3) Do you think you can control the classroom well?

Feedback on Question (3)

N = Number of Respondent (15)

Question 3	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement (1)
N = 15	6	7	2	-	-
	40%	46.67%	13.33%	0%	0%

Emerging Themes:

In response to question no 3, 6 teachers (40%) expressed ‘Strong Agreement’, 7 teachers (46.67%) expressed ‘Agreement’ and finally 1 teacher (6.67%) expressed ‘Neutral’. It is quite visible that most of the teachers expressed that they can control the EAP classroom well.

4) Do you think your students understand what you want to communicate?

Feedback on Question (4)

N = Number of Respondent (15)

Question 4	Rating – 1	Rating – 2	Rating – 3	Rating – 4	Rating – 5
	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement(

					1)
N = 15	3	10	2	-	-
	20%	66.67%	13.33%	0%	0%

Emerging Themes:

In response to question no 4, 3 teachers (20%) expressed ‘Strong Agreement’, 10 teachers (66.67%) expressed ‘Agreement’ and finally 2 teachers (13.33%) expressed ‘Neutral’. It is quite visible that most of the teachers expressed that students understand clearly what teachers want to communicate with them.

5) Do you think that students should be blamed for their low results?

Feedback on Question (5)

N = Number of Respondent (15)

Question 5	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement (1)
N = 15	1	1	7	3	3
	6.67%	6.67%	46.67%	20%	20%

Emerging Themes:

In response to question no 5, 1 teacher (6.67%) expressed ‘Strong Agreement’, 1 teacher (6.67%) expressed ‘Agreement’, 7 teachers (6.67%) expressed ‘Neutral’, 3 teachers (20%) expressed ‘Disagreement’ and finally 3 teachers (20%) expressed ‘Strong Disagreement’. Here we find the negative response from teachers. It is quite visible that most of the teachers did not support to blame their students for their low results.

6) Do you think that teachers should be rewarded for students' good results?

Feedback on Question (6)

N = Number of Respondent (15)

Question 6	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement (1)
N = 15	3	5	4	3	-
	20%	33.33%	26.67%	20%	0%

Emerging Themes:

In response to question no 6, 3 teachers (20%) expressed ‘Strong Agreement’, 5 teachers (33.33%) expressed ‘Agreement’, 4 teachers (26.67%) expressed ‘Neutral’ and finally 3 teachers (20%) expressed ‘Disagreement’. It is quite visible that most of the teachers expressed with this question as getting rewards is very motivating to work well for the next time.

7) Do you think you are appreciated well by your students for your performance?

Feedback on Question (7)

N = Number of Respondent (15)

Question 7	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement (1)
N = 15	5	8	1	1	-
	33.33%	53.33%	6.67%	6.67%	0%

Emerging Themes:

In response to question no 7, 5 teachers (33.33%) expressed ‘Strong Agreement’, 8 teachers (53.33%) expressed ‘Agreement’, 1 teacher (6.67%) expressed ‘Neutral’ and finally 1 teacher (6.67%) expressed ‘Disagreement’. It is quite visible that most of the teachers agreed with the question which illustrates that teachers performance is well in EAP classes.

8) Do you think your students feel satisfied with your performance as a teacher?

Feedback on Question (8)

N = Number of Respondent (15)

Question 8	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement (1)
N = 15	4	10	1	-	-
	26.67%	66.67%	6.67%	0%	0%

Emerging Themes:

In response to question no 8, 4 teachers (26.67%) expressed ‘Strong Agreement’, 10 teachers (66.67%) expressed ‘Agreement’ and finally 1 teacher (6.67%) expressed ‘Neutral’. It is quite visible that most of the teachers expressed overall agreement on the satisfaction level of students in EAP classes is good.

9) Do you feel that you are given importance in your professional area when you are teaching EAP courses?

Feedback on Question (9)

N = Number of Respondent (15)

Question 9	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement (1)
N = 15	3	11	1	-	-
	20%	73.33%	6.67%	0%	0%

Emerging Themes:

In response to question no 9, 3 teachers (20%) expressed ‘Strong Agreement’, 11 teachers (46.67%) expressed ‘Agreement’ and finally 1 teacher (6.67%) expressed ‘Neutral’. It is quite visible that almost all the EAP teachers get importance in their professional area and they are strongly satisfied.

10) Do you think your students' motivation is an incentive for your teaching?

Feedback on Question (10)

N = Number of Respondent (15)

Question 10	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement (1)
N = 15	12	1	1	1	-
	80%	6.67%	6.67%	6.67%	0%

Emerging Themes:

In response to question no 10, 12 teachers (80%) expressed ‘Strong Agreement’, 1 teacher (6.67%) expressed ‘Agreement’, 1 teacher (6.67%) expressed ‘Neutral’ and finally 1 teacher expressed ‘Disagreement’. It is quite visible that more than 80% teachers strongly agree with this question. So, students’ positive motivation is also important to get the good achievement in EAP classes.

Analysis of Teachers’ Responses

These questions are designed to measure the motivation level of students which has a great impact in teaching EAP courses. 15 teachers participated in this survey. From the above discussion, it is clear that most of the teachers are positively motivated and satisfied in their professional area. Their students like them a lot and students’ motivation works as an incentive in teaching EAP courses.

4.1.8 Strategies to Motivate Students in Teaching EAP Courses

Table 9: Techniques to Enhance Students' Motivation

	Strategies to Motivate Students in Teaching EAP Courses	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)	Total
		Frequency					
1	Knowing students' ability level and proceeding at or slightly above their current level of functioning	8	4	3	-	-	65
2	Giving directives slowly and distinctly checking for understanding along the way	7	7	1	-	-	66
3	Using examples, illustrations or demonstrations to explain and clarify content in text and workbook	9	4	2	-	-	67
4	Providing review or summary	5	6	4	-	-	63
5	Creating an English Environment	8	5	2	-	-	66
6	Two way Communication	8	5	2	-	-	66
7	Avoiding Bias	10	4	1	-	-	69
8	Arranging study	1	2	2	6	4	35

	tours						
9	Using of Multimedia	6	2	2	5	-	54
10	Working with contemporary social networks	2	4	7	1	-	50

Findings of the Study:

Strategies to Motivate Students in Teaching EAP Courses

1) Knowing students’ ability level & proceeding at or slightly above their current level of functioning

Feedback on Question (1)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating - 3	Rating - 4	Rating – 5
	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)
N = 15	8	4	3	-	-
	53.33%	26.67%	20%	0%	0%

Emerging Themes:

Strategy 1 is about finding out the students’ ability and proceeding at or slightly about their current level of functioning. 8 teachers (53.33%) used this strategy most frequently, 4 teachers (26.67%) used this technique very frequently and 3 teachers(20%) used this technique frequently. Thus, knowing students ability level and proceedings at or slightly above their current level of functioning is a good technique which is used by most of the teachers at tertiary level in EAP courses.

2) Giving directives slowly & distinctly checking for understanding along the way

Feedback on Question (2)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating - 3	Rating - 4	Rating – 5
	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)
N = 15	7	7	1	-	-
	46.67%	46.67%	6.67%	0%	0%

Emerging Themes:

Strategy 2 is about giving directives slowly & distinctly checking for understanding along the way. 7 teachers (46.67%) used this strategy most frequently, 7 teachers (46.67%) used this technique very frequently and 1 teacher (6.67%) used this technique frequently. From the table, we can say that most of the teachers used this strategy to motivate their tertiary level students.

3) Using examples, illustrations or demonstrations to explain and clarify content in text & workbook

Feedback on Question (3)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)
N = 15	9	4	2	-	-
	60%	26.67%	13.33%	0%	0%

Emerging Themes:

Strategy 3 is about using examples, illustrations or demonstrations to explain and clarify content in text & workbook. 9 teachers (60%) used this strategy most frequently, 4 teachers (26.67%) used this technique very frequently and 2 teachers (13.33%) used this technique frequently. The table indicates that using examples, illustrations or demo's to explain and clarify content in text & workbook is used by 60% teachers most frequently. Therefore, we can treat this strategy as a very effective technique for teachers.

4) Providing review or summary

Feedback on Question (4)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating - 3	Rating - 4	Rating – 5
	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)
N = 15	5	6	4	-	-
	33.33%	40%	26.67%	0%	0%

Emerging Themes:

Strategy 4 is about providing review or summary in class. 5 teachers (33.33%) used this strategy most frequently, 6 teachers(40%) used this technique very frequently and 4 teachers (26.67%) teachers used this technique frequently. Thus, the majority population positively reacted on this as an efficient strategy.

5) Creating an English Environment

Feedback on Question (5)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating - 3	Rating - 4	Rating – 5
	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)
N = 15	8	5	2	-	-
	53.33%	33.33%	13.33%	0%	0%

Emerging Themes:

Strategy 5 is about creating an English environment in the classroom. 8 teachers (53.33%) used this strategy most frequently, 5 teachers (33.33%) used this technique very frequently and 2 teachers(13.3%) used this technique frequently. In EAP classes, creating an English environment

is very important to motivate students and this strategy is most frequently used by 53.33% teachers.

6) Two way Communication

Feedback on Question (6)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating - 3	Rating - 4	Rating – 5
	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)
N = 15	8	5	2	-	-
	53.33%	33.33%	13.33%	0%	0%

Emerging Themes:

Strategy 6 is about finding out teachers’ communication system in the classroom. 8 teachers (53.33%) used this strategy most frequently, 5 teachers (33.33%) used this technique very frequently and 2 teachers (13.33%) teachers used this technique frequently. From the above data, it is revealed that this is a quite good strategy which 53.33% teachers used most frequently.

7) Avoiding Bias

Feedback on Question (7)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating - 3	Rating - 4	Rating – 5
	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)
N = 15	10	4	1	-	-
	66.67%	26.67%	6.67%	0%	0%

Emerging Themes:

Strategy 7 is about avoiding bias. 10 teachers (66.67%) used this strategy most frequently, 4 teachers (26.67%) used this technique very frequently and 1 teacher(6.67%) used this technique frequently. Thus, most of the teachers used this strategy most frequently to motivate their tertiary level students in EAP courses.

8) Arranging study tours

Feedback on Question (8)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating - 3	Rating - 4	Rating – 5
	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)
N = 15	1	2	2	6	4
	6.67%	13.33%	13.33%	40%	26.67%

Emerging Themes:

Strategy 8 is about arranging study tours as a motivator. 1 teacher (6.67%) used this strategy most frequently, 2 teachers (13.33%) used this technique very frequently, 2 teachers (13.33%) used this technique frequently, 6 teachers (40%) used this technique infrequently and 4 teachers (26.67%) used this strategy hardly. Thus, most of the teachers believed that this is not the most efficient technique to motivate their tertiary level students in EAP courses.

9) Using of Multimedia

Feedback on Question (9)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating - 3	Rating - 4	Rating – 5
	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)
N = 15	6	2	2	5	-

	40%	13.33%	13.33%	33.33%	0%
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Emerging Themes:

Strategy 9 is about using of multimedia in the classroom to motivate the students. 6 teachers (40%) used this strategy most frequently, 2 teachers (13.33%) used this technique very frequently, 2 teachers (13.33%) used this technique frequently and 5 teachers (33.33%) used this technique infrequently. Now, it is clear that using of multimedia is quite acceptable and satisfactory as a strategy in EAP courses.

10) Working with contemporary social networks

Feedback on Question (10)

N = Number of Respondent (15)

Question	Rating – 1	Rating – 2	Rating – 3	Rating - 4	Rating – 5
	Most frequently (5)	Very frequently (4)	Frequently (3)	Infrequently (2)	Hardly (1)
N = 15	2	4	7	1	-
	13.33%	26.67%	46.67%	6.67%	0%

Emerging Themes:

Strategy 10 is about working with contemporary social networks. 2 teachers (13.33%) used this strategy most frequently, 4 teachers (26.67%) used this technique very frequently, 7 teachers (46.67%) used this technique frequently and 1 teacher (6.67%) used this technique infrequently. In terms of working with contemporary social network, the majority population positively reacted to this idea as it is a useful technique to motivate EAP students.

Analysis of Teachers’ Information

From the above discussion, it is very clear that teaching techniques are important to motivate the students at tertiary level. There are some techniques which teachers use in EAP classes.

Among the ten techniques, teachers gave highest importance in avoiding biases. It is believed that these strategies will help students to get prepare in English with greater efficiency to cope with the challenges with tertiary education.

4.1.9 Suggestions of Teachers Regarding EAP Courses:

Table 10: Suggestions of Teachers Regarding EAP Courses

	Teachers' Suggestions	Number (N=15)	%(Approx.)
A.	Incorporation of social media in teaching can be useful or incorporating virtual teaching techniques.	03	20%
B.	Thinking about students` anxiety level.	07	46.67%
C.	Creating interest in learning through interesting contents, tasks and feedback.	05	33.33%

Pie chart

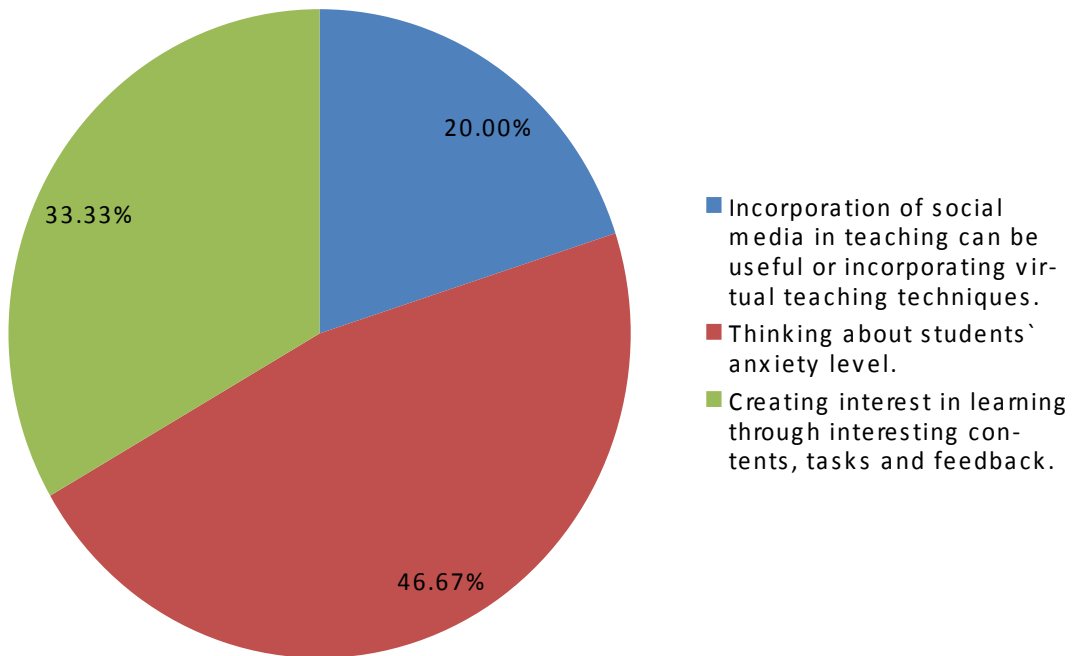


Figure 6: Suggestions of Teachers Regarding EAP Courses

Analysis:

This table indicates, 7 teachers (46.67%) gave suggestions that to motivate students for EAP courses teachers need to think about students' anxiety level, 5 teachers (33.33%) gave suggestions that teaching through interesting contents, tasks and feedback is needed to motivate the EAP students whereas 3 teachers (20%) opined that incorporating virtual teaching techniques is needed to motivate them and get the effective result in learning English.

4.2 Classroom Teaching Observation

Classroom observations were used in this study to probe into the real situations of classes, and hence provide a realistic account of the teaching processes. With a view to investigating the implementation of the motivational factors in EAP classes, a classroom observation plan was developed to witness what was practically taking place in the classrooms. These classroom observations gave first hand information about the motivational factors applied by the teachers in the classrooms. Permission was obtained from the faculty members to conduct observations in six classes in each of the participating universities. The observation checklist includes the following areas:

1. Topic
2. Motivational Elements Used by the Teacher
3. Impact on Students (Did the Students Really Feel Motivated?)
4. Any manifestation on the part of students being motivated

4.2.1 Findings of Classroom Observation Report

In this research, the classroom observation checklist had four sections. The first section was used to note the teaching topic of the EAP classroom, the second to note the motivational elements used by teachers. The third section was for noting down the impact on students and the fourth section was used to find out whether there was any manifestation on the part of the students.

Six EAP classes were observed in three different private universities to collect practical data. In U1, I observed two classes: English 101: Communicative Skills and English 103 Writing Skills.

The topic was ‘work on renowned women character’ in communicative skills class. Similarly, the topic of writing skills class was ‘discussion on argumentative essay’. Teacher used audio visual aids to motivate the students. In U2, I observed English 100: English Fundamentals and English 102 Public Speaking classes. The topic of English Fundamentals was ‘improving listening skills’ and the topic of public speaking classes was ‘practice conversation’ where teacher used video clips. Then, I observed GEN 117: Creative Writing and GEN 113: Translation Studies classes in U3. The topic of creative writing class was ‘Shakespeare’s *As You Like It*’ and the topic of Translation Studies class was ‘translation on English literature’.

U 1

In Communicative Skills class, the teacher used picture of renowned women to teach speaking. The students were asked to explain the picture of the renowned women character one by one. After that, the teacher discussed about the specific character. The students got ideas of the character beforehand which helped them to speak on the topic. Finally, 11 students delivered speech for 4 minutes on renowned women character in their own way. These different pictures related to the women character made the class lively and interesting. As a result, students tried their best to present their speech and they delivered their presentation diligently which was the sign of their self-motivated learning.

In Writing Skills class, multimedia was used to motivate students in teaching writing skill to teach argumentative essay on “Drug Abuse”. The students understood the lesson well and participated in the class with interest. The class became an interactive one with the active participation of the students. At the end of the class, they submitted their writings to the teacher and 7 students out of 10 completed it within 20 minutes. Their successful participation in writing showed that they were highly motivated and learned a lot from the EAP class.

U 2

In English Fundamentals class, the teacher used an English video song to teach listening skill. As songs can draw the attention of the students easily, students are more attentive and engaged in the task than any other materials. After watching the video song with lyrics, students discussed the theme of the song in groups and presented the theme in front of the class. Through video song with lyrics, students got a complete visual idea about the song and their understanding level

after presentation clearly showed that they were attentive in the class which was the sign of their positive motivation.

In 'Public Speaking' class, the teacher used a motivational video which was about tips of learning English. After showing the video, the teacher asked the students to share their reflection on it. In this way the students got the opportunity to speak to develop their speaking skill and the class was also enjoyable. They practiced speaking by taking the help of the motivational video which was found to be very effective. Thus, students showed willingness to speak in the class after watching motivational video which proved their positive motivation.

U 3

In U 3, the teacher used PowerPoint slides to teach 'Translation Studies' which made the class lively. Using PowerPoint slides, teachers could visualize their lecture and learners could take notes taking help from the slides. As the students saw different slides, it helped them to generate ideas before giving presentation. After watching the slides students were asked to present the lecture by using their handouts. Most of them performed successfully and without any fear. Their good performance indicated that power point slides motivated the learners and helped them to lower their anxiety level. This way the motivational elements were used to teach language skills by EAP teachers.

In 'Creative Writing' class, the teacher organized a drama show on Shakespeare's *As You Like It*. After watching the show, the students discussed the main characters of the drama in groups and presented in front of class. Then the teacher asked them to write a brief character sketch of Rosalind using the notes they had taken from the drama. As a result, students wrote what they perform and their performance was good which I had checked after class. Drama show created an interest among the students which helped them to perform with active participation. Finally, their good piece of writing proved that they were positively motivated to participate in 'Creative Writing' class.

After observing the classes, it is clear that if teachers make plan to motivate students to practice English, their proficiency level of English will improve to a considerable level. Therefore, this efficiency will help the students to cope with the challenges in tertiary education. Finally, considering all the issues, motivational factors are selected for teaching EAP classes.

4.3 Findings of Teachers' Interview

Teachers' semi-structured interview yielded some important findings. Altogether five teachers were invited to participate in the interviews. The teachers expressed their reflections, observations, perceptions and perspectives regarding motivation, EAP courses, teaching techniques, resource facilities, teaching materials etc. in EAP courses. Fictitious names of the teachers have been used in place of original to preserve confidentiality. The findings are presented under the following themes:

4.3.1 The Impact of Using Motivational Elements in EAP Courses

Two teachers pointed out that motivational elements have long term impacts on students' activity inside a classroom which will help the students to cope with the challenges in tertiary education. One of them revealed:

Excerpt 1

A motivated classroom works way more actively than a teacher's lecture oriented 'one way' classroom. Communication generally works as the key and it has long term effect. In most sense, students are reluctant participants who need to be dealt with certain levels of 'interest' generating factors.

Excerpt 2

The impact of using motivational elements can be many. If students are motivated enough they will try to initiate conversation with the teacher in the class. They will learn more and will be eager to think critically.

4.3.2 Methods and Techniques of Teaching EAP Courses

All of the teachers opined that friendly environment is very important in EAP classes. They expressed the value of group work. One of them mentioned that

Excerpt 3

Students need to be oriented frequently towards practical applications of EAP.

Excerpt 4

The classroom needs to have an overall friendly atmosphere. But there can also be problems if the environment gets too friendly.

4.3.3 Students' Response on the Use of Motivational Elements

Teachers revealed that students' response on the use of motivational elements are positive.

Excerpt 5

My students often take my use of motivational elements positively. I always try to make their life easy by not sticking to too much formalities and I think this motivates them to think more critically. Had I made things difficult for them they perhaps would not participate as much in class?

All of the teachers thought that students' response much better in EAP classes when teachers engage them with life related stories. One of them shared that

Excerpt 6

Mostly what I do in the classroom depends on the students' level of perception. Sometimes I speak to them about their lives and make them share their experience with the 'textual' reference. I try to engage them with things that they feel they are connected to, then I ask them to read literary texts in order to draw comparison with the text and the real world.

4.3.4 Necessity of Program Arrangement for EAP Classes

All teachers agreed that quiz competition, poetry recitation activities, debates, stage performance on famous plays etc. motivate students in EAP classes. Teachers gave different opinions on how to motivate students in EAP classes.

Excerpt 7

Quiz competitions can be arranged in English to increase their motivation.

Excerpt 8

Debates can be arranged on current issues among the students.

Excerpt 9

Different kinds of performances like staging famous plays acted by the students can motivate the students.

4.3.5 Teachers' Recommendation on the Use of Motivational Elements to Colleagues

All the teachers are not interested in recommending their colleagues to use motivational techniques. They thought that use of motivational elements is important but teaching style is different for all teachers. Thus it is not necessary to recommend other colleagues how to teach in EAP classes.

Excerpt 10

I would definitely recommend the use of motivational elements to my colleagues. Without some sort of motivation there can hardly be any learning inside the classroom. But, what will motivate students, is always going to be the individual teacher's job to find out.

The other one stated in a different way:

Excerpt 11

Yes I would like my colleagues to use motivational elements along with their unique teaching techniques.

All of these suggestions are highly effective for both teachers and students for EAP courses.

4.4 Findings of Students' Questionnaire Survey before Getting Enrolled for EAP

The results are described in a quantitative manner under the hypothesis of the study. The questionnaire consisted of 9 MCQ (Multiple Choice Question) items. The results are presented under the following items:

4.4.1 Summary of the Results of Students' Questionnaire Survey before Getting Enrolled into EAP Courses

From the responses of the students before getting enrolled for EAP courses, some different but interesting data were found. The summary of the findings are given below:

Table 11: Summary of the Results of Students' Questionnaire Survey before Getting Enrolled for EAP Courses

The summary of the results is presented below using a table

Items	Options of the items	Percentages(%)	Options of the items	Percentages(%)	Options of the items	Percentages(%)	Options of the items	Percentages(%)	Options of the items	Percentages(%)	Total
1.	A.	2.22%	B.	3.33%	C.	83.33%	-	-	-	-	100%
2.	A.	8.88%	B.	53.33%	C.	32.22%	D.	5.55%	-	-	100%
3.	A.	70%	B.	25.55%	C.	2.22%	-	-	-	-	100%
4.	A.	2.22%	B.	14.43%	C.	6.66%	D.	34.41%	E.	42.18%	100%
5.	A.	9.99%	B.	17.76%	C.	62.16%	D.	7.77%	E.	2.22%	100%
6.	A.	15.54%	B.	51.06%	C.	32.19%	D.	1.11%	-	-	100%
7.	A.	14.43%	B.	67.71%	C.	17.76%	-	-	-	-	100%

8.	A.	51.06%	B.	47.73%	C.	1.11%	-	-	-	-	100%
9.	A.	4.44%	B.	4.44%	C.	9.99%	D.	81.03%	-	-	100%

4.4.2 Detailed Results and Findings of Students' Questionnaire Survey

Detailed results of students' questionnaire survey before getting enrolled for EAP courses are presented using bar charts in terms of percentages. In analyzing data, bar charts are very illustrative and reader-friendly as they offer easy, quick and colorful visualization of survey results. The questions are:

1. What was the medium of instruction in your higher secondary level?

Table 12: Students' Medium of Instruction in Higher Secondary Level

Question 1					
	U1	U2	U3	Total	Percentages(%)
English version	0	0	2	2	2.22%
English medium	1	1	1	3	3.33%
Bengali medium	29	29	27	85	95.33%

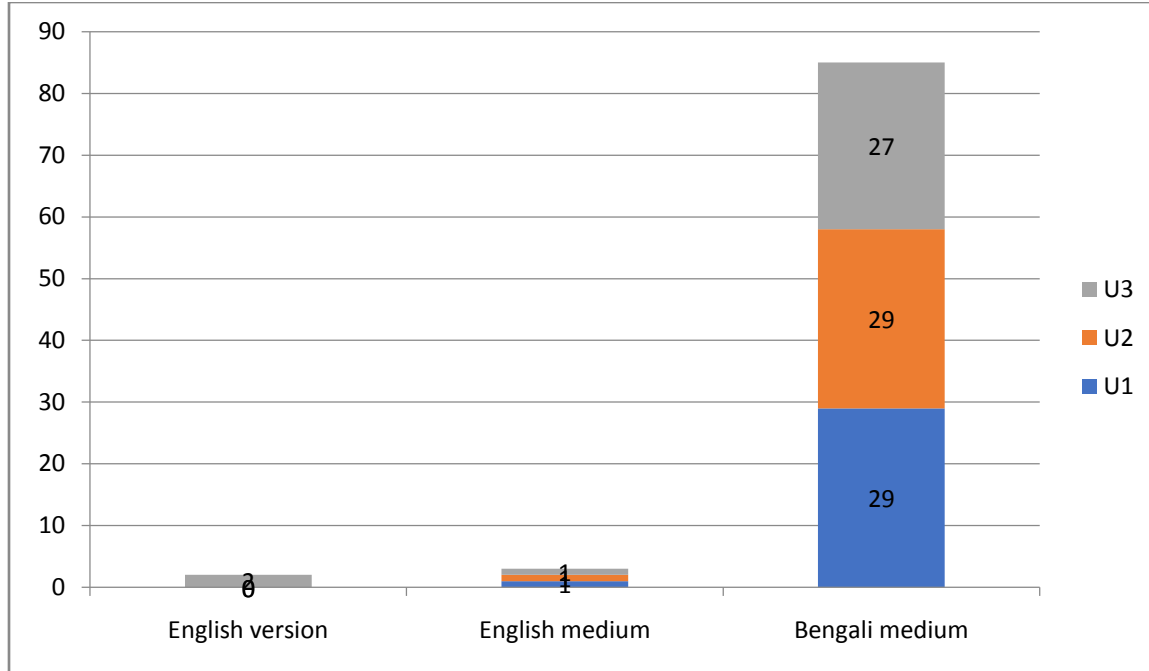


Figure 7: The Medium of Instruction in Higher Secondary Level

Analysis :

This question is asked basically to judge the proficiency level of students. Out of the total participants (90), 2 students (2.22%) from English version, 3 students (3.33%) from English medium and 95 students (95.33%) responded that they were from Bengali medium. This probably represents their knowledge and understanding quality in English and it is clear that most of the students need EAP courses to prepare themselves for tertiary education as their medium of instruction in higher secondary level was Bengali medium.

2. How confident do you feel with your English proficiency?

Table 13: Students’ Confidence Level Regarding English Proficiency

Question 2					
	U1	U2	U3	Total	Percentages(%)
Very confident	4	3	1	8	8.88%

Confident	10	18	20	48	53.33%
Barely confident	12	8	9	29	32.22%
Not confident at all	4	1	0	5	5.55%

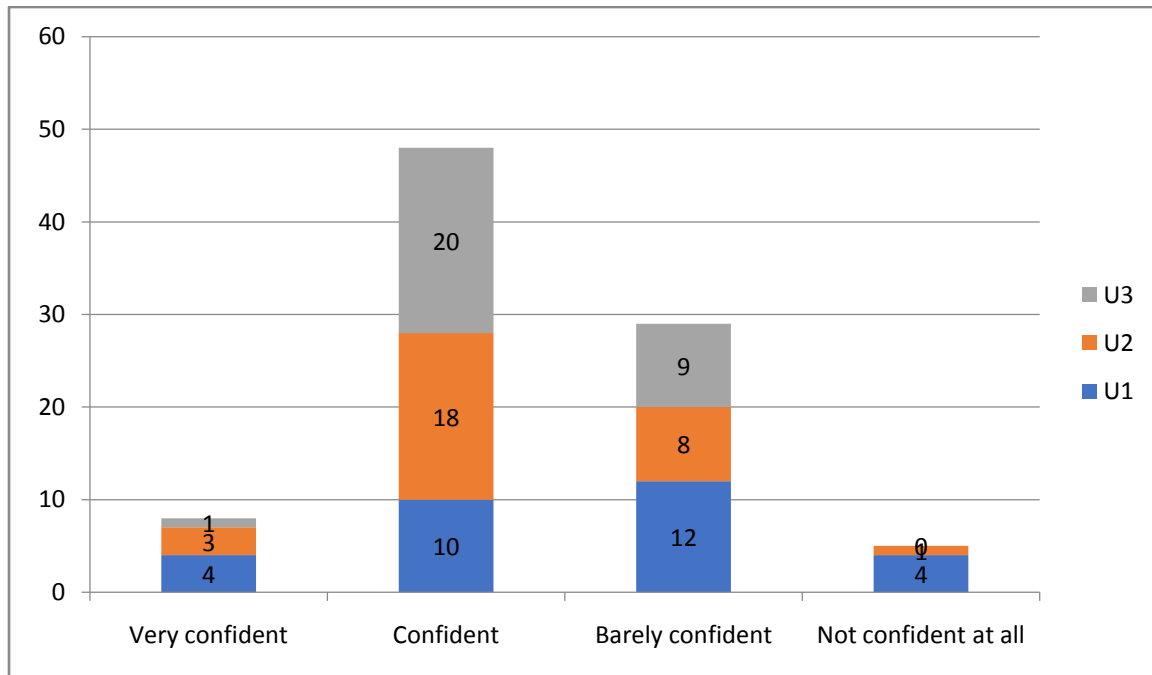


Figure 8: The Confidence Level of EAP Students

Analysis:

In the 3rd question, it is found that only 8 students (8.88%) said that they were very confident in English language, 48 students (53.33%) were confident in English, 29 students (32.22%) were barely confident in English, and 5 students (5.55%) did not have any confidence in English. Thus, it is clear that most of the students are confident and this course is important for all levels students.

3. Do you need to improve your proficiency in English for Academic Purposes for good academic standing in your further studies?

Table 14: Students’ Necessity of Taking EAP Courses for Good Academic Standing in their Further Studies

Question 3					
	U1	U2	U3	Total	Percentages(%)
Yes	23	20	22	63	70%
Partly	6	9	8	23	25.55%
Not at all	1	1	0	2	2.22%

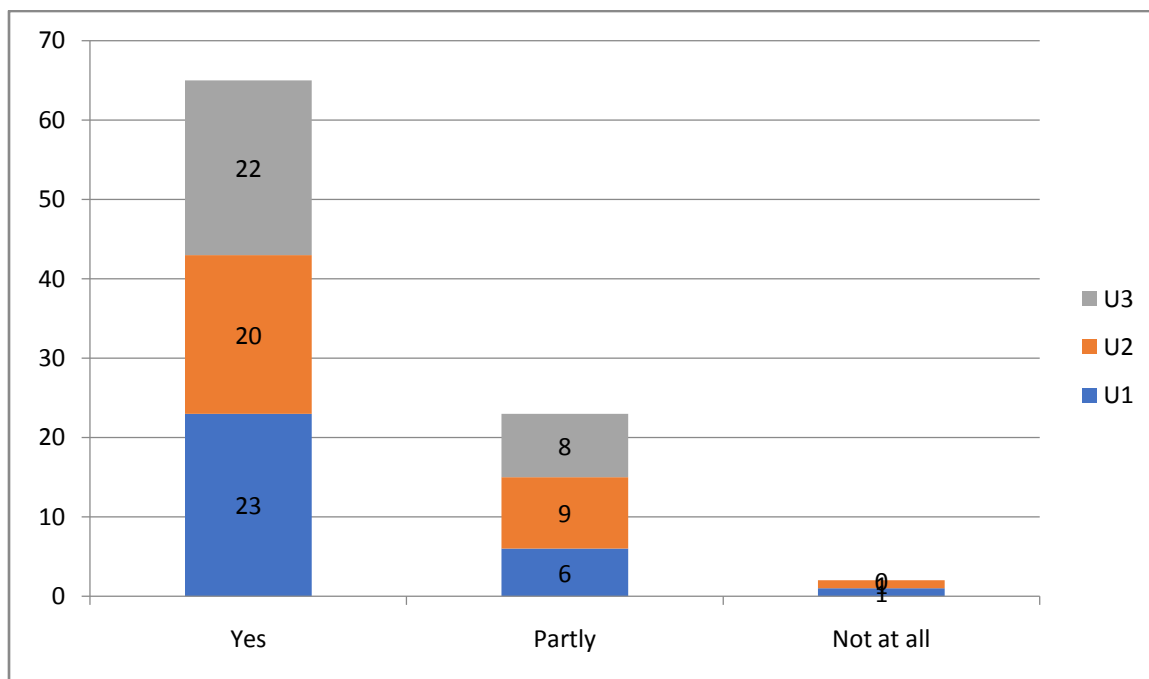


Figure 9: The Need of EAP Courses for Good Academic Standing in Further Studies Viewed by the Students

Analysis

This chart shows the result of the question in three bars. The first bar shows the number of students responded in an affirmative way, the second bar shows the number of students responded in partly affirmative way and the third bar shows the number of students responded in a negative way. Among 90 students, yes has been answered by 63 students (70%), ‘partly’ has been answered by 23 students (25.55%) and ‘not at all’ has been answered by 2 students (2.22%).

Therefore, after analyzing the answers of this question it is clear that more than 70% students needed EAP for good academic standing in their further studies. Majority students were not prepared enough to continue their further academic studies without completing their EAP courses. Very few students (only 2.22%) did not need the EAP courses.

4. (If yes) Why do you need it?

Table 15: Required Activities of Students in EAP Courses

Question 4					
	U1	U2	U3	Total	Percentages(%)
Because I don't understand textbooks written in English	0	1	1	2	2.22%
Because I can't write well in English	2	4	7	13	14.43%
Because I don't understand lectures given in English	3	3	0	6	6.66%

Because I can't present myself in English language	10	10	11	31	34.41%
For all the reasons mentioned above	15	12	11	38	42.18%

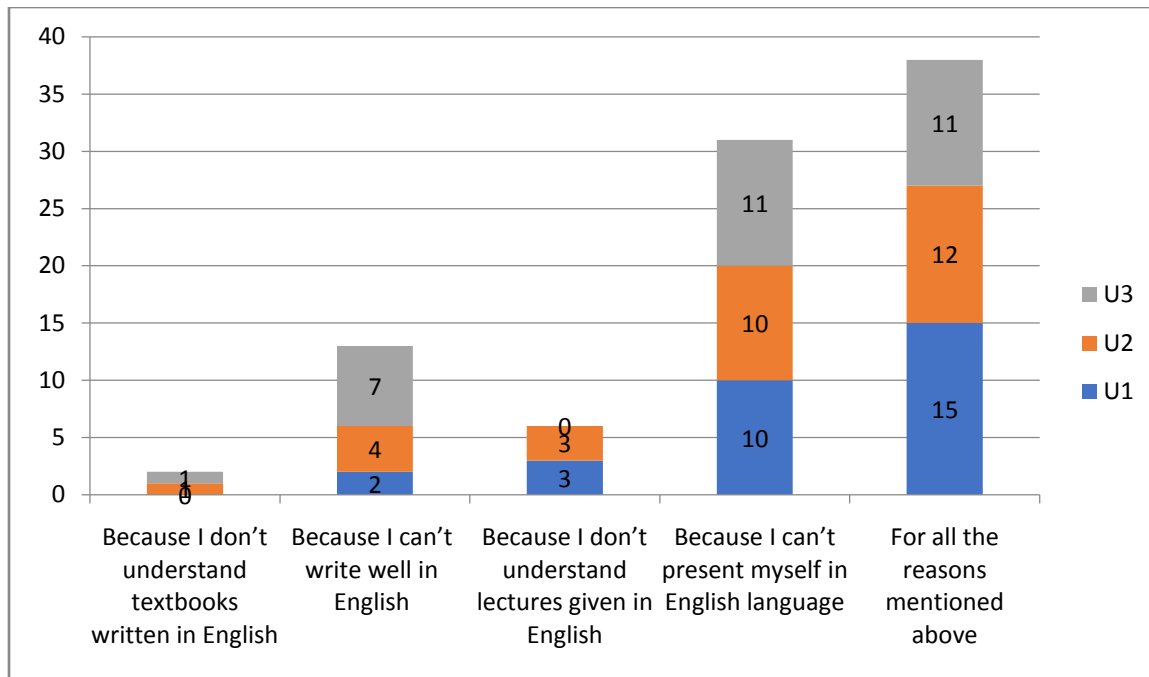


Figure 10: The Reasons of Taking EAP Courses Viewed by the Students

Analysis

In the fourth question, it is found that 31 students (3.41%) said that they needed EAP courses because they could not present themselves in English language, 6 students (6.66%) needed it as they did not understand lectures present in English, 13 students (14.43%) could not write well in English, and 2 students (2.22%) did not understand textbooks written in English, whereas 38

students (42.18%) answered that they needed these courses for all the four reasons. Thus, it is clear that most of the students thought EAP courses are mandatory to become a good academician.

5. How important are the EAP courses for you?

Table 16: Students’ Perception on the Importance of Taking EAP Courses

Question 5					
	U1	U2	U3	Total	Percentages(%)
Very Much, I’m very weak, it’s very essential for me	5	2	2	9	9.99%
I’m weak, it’s important for me.	8	5	3	16	17.76%
I’m good but not enough; it’s a good opportunity to improve my English	16	20	20	56	62.16%
Not much, I’m good enough yet I want to be better in English.	0	2	5	7	7.77%
I think I can do well even without it; it is just a formality	1	1	0	2	2.22%

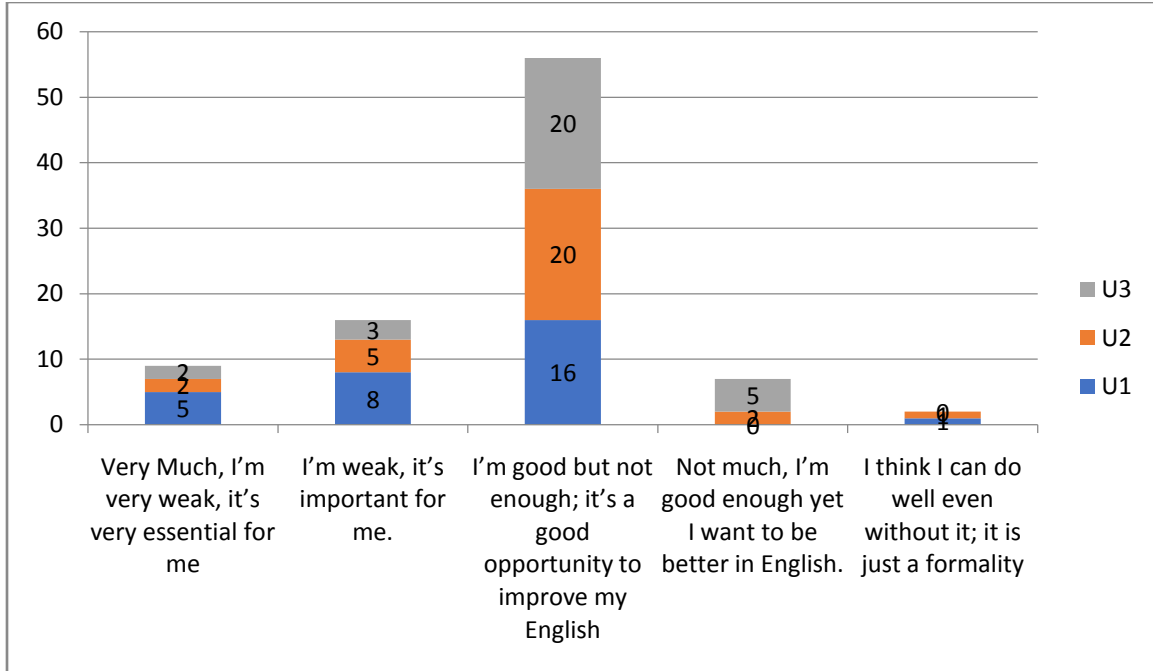


Figure 11: The Importance of Taking the Courses Viewed by the Students

Analysis

The chart shows that 56 students (62.16%) out of 90 students thought that they were good but not enough and the EAP course helped them to promote their ability, 9 students (9.99%) thought that they were very much weak, 16 students (17.76%) of them answered that the course was important for them, 7 students (7.77%) answered that they were not much weak but they wanted to be better in English, whereas 2 students (2.22%) thought that they could do well even without the courses and it's just a formality for them. So, it is found that 98% students expressed positive response towards this course and now it is clear EAP courses will cultivate their ability to learn.

6. What do you expect to achieve from EAP courses?

Table 17: The Expectations of Students from EAP Courses

Question 6					
	U1	U2	U3	Total	Percentages (%)
I want to proficient in English language.	5	3	6	14	15.54%
I want to be proficient in English to excel in academic as well as professional settings	12	18	16	46	51.06%
It will help me to cope with academic activities in English (such as understanding lectures & textbooks in English, write academic papers and make presentations in English)	13	8	8	29	32.19%
It will not help me in my life	0	1	0	1	1.11%

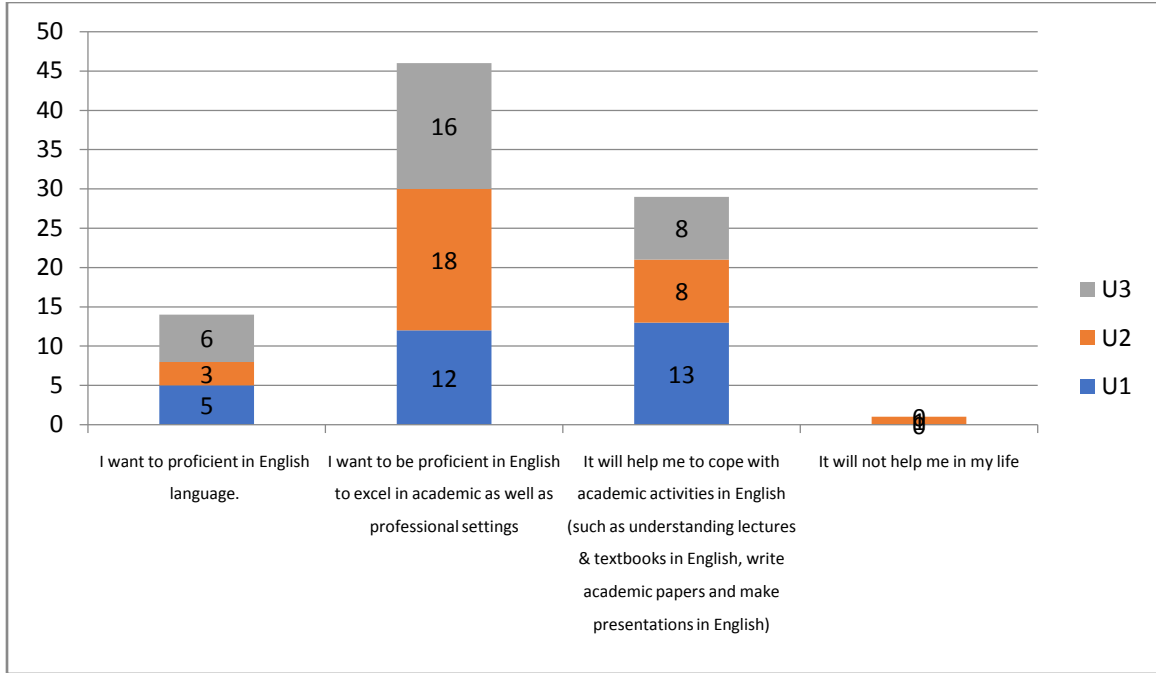


Figure 12: The Demand from the Courses Viewed by the Students

Analysis

In answering the question no 7, the students replied that they expectation from the course was very high. 14 students (15.54%) out of 90 students thought that their expectation from the course was to become proficient in English language. However, 46 students (51.06%) out of 90 students answered that they would be benefited in many ways and their expectation was to become proficient in English to excel in academic as well as professional settings. Among them 29 students (32.19%) expected to understand lectures & textbooks in English, write academic papers and make presentations in English through these courses whereas one of the students said that it would not help him in his life. Now, it is found that 99% students answered that to some extent, they expected from the course a lot. Only 1.11% students did not have any expectation from EAP courses Again, the answer of this question proves the reliability of the EAP course and it’s after effect.

7. Do you think absence of EAP course would:

Table 18: The Effect of the Absence of EAP Courses in their Syllabus

Question 7					
	U1	U2	U3	Total	Percentages(%)
Make your academic journey impossible	8	2	3	13	14.43%
Make your academic journey difficult but not impossible	17	25	19	61	67.71%
Make no significance difference in your academic journey.	5	3	8	16	17.76%

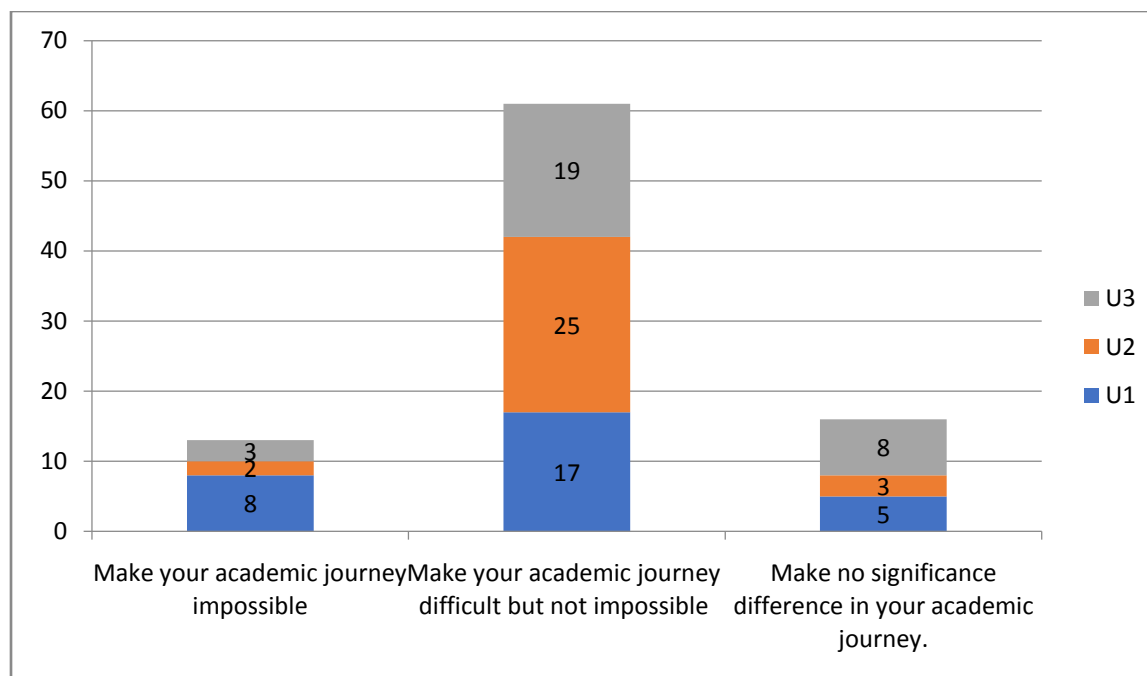


Figure 13: The Effect of the Absence of EAP Courses in their Syllabus Viewed by the Students

Analysis

Out of total participants, 13 students (14.43%) replied that their academic journey would become impossible if there was no EAP course in their syllabus. However, 61 of the students (67.71%) would partly face problems to study their subject and they believed that it would make their academic journey difficult but not impossible, whereas 16 of the students (17.76%) replied they would not face any problem and it would not make any significance difference in their academic journey. Thus, the answer of the question again proves the EAP course will enhance their ability to study their subject.

8. Do you think your investment in EAP course in terms of money and time is worth spending?

Table 19: Students’ Perception towards Investment of EAP Courses in Terms of Time and Money

Question 8					
	U1	U2	U3	Total	Percentages(%)

Yes, quite worthy	14	17	15	46	51.06%
Partially worthy	16	12	15	43	47.73%
Total waste of time and money	0	1	0	1	1.11%

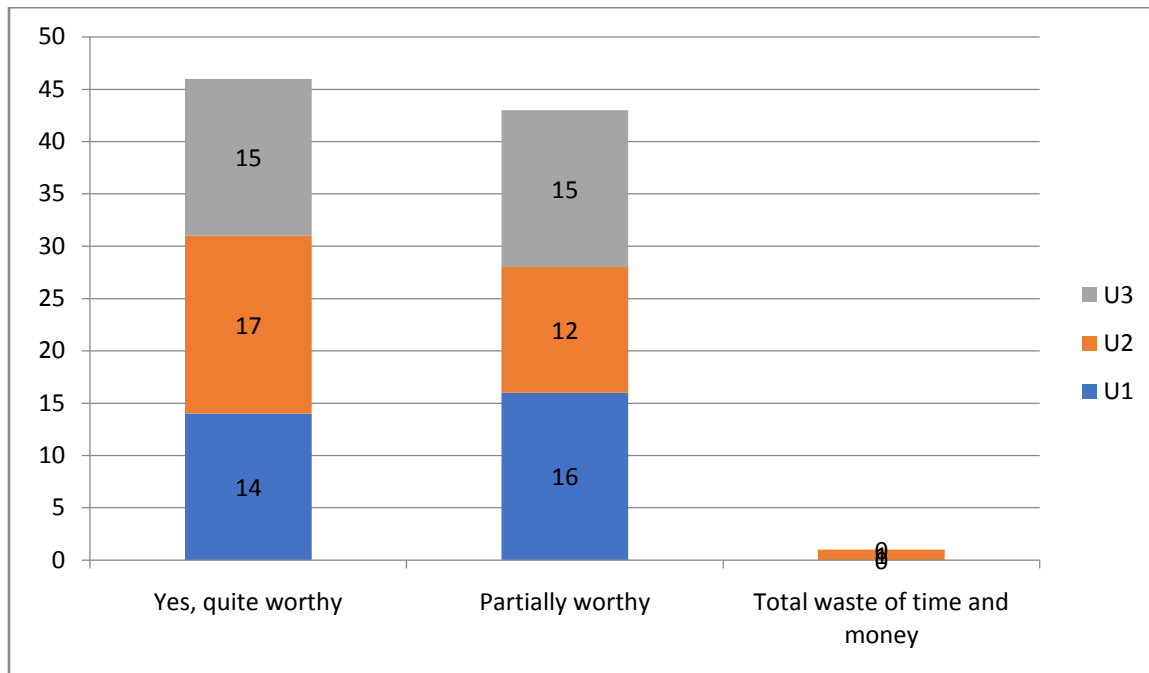


Figure 14: Students' Perception towards Investment of EAP Courses in Terms of Time and Money

Analysis

While responding question no. 9, 46 of the students (51.06%) replied that this extra course would not waste their time and money and it was quite worthy, 43 of the students (47.73%) replied this EAP course would partly waste their money and time, whereas only 1 student (1.11%) replied that EAP course was the total wastage of their valuable money and time. Finally, from the survey, it is clear that EAP courses are quite worthy and it is not the wastage of time and money.

9. What content matter do you expect to be covered in EAP courses?

Table 20: Students' Demand of Content Matter in EAP Courses

Question 9					
	U1	U2	U3	Total	Percentages(%)
English Structure	1	2	1	4	4.44%
Exposure to different kinds (genres) of academic writing	2	2	0	4	4.44%
Presentation Skills	3	3	3	9	9.99%
All of them mentioned above	24	23	26	73	81.03%

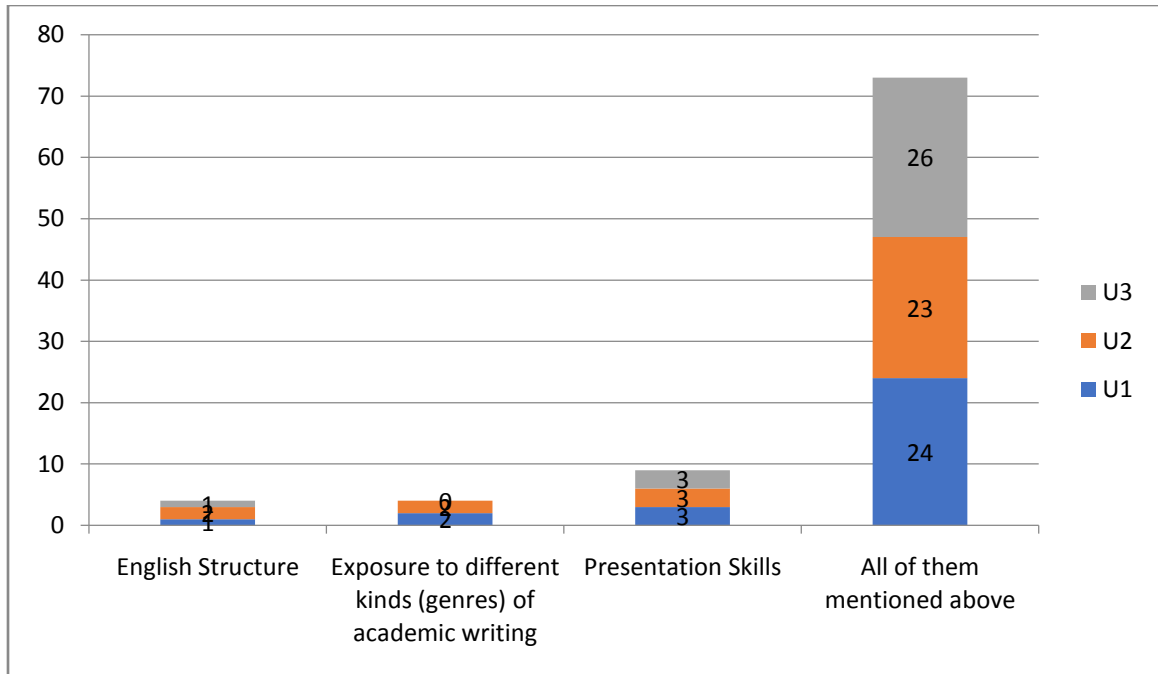


Figure 15: Students’ Demand of Content Matter in EAP Courses

Analysis:

In answering the question no.10, it is found that students’ expectation is very high from the course. 4 students (4.44%) out of 90 students thought that their expectation from the course was to learn English structure. However, 4 students (4.44%) out of 90 students answered that exposure to different kinds (genres) of academic writing was the most important content for them. Only 9 students (9.99%) out of 90 wanted to learn presentation skills from this course. On the other hand, 73 students (81.03%) among them expected that this course would cover all the contents mentioned above. Thus, the answer of this question proves the reliability of the EAP course and it’s after effect.

4.5 Findings of Students' Questionnaire Survey after Completing EAP Courses

The results are also described in a quantitative manner under the hypothesis of the study. The questionnaire consisted of 11 MCQ (Multiple Choice Question) items. The results are presented under the following items:

4.5.1 Summary of the Results of Students' Questionnaire Survey after Completing EAP

From the students' points of views after completing EAP courses the summary of findings are noted. These are given below.

Table 21: The Summary of the Results is Presented Below Using a Table:

Items	Options of the items	Percentages(%)	Options of the items	Percentages(%)	Options of the items	Percentages(%)	Options of the items	Percentages(%)	Options of the items	Percentages(%)	Total
1.	A.	9.99	B.	58.83	C.	22.2	D.	6.66	E.	2.22	100%
2.	A.	3.33	B.	6.66	C.	61.05	D.	13.32	E.	15.54	100%
3.	A.	47.73	B.	45.51	C.	5.55	-	-	-	-	100%
4.	A.	29.97	B.	39.96	C.	29.97	-	-	-	-	100%
5.	A.	62.16	B.	16.65	C.	13.32	D.	7.77	-	-	100%
6.	A.	7.77	B.	14.43	C.	15.54	D.	62.16	-	-	100%
7.	A.	84.36	B.	5.55	C.	7.77	D.	2.22	-	-	100%
8.	A.	47.73	B.	47.73	C.	4.44	D.	-	-	-	100%
9.	A.	64.38	B.	33.3	C.	2.22	D.	-	-	-	100%

10.	A.	76.59	B.	19.98	C.	3.33	D.	-	-	-	100%
11.	A.	75.48	B.	19.98	C.	3.33	D.	1.11	-	-	100%

4.5.2 Detailed Results and Findings of Students' Questionnaire Survey

At this point, the research aims to focus on the results of doing EAP courses, basically to find out effects of EAP courses on tertiary level students. I have conducted a survey questionnaire among ninety students who have already completed EAP courses in three different private universities of Dhaka city in Bangladesh to take their experience after learning EAP program in a motivated way. In order to show the results, I have mentioned each of the questions and showed the result of the survey after each question, after that, I have shown the result in percentage. The questions are:

1. What do you think about the course?

Table 22: Students' Perception towards EAP Courses after the Completion of the Courses

Question 1					
	U1	U2	U3	Total	Percentages(%)
Outstanding, it helped me immensely.	5	1	3	9	9.99%
Good, I learnt a lot	15	22	16	53	58.83%
Good but not as much as I expected	7	5	8	20	22.2%
OK. Perhaps good for some guys but not enough for me	3	1	2	6	6.66%
Not so good, It was only for the very inefficient ones	0	1	1	2	2.22%

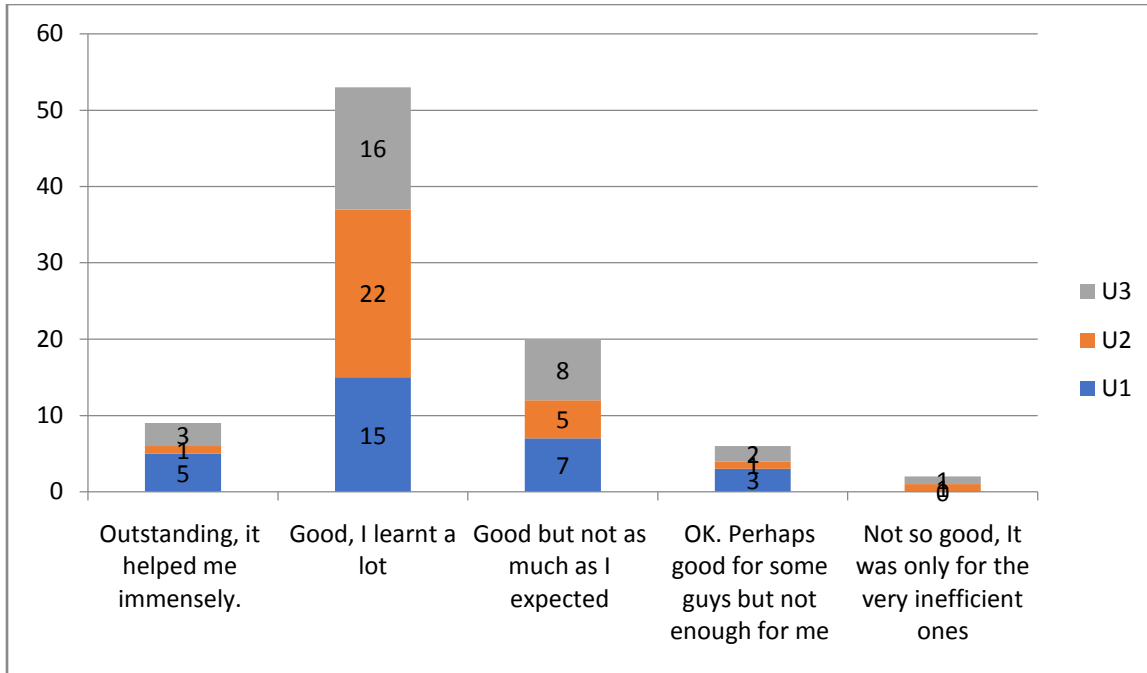


Figure 16: Students’ Perception towards EAP Courses after the Completion of the Courses

Analysis:

The result of the graph shows that almost 9 students (9.99%) out of 90 think that the EAP courses are outstanding that will help them immensely, 53 of the students (58.83%) think that the EAP courses are good and they have learnt a lot, 20 of the students (22.20%) think that the EAP courses are good but not as much as they expected, 6 of the students (6.66%) think that perhaps the courses are good for some guys but not for them in their university life while 2 students (2.22%) out of 90 think that they are not so much benefitted because it is only for the inefficient ones. Thus, it is found that 90 students out of 100 replied that the EAP courses are good in their university, only 10 students out of 100 responded in a negative way. Finally, it is clearly understood that students’ response is positive about the course.

2. What is your proficiency level now?

Table 23: Students’ Level of Proficiency after the Completion of EAP Courses

Question 2					
	U1	U2	U3	Total	Percentages(%)
Expert	0	3	0	3	3.33%
Excellent	0	1	5	6	6.66%
Good	17	20	18	55	61.05%
Enough	4	3	5	12	13.32%
Not Enough yet	9	3	2	14	15.54%

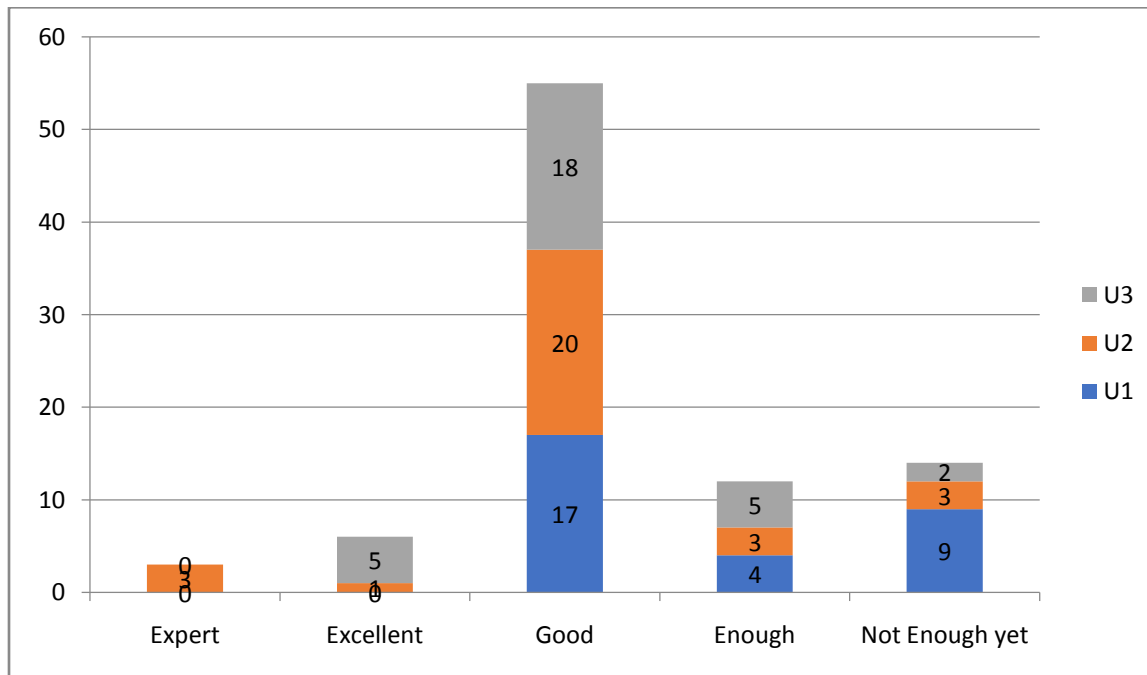


Figure 17: Students' Level of Proficiency after Completing EAP Courses

Analysis

In this survey question most of the students replied that their respected university provides better scope for developing the good language quality through following the motivational factors in teaching EAP courses. For example, half of the students think that their expertise level is excellent or good, only 14 students (15.54%) out of 90 think that they are not yet enough good or their expertise level is not enough good. Thus, it is proved that most of the students are satisfied and their proficiency level is good now.

3. Was the course so successful?

Table 24: Students’ Opinion Regarding the Success of EAP Courses

Question 3					
	U1	U2	U3	Total	Percentages(%)
Yes	12	18	13	43	47.73%
Partly	15	10	16	41	45.51%
No	2	2	1	5	5.55%

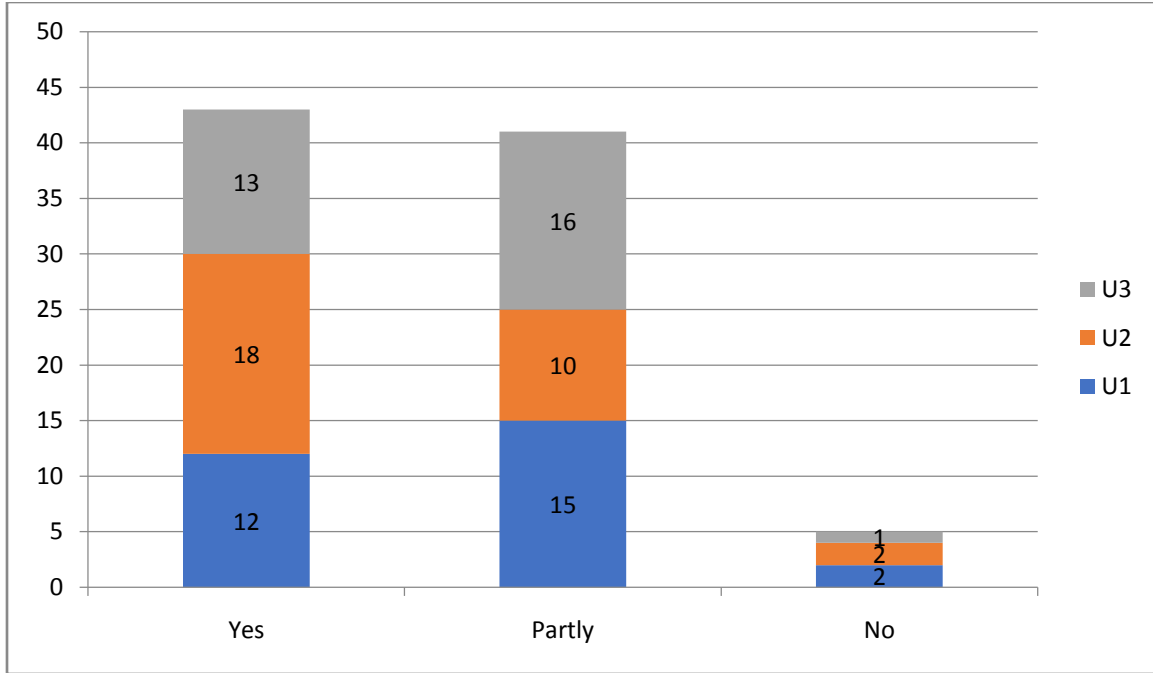


Figure 18: Students Opinion Regarding the Success of EAP Courses

Analysis

In answering the 3rd question, 43 students (47.73%) out of 90 students replied that their EAP courses are successful. The reason behind this success is the teachers of EAP courses try to motivate the students to teach their classes. However, 41 students (45.51%) out of 90 thought that the EAP courses were partly successful whereas only 5 students (5.55%) out of 90 thought that the EAP courses were not so successful. In this context, it is found that the courses were so successful for the students.

4. Were there any lackings of the course?

Table 25: Students’ Perception towards the lackings of the Courses

Question 4					
	U1	U2	U3	Total	Percentages(%)
)

Yes	14	4	9	27	29.97%
Partly	8	14	14	36	39.96%
No	8	12	7	27	29.97%

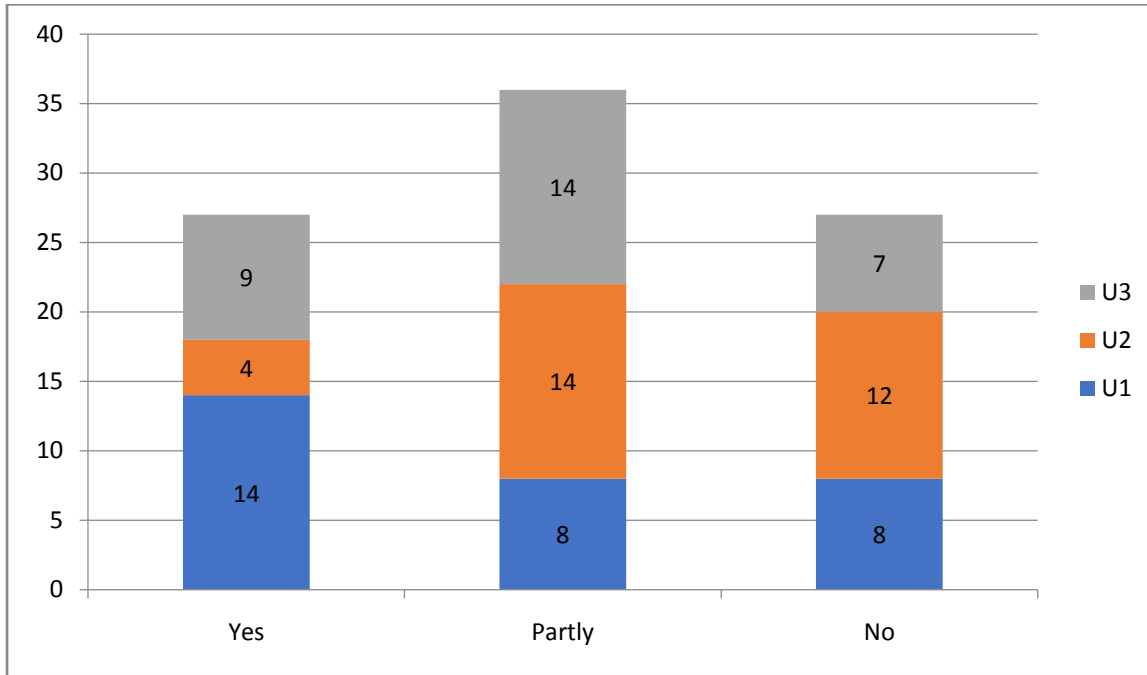


Figure 19: Students’ Perception towards the Lackings of the Courses

Analysis

The purpose of the question is to bring out the opinion of the lackings of the EAP courses because I want to find out the motivational factors impacting on teaching EAP courses. The survey result shows that 36 students (39.96%) out of 90 replied that there were very few lackings of the EAP courses, 27 students (29.97%) out of 90 answered there were no lackings whereas 27 students (29.97%) out of 90 said that there were lackings of the course. Now, it is found that most of the students were motivated in learning and they argued that there were no lackings or very few lackings in EAP courses. Thus, it is clear that teachers tried to motivate their students in EAP courses and most of the students are satisfied after completing their course.

5. Do you think the EAP courses cover all the four skills of English Language?

Table 26: Students' View on the Coverage of All the Four Skills in EAP Courses

Question 5					
	U1	U2	U3	Total	Percentages (%)
Yes, it helped to develop effective and efficient reading, writing, listening and speaking skills	15	19	22	56	62.16%
This course basically helped reading text-books with speed and comprehension	7	4	4	15	16.65%
This course helped improve writing standard well informed essays	5	4	3	12	13.32%
This course only enhanced speaking skills and presentation skills	3	3	1	7	7.77%

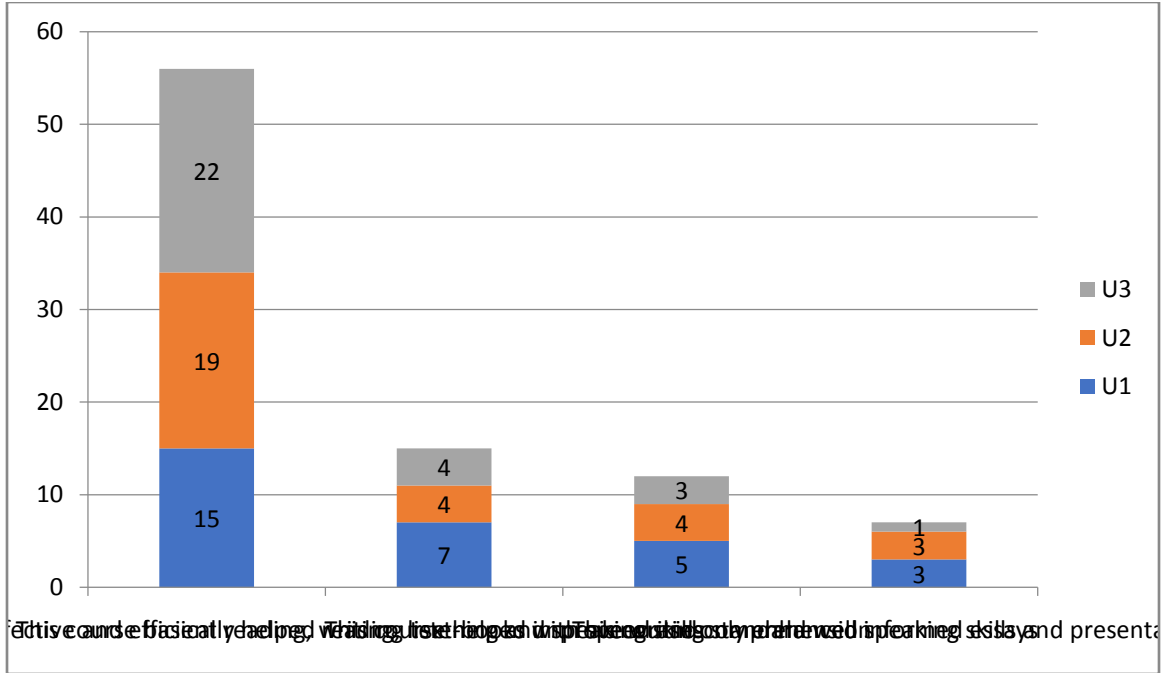


Figure 20: Students’ View on the Coverage of all the Four Skills in EAP Courses

Analysis

In answering this question, 56 students (62.16%) out of 90 answered that the courses help to develop effective reading, writing, listening and speaking skills, whereas 15 students (16.65%) out of 90 thought that this course basically helps to read the text book with speed and accuracy, 12 students (13.32%) out of 90 replied that this course helps to write standard well informed essays, and 7 students (7.77%) out of 90 believed that these course only enhances spoken fluency and presentation skill. Thus, it is clear that students’ attitude is positive and they are motivated to learn.

6. How will this course benefit you in future?

Table 27: Students' View on the Role of the Courses to Build Prosperous Future

Question 6					
	U1	U2	U3	Total	Percentages (%)
It will only facilitate reading my English textbooks.	3	3	1	7	7.77%
It will only help me write academic papers well.	5	3	5	13	14.43%
It will help me make good oral presentations.	8	4	2	14	15.54%
It will help enhancement of my academic performance as well build professional career.	14	20	22	56	62.16%

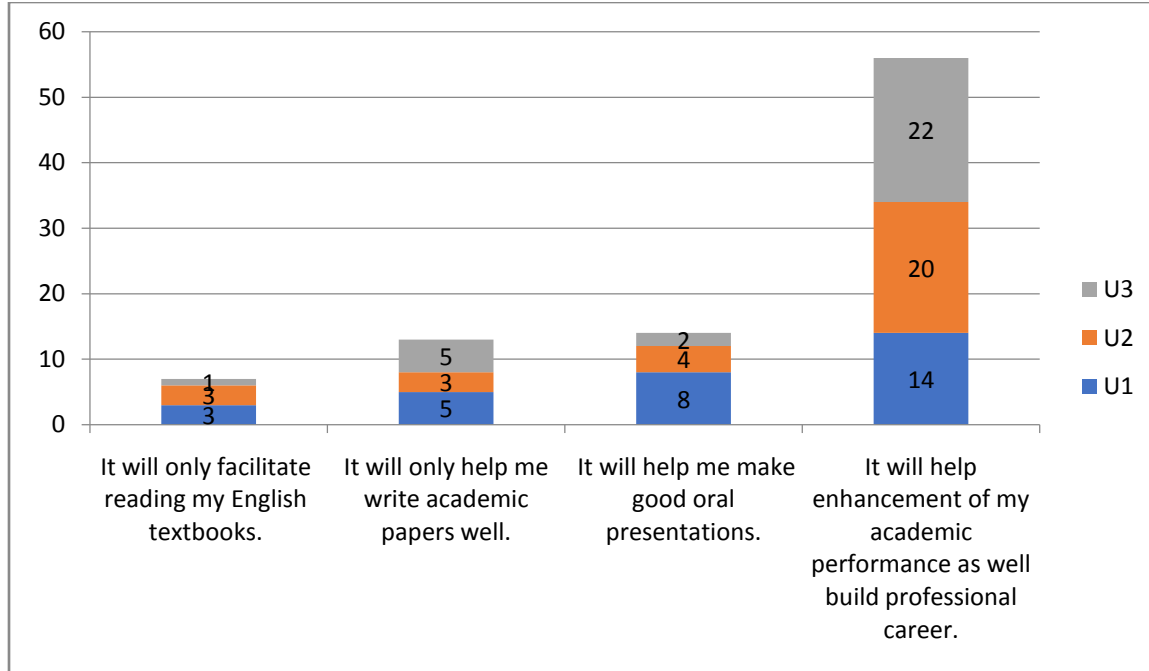


Figure 21: Students View on the Role of the Courses to Build a Prosperous Future

Analysis:

The result of the graph shows that almost 7 students (7.77%) out of 90 thought that the EAP courses would only facilitate reading English textbooks, 13 of the students(14.43%) thought that the EAP courses would only help them to write academic papers well, 14 of the students (15.54%) thought that the EAP courses would help them make good oral presentation and 56 of the students (62.16%) thought that perhaps the courses would help enhancement of the students’ academic performance as well as build good professional career. Now, it is clearly understood that students’ response is positive about the course.

7. Do you think your teachers used teaching techniques to motivate the students in EAP classes?

Table 28: Use of Techniques to Motivate the Students in EAP Classes

Question 7					
	U1	U2	U3	Total	Percentages(%)
Yes, they used the teaching techniques and tried their best.	22	25	29	76	84.36%
They only followed lecture method.	2	2	1	5	5.55%
They were basically concerned to complete the syllabus.	4	3	0	7	7.77%
They were not concerned about any strategy.	2	0	0	2	2.22%

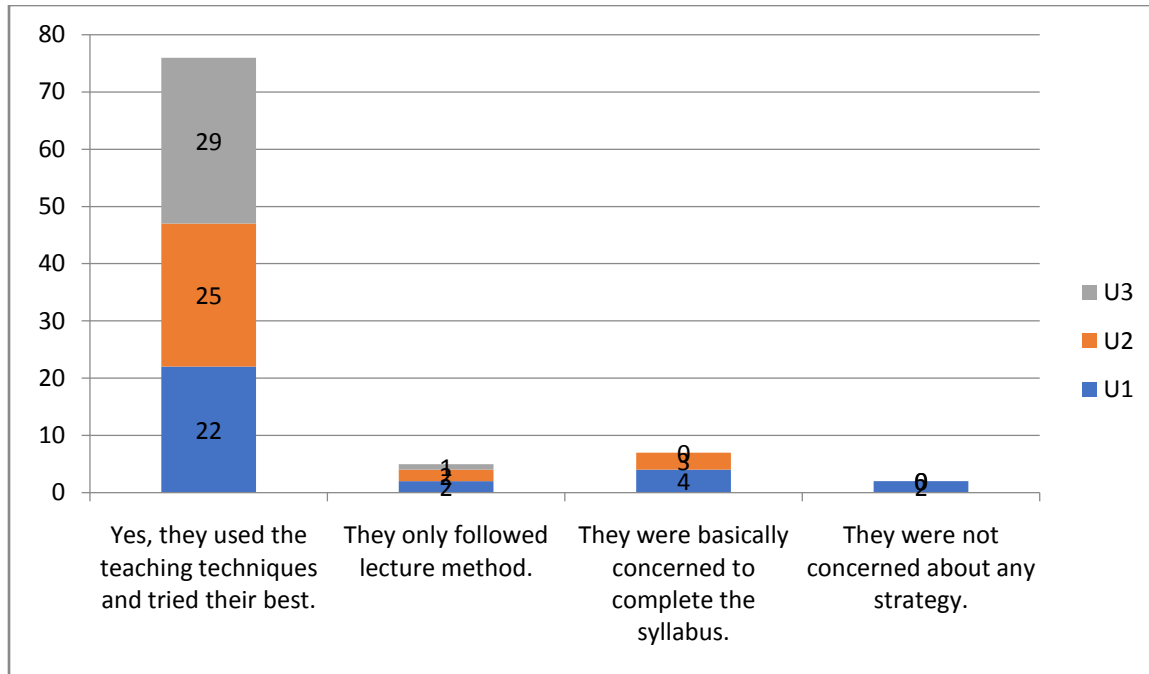


Figure 22: Use of Techniques to Motivate the Students in EAP Classes

Analysis:

In answering this question, 76 students (84.36%) out of 90 students replied that teachers used the teaching techniques to motivate students and tried their best. For this reason the course is so successful. However, 5 students (5.55%) out of 90 thought that teachers only followed lecture method, 7 students (7.77%) replied that they were basically concerned to complete the syllabus whereas only 2 students (2.22%) out of 90 thought that teachers were not concerned about any strategy. In this context, it is clear that teachers used teaching techniques to motivate the students.

8. Do you think the course was well designed?

Table 29: Use of Materials in EAP Classes

Question 8					
	U1	U2	U3	Total	Percentages(%)
Yes	14	13	16	43	47.73%

Partly	14	15	14	43	47.73%
Not at all	2	2	0	4	4.44%

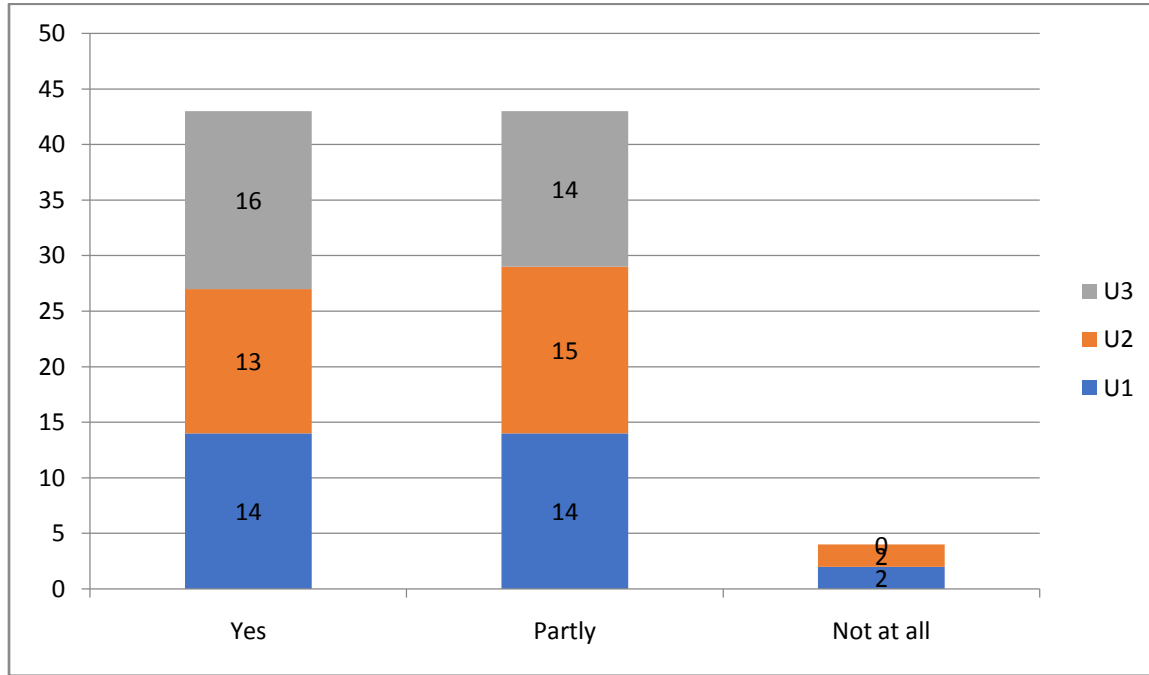


Figure 23: Use of materials in EAP classes

Analysis:

The result of the graph shows that among 90 students, ‘yes’ has been answered by 43 students (47.73%). In the second option ‘partly’ has been answered by 43 students (47.73%) out of 90 students and in the third option, ‘not at all’ has been answered by 4 students (4.44%) out of 90 students. This gives us an understanding that most of the students responded in a positive way, only 4 students responded in a negative way.

9. How well motivated were you to attend the course?

Table 30: Students’ Motivation Level to Attend EAP Classes

Question 9					
	U1	U2	U3	Total	Percentages

					(%)
I am highly motivated to attend the course	20	16	22	58	64.38%
I am barely interested to attend the course	10	12	8	30	33.3%
Not interested at all.	0	2	0	2	2.22%

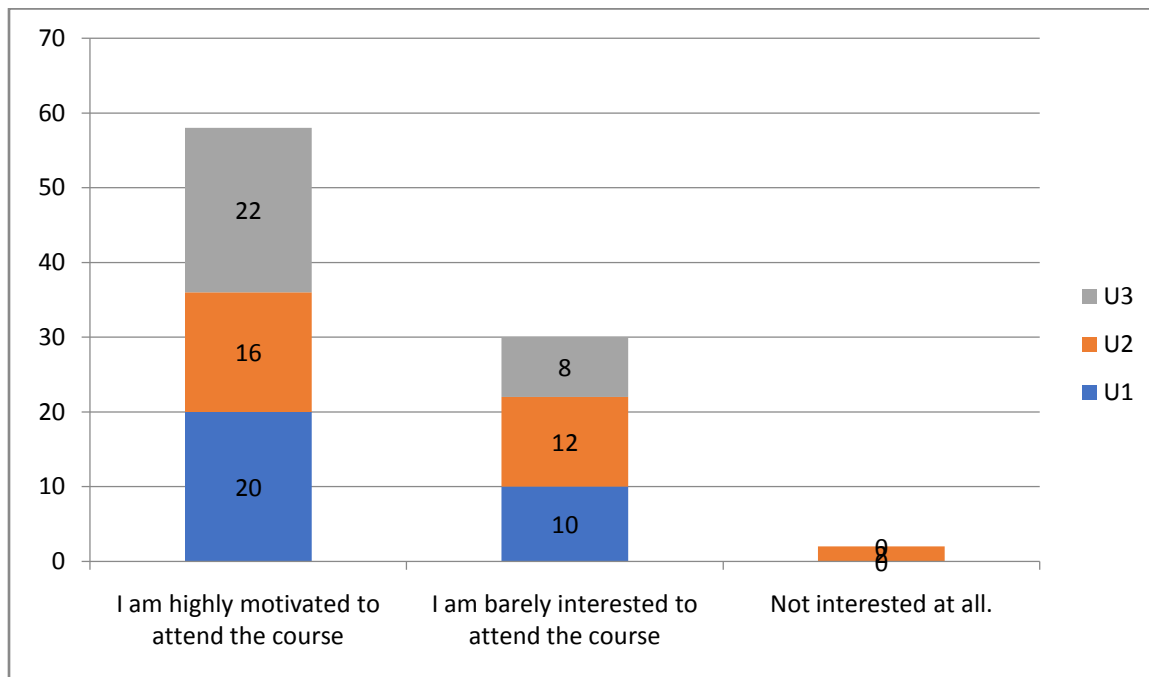


Figure 24: Students' Motivation Level to Attend EAP Classes

Analysis:

In answering the 9th question, 58 students (64.38%) out of 90 students replied that they were highly motivated to attend the course. But, 30 students (33.33%) out of 90 thought that they were barely interested to attend the course whereas only 2 students (2.22%) out of 90 thought that they were not interested. Now, it is found that most of the students answered in a very positive way, some of them answered in a partly positive way while only very few students answered in a negative way. Finally, it is clear that students were highly motivated to attend EAP classes.

10. While doing the course, did your teacher motivate you to do well in the course?

Table 31: Teachers’ Performance to Motivate the Students in EAP Courses

Question 10					
	U1	U2	U3	Total	Percentages (%)
Yes	21	24	24	69	76.59%
Partly	8	4	6	18	19.98%
Not at all	1	2	0	3	3.33%

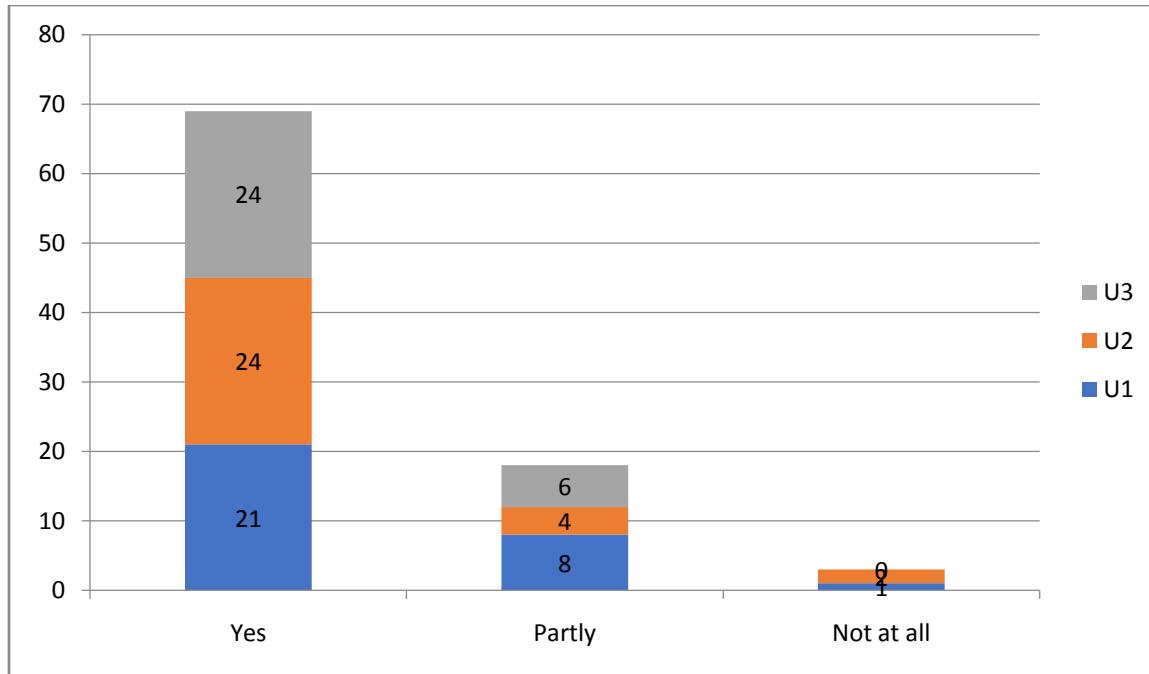


Figure 25: Teachers' Performance to Motivate the Students in EAP Classes

Analysis:

The result of the graph shows that almost 69 students (76.59%) out of 90 students expressed teachers' performance to motivate the students in a very positive way. On the other hand, 18 students (19.98%) out of 90 thought that classes were partly motivating whereas only 3 students (3.33%) out of 90 replied that classes were not motivating. So, it is clear that teacher motivated the students to do well in EAP classes.

11. Do you feel interested to know more about English language after completing the course?

Table 32: Students' Interest Level to Know More about Language after Completing the Courses

Question 11					
	U 1	U 2	U3	Total	Percentages(%)
Yes, I am highly	20	22	26	68	75.48%

motivated to learn English more					
I am interested but not highly motivated to learn	9	5	4	18	19.98%
I am barely interested to learn	1	2	0	3	3.33%
It's boring, I am not interested	0	1	0	1	1.11%

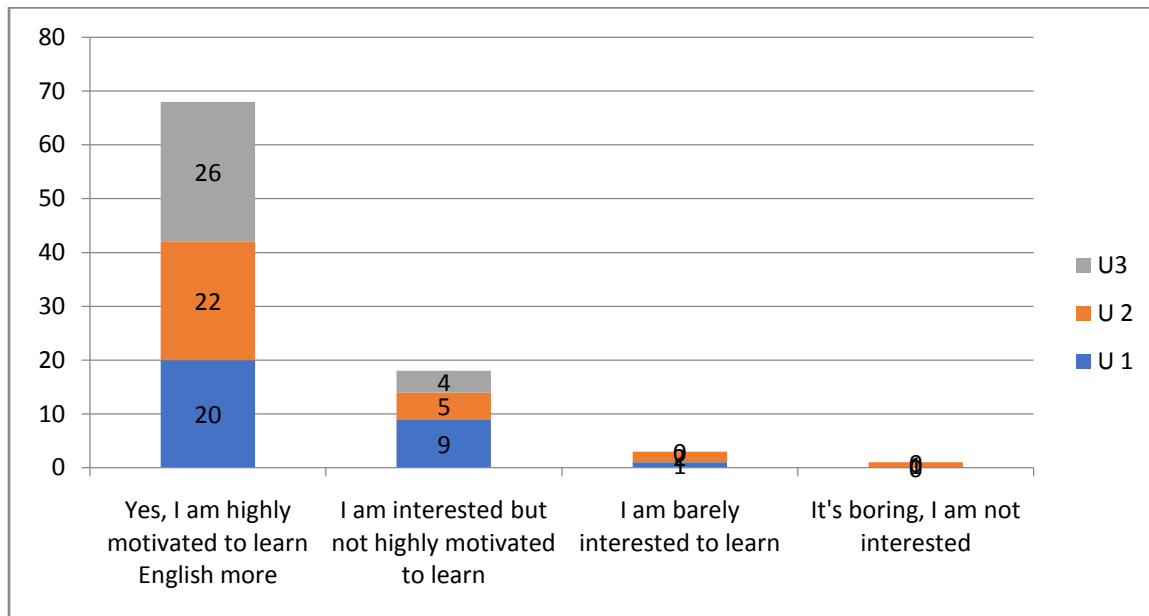


Figure 26: Students' Interest Level to Know More about English Language after Completing the Courses

Analysis:

In answering the 11th question, 68 students (75.48%) out of 90 students replied that students were highly motivated to learn English more, 18 students (19.98%) out of 90 thought that they were interested but not highly motivated to learn, 3 students (3.33%) out of 90 answered that they were barely interested to learn whereas only 1 student (1.11%) out of 90 expressed that it was a boring course. In this context, it is clear that the courses are so successful for the students. In this context, we can say that students were highly motivated to do EAP courses and they wanted to continue after completing the course.

These are the findings of quantitative research which gives us both teachers' and students' concepts and perceptions relating to motivational factors in EAP classes. In response to the above findings, we propose that motivational factors are very important in teaching EAP classes and the positive motivational factors are likely to contribute to greater learning outcome of EAP courses resulting in preparing students with greater efficiency to cope with the challenges in tertiary education.

4.6 Findings of Students' Interview

Students' semi-structured interview yielded important findings about EAP classes. They were asked about their perceptions, problems in EAP courses, the importance is EAP courses for tertiary level students and about the classroom methods, materials, activities, guidelines, support of the teachers. The students expressed their classroom experiences regarding all these issues and it was conducted in Bangla for the easy understanding and communication with the students. Among the 90 participant students, a total of 5 students attended this interview. The students are given pseudonyms: Nazifa Bashir, SuraiyaAkhter, Sheikh Monika, Sumaiya and Nishat.

The data from this interview is analyzed in terms of the following themes:

4.6.1 Students' Main Difficulties in EAP Class

Two students mentioned that teachers' co-operation and friendly environment is very important to make the course successful.

Excerpt 1

The problems of the course are mainly the grammatical problems which we face specially in exam paper and while doing the exercises we get much confused. In the class, we also can't understand all the basic things because of not clearing the grammatical rules. So, the problem is, not to teach us on the way that we understand.

Excerpt 2

Communicating in different topics are much confusing for us in EAP courses. As we are students, we so not have all the basic knowledge of the universe. So, we face many problems if teacher gives different unknown topics to tell about or to give answers. Sometimes they behave rudely if we do not response or understand the topic.

4.6.2 Methods and Techniques of Teaching EAP Courses

Two students expressed that they hardly get guidelines and support from teacher. They stated:

Excerpt 3

There is no guidance, cooperation from the teacher regarding idea generation, planning, organizing the teacher tells us to read contents from books....

Excerpt 4

Sometimes we face the feeling of 'insult' in EAP classes. When we ask something, we get the answer like 'silly question' or, 'again the boring question.' this hurts us and makes us deprived of the care of understanding.

4.6.3 Use of Materials in EAP Classes

1 student mentioned that logistic support is not very strong in their university.

Excerpt 5

Our teacher uses board, guide book and marker.

4.6.4 Importance and Manner of Evaluation/Feedback of Teaching

Some students revealed that teacher only corrected writing at the end of the class rather than teaching other parts of academic area.

Excerpt 6

'.....he only corrects the grammatical errors at the end of the writing'

Excerpt 7

*We write individually in the class...usually there is no discussion, sharing or activities
.....sometimes before the exam, a very little discussion takes place.*

4.6.5 Necessary Steps to Improve the Quality of EAP Program

Some students demanded to provide special training for teachers to make the course more effective.

Excerpt 8

If a teacher can teach us properly in the way we understand, anyone can be the best. Otherwise, if the teacher does not have the realization power of the student, no one can do good or learn the basic things of English. As a result the student may become more dull. Thus, the teacher should have the proper training how to understand the students' perception.

From students' interview session it came to light that teachers gave more importance on learning process than learning outcome. Students need more time to be confident in English and they need teachers' co-operation. They also pointed out that their logistic support was not strong and overall environment was not supportive. Without teachers' motivation and support, it would be very difficult to perform better in class.

Chapter 5: Discussion and Interpretation

5.0 Introduction:

Summary of findings and discussion are presented and discussed in this chapter. The findings of teachers' questionnaire survey, teachers' interview, classroom observation, students' interview, students' survey before getting enrolled for EAP courses and after completing EAP courses are analyzed to find out the learning outcomes of EAP courses using motivational factors. Here, all data have been presented and interpreted according to research objectives and themes. The interpreted data show many underlying facts which are related to motivational factors in tertiary level students for EAP courses.

5.1 Interpretation on Teachers' Questionnaire Survey

The result of survey show that 'Teachers loved to teach their favourite subject' is the most significant reason for their choosing teaching as a profession. Although less than 50% teachers 'enjoyed' teaching as a profession, none of them agree that this is a boring or non-prestigious work. However, independent work or freedom of choosing teaching materials was the most important (70%) motivating factor of teaching EAP courses. Besides, 60% teachers thought that they were valued highly as an EAP teacher. It is also found that most of the teachers (69%) teaching incentive is students' motivation. Therefore, it is clear that motivation is important not only for students but also for EAP teachers to make the learning successful.

On the other hand, 50% teachers believed that inadequate incentives discouraged them to teach EAP courses. Further, 62% teachers mentioned that lack of commitment was the most important limitation which demotivated teachers to follow the process. In this category what is most noticeable is that there were some negative aspects which demotivated both teachers and students in EAP classes.

5.2 Interpretation on Classroom Teaching Observation

The following are the findings from classroom observation checklist (1 to 6) to identify the motivational elements used in EAP courses.

- (i) In U1, the teacher used different pictures in *Communicative English Class* related to the renowned women character to make the class interesting. After showing pictures, teacher discussed about the specific characters and instructed the students to give oral presentation on it. Students delivered their presentation diligently which showed that students were highly motivated.
- (ii) In U1, the teacher used audio visual-aids at *Writing Skills Class* to teach argumentative essay. As a result, students actively participated in the class and their participation motivated them to become more attentive in their studies. After class, they submitted their writings and their active participation showed that they were motivated enough after attending the EAP class.
- (iii) In U2, the teacher motivated students by playing English songs in *Functional English Class* to develop listening skill. The practical effect of playing English songs was that – the songs drew the attention of the students easily and worked as a motivator for attentive and inattentive /careless students. When students discussed the song in groups and presented the theme of the song in front of the class, their level of understanding showed that they were very attentive and they were positively motivated.
- (iv) In U2, the teacher played a video on “Tips of Learning English” at *Public Speaking Class*. After watching the video, students shared their opinion and this co-operative learning highly motivated them to engage in English language learning. After watching the video, students showed willingness to speak in the classroom which proved their positive motivation.
- (v) In U3, the teacher used power-point slides which engaged them in visual learning. Students could take notes and generate ideas from multi-media which motivated them to work as an efficient learner. Students were instructed to present the lecture after watching the slides. Their performance was very good which indicated that PowerPoint slides motivated the learners to take interest.
- (vi) In U3, the teacher organized a drama show to create an interest among the students at *Creative Writing Class*. After the drama show, students were instructed to discuss and present the main characters of drama in groups. Thus, this drama show played the role of a motivator which ensured the active participation of all students. The teacher

asked them to write a brief character sketch of Rosalind and their writing was good which I had checked after class. Their good piece of writing was the sign of their positive motivation in creative writing class.

Motivation has been proved to be very important for EAP courses from the above discussions. It makes the classroom interactive, lively and interesting with the active participation of students which promotes the possibilities of greater learning outcome. This is also the clear indication of successful learning which supports the hypothesis.

5.3 Interpretation on Teachers' Interview

In this chapter, it is found that a motivated classroom is more active than a one-way lecture oriented classroom as it initiates conversation and helps students to think critically. In all the cases, it is interesting to note that the way of motivating students depends on individual teachers as every EAP teacher follows unique teaching strategies. Moreover, the findings from teachers' interviews also approve that different types of motivational activities like (a) Quiz competitions, (b) Performing popular songs in English (c) Debates (d) Drama shows etc. are important though it is individual teachers' job to find out the appropriate technique for her/his group. This study also shows the fact that without some sort of motivation there can hardly be any successful learning inside the classroom.

5.4 Interpretation on Students' Survey before Getting Enrolled into EAP Courses

The results of the survey reveal that 85 students (95.33%) came from Bangla medium background and they were not proficient in English. Moreover, 70% students believed that they need EAP courses for good academic standing in further studies and 67.71% students thought that the absence of EAP courses would make their academic journey difficult. The results of the survey also show that 81.03% students wanted to become competent in all categories of English language skills from this course. So, we can conclude saying that EAP course is essential in tertiary level to cope with the challenges in higher education.

5.5 Interpretation on Students' Survey after Completing EAP Courses

The results of the survey display that 61% students felt their proficiency level was better than before getting enrolled for EAP courses. However, more than 69% students answered that there were some lackings in the course because the course was not well designed. 76.59% students agreed that teachers tried their best to make the course effective and 64.38% students were highly motivated to attend the course. The results of the survey also demonstrate that 75.48% students felt interested to know more about English language after completing the course. This is an indication that students were positively motivated and it supports the hypothesis.

5.6 Interpretation on Students' Interview

The researcher found that sometimes teachers are very rude to their students and they do not follow the easy way of teaching. As a result, students often do not like teachers' teaching style and it becomes very hard to understand the lecture. Some students complain that teachers deprive students by avoiding their questions and hurt them by replying "Again boring question" or "what a silly question" type answer. Moreover, it is students' belief that anyone can be good in English if teachers can motivate and guide them in a proper way. The researcher also found that to teach the class in a motivated way teachers should get proper training. Finally, the findings of students' interview reveal that motivation is very important in EAP classes but students do not always feel motivated. They feel less motivated if they do not get proper support.

5.7 Conclusion

From the responses of the students and teachers, some important and interesting data were found. Some of the information gathered from data contradicted each other. However, from the above discussion, we get strong evidences of teachers' motivation in EAP courses and then it is proved that the hypothesis is valid.

Chapter 6: Conclusion and Recommendations

6.1 Introduction

To sum up, it is seen that to facilitate effective teaching and learning in EAP courses, motivation is very important. The main purpose of this research was to find out how the use of motivational factors facilitates EAP teaching. By using motivational factors in the classroom, teachers can teach languages making the class interesting. Moreover, the positive motivational factors are likely to contribute to greater learning outcome of EAP courses resulting in preparing students with greater efficiency to cope with the challenges in tertiary level students. Thus, the hypothesis is supported by the findings.

6.2 Answer to Research Questions

1. How much significant is the role of motivation in teaching and learning in Bangladeshi EAP classrooms?

Motivation has been proved to be very important in any EAP classroom. Motivation is important not only for students but also for teachers and it is found that most of the teachers teaching incentive is students' motivation. On the other hand, from the research, it is also found that 50% teachers believed, inadequate incentives discouraged the teachers to teach EAP courses. Now, it is clear that without motivation there can hardly be any successful learning in EAP classroom and motivation definitely plays a significant role in teaching and learning in Bangladeshi EAP classes.

2. What motivational techniques are used by teachers in their classrooms?

Teachers use different motivational techniques to make the EAP classroom interactive. In U1, the teacher used pictures of renowned women character to teach speaking skills in *Communicative English Class*. And the topic was 'work on renowned women character'. Students' four minutes presentation on specific women character made the class lively and interesting. In *Writing Skill* class of the same university (U1), the teacher used multimedia to motivate students to teach argumentative essay and the topic was 'discussion on argumentative essay'. Students submitted

their writings on 'Drug Abuse' to their teacher and their successful participation showed positive motivation in learning.

In *English Functional Class*, the teacher used an English video song to teach listening skill at U2. Students discussed about the song in groups and presented the theme in front of the class which showed their attention and positive effect of motivation. Similarly, in *Public Speaking Class*, the teacher used a motivational video clip on speaking to share the tips of learning speaking effectively. Through this motivational video clip, students got highly motivated and expressed their willingness to speak in the classroom. Finally, in U3, the teacher used power-point slides to teach 'Translation Studies'. Power-point slides helped them to generate ideas from multimedia which inspired them to work as an attentive learner. Their good performance in the classroom after watching the slides indicated high motivation in learning. In *Creative Writing Classes*, the teacher organized a drama show to create an interest among the students. After the drama show, students were instructed to submit their writings in groups and their active participation showed positive motivation in creative writing class. Moreover, different types of motivational activities like (a) Quiz competitions, (b) Performing popular songs in English (c) Debates (d) Drama shows etc. are mentioned by teachers in teachers' interview.

3. To what extent are these techniques effective?

The interpretation of the students' survey after the completion of EAP courses shows that more than 75% students felt interested to know more about English language after completing the course and it is the indication of positive motivation in learning. Moreover, it is students' belief that anyone can be good in English if teachers can guide, support and motivate them properly. Thus, it is proved that the motivational techniques are effective in teaching and learning in EAP classrooms.

6.3 Recommendations

To facilitate effective English teaching and learning at all levels resources like trained teachers, updated and appropriate methodology, sufficient and appropriate teaching materials and financial, infra-structural and management facilities are required. Some recommendations for the improvement of EAP situation and specifically, for the effective motivational teaching and learning techniques of EAP, are outlined below:

1. Long term teacher training programs need to be organized, monitored and patronized. It is necessary to reorganize the nature and purpose of the current teachers' training programs and for improving teachers' motivation for constant professional development proper initiatives need to be taken.

2. Teachers and learners need to play manifold roles appropriate to facilitate motivational teaching and learning practice. Teachers are in direct contact with the students. They are responsible for the integration of each work and activity in the class. With the changed view of language teaching the teachers should change their role in the classroom. They are no more the ruler of the class. They have to act as learning partners of the students, and manage the class very tactfully so that learning takes place.

3. A refreshing ambiance and an invigorating atmosphere for language teaching can be created by displaying pictures, movies, songs, audio/videos, posters, charts, maps, advertisements and signs. In fact, numerous teaching aids can be used in language class. Hence, resource facilities should be provided in every institution. Teaching materials need to be sufficient, rich and attractive. There should be supplementary teaching materials- electronic equipment, visual aids, teacher's books etc.

4. The teachers should be trained and accustomed to the system of teaching process writing that fosters student writing development over a period of time through planning, drafting and rewriting etc.

5. Learner-centered classroom methods e.g. cooperative learning, task-based learning methods need to be promoted and applied. Methods that are learner oriented indirectly challenge the learner to bring out his or her best. Learners are required to be cooperative, accommodating and to share ideas. It is through sharing ideas and building relationships that certain necessary skills, which assist learners to think logically and critically. The role of the teacher is to create a cooperative and interactive framework where learners can work together.

6.4 Limitations of the Study

A number of limitations have appeared during the planning and implementation stages of this study. In the course of designing the instruments, data analysis and many inconsistencies have

been spotted, some of which is due to contextual constraints and some have stemmed from the design of the study.

One of these was access facilities. The research was conducted in only three institutions with which the researcher was familiar and where she knew the teachers personally.

Teachers were very busy and unable to give much time for the interview. Moreover, they were initially reluctant to give the interview when they heard it would be audio taped. Two of them even delayed the interview by a week for no apparent reason which showed a reluctance to talk. Then I took notes for their interviews. Teachers had spoken about certain things during casual conversations but refrained from repeating them when asked about those aspects during the interviews. They gave the time for interviews once they were assured that full confidentiality would be maintained.

Similar problems were faced by the researcher when she took students' interview. They were scared of their teachers and they wanted the assurance that full confidentiality would be maintained.

6.5 Conclusion

EAP courses, no doubt, give students an opportunity to learn academic English. For a successful learning ability through these courses, positive motivation of both teachers and students is very important. Finally, in few words, it can be said that motivation has positive impact in improving learners' soft skills and the positive motivational factors are likely to contribute to greater learning outcome of EAP courses resulting in preparing students with greater efficiency to cope with the challenges in tertiary education.

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Appendices

Appendix 1 Questionnaire for Teachers

The Motivational Factors in Teaching EAP Courses: Exploring the reality at tertiary level at private universities

Survey Questionnaire for Teachers

This questionnaire is designed to conduct a survey on the motivational factors of teaching EAP courses to tertiary level students. The information collected from you will be used in a synthesized form in my thesis for the partial fulfillment of M. Phil degree at the University of Dhaka. I would like to request you to facilitate my research by completing the following questionnaire. I want to assure you that your participation in the study will affect you neither socially, legally, nor financially.

Name:

Department:

University:

These statements presented in the table refer to your general experience; personal preference/ beliefs/ opinion/ concerns about motivational factors in teaching EAP courses(English for Academic Purposes). Please give a tick (√) mark on the option of your choice.

1. Why have you chosen teaching at tertiary level as a profession?

SI No.	<i>Reasons of Choosing Teaching as a Profession</i>	Most Important	Very Important	Important	Less Important	Not Important
1	I am influenced by my own teachers' help, encouragement and assistance	5	4	3	2	1
2	This is the suggestion of my friends	5	4	3	2	1
3	This is an easy profession	5	4	3	2	1
4	I want to gain high level of autonomy and curiosity	5	4	3	2	1
5	Teaching is known as a noble profession	5	4	3	2	1
6	I want to earn reputation through the help of pupils	5	4	3	2	1
7	I get pleasure working with young students	5	4	3	2	1
8	I love to teach my favorite subject and I enjoy it a lot	5	4	3	2	1
9	It is a way to prepare young generation to play their roles effectively in their future life	5	4	3	2	1
10	I want to have an experience & joy of making difference in students' life	5	4	3	2	1
11	I want to gain experience of teaching variety of students	5	4	3	2	1
12	I chose it due to the non-availability of any other better job	5	4	3	2	1
13	I want to learn more through teaching	5	4	3	2	1
14	I will have more flexibility in this job	5	4	3	2	1
15	I chose this profession to become more energetic, having new spirit and excitement to teach everyday	5	4	3	2	1
16	In order to gain social prestige I have chosen teaching as a profession	5	4	3	2	1
17	Teaching profession provides opportunity to continue one's studies	5	4	3	2	1
18	This profession offers opportunity to continue studies	5	4	3	2	1

	abroad.					
	<u>Any other reasons not mentioned above</u>					
21		5	4	3	2	1
22		5	4	3	2	1
23		5	4	3	2	1
24		5	4	3	2	1

2. How do you feel as an EAP teacher?

- A. I really enjoy it
- B. I enjoy taking EAP courses as much as I enjoy teaching English literature & linguistics courses
- C. I don't want to take the course, I only comply with the department's instruction
- D. It rather feel these courses boring
- E. Teaching EAP courses is not as prestigious as teaching English literature & linguistics courses

3. Which factors usually highly motivate you to teach EAP courses as an English teacher?

<i>Motivating factors which encourage teachers to teach EAP courses:</i>	Most Important	Very Important	Important	Less Important	Not Important
It is a way to prepare young generation to play their roles effectively in every ways of life	5	4	3	2	1
Freedom/independent work of choosing materials and teaching techniques	5	4	3	2	1
I can practice English and improve my own skills	5	4	3	2	1
I get extra money	5	4	3	2	1
<u>Any other factors not mentioned above</u>					
	5	4	3	2	1
	5	4	3	2	1

4. Which factors usually discourage teachers to become an EAP teacher? Mark as many reasons that apply to you. Please also indicate the intensity of such courses.

<i>Factors that discourage teachers to teach EAP courses</i>	Most Important	Very Important	Important	Less Important	Not Important
Examination stress	5	4	3	2	1
Socio economic status	5	4	3	2	1
Inadequate rewards/incentives	5	4	3	2	1
Student's unruly behavior	5	4	3	2	1
Lack of self confidence	5	4	3	2	1
Personal/social factors	5	4	3	2	1
Classroom environment	5	4	3	2	1

5. What limitations do you face in teaching EAP courses?(most serious ones first)

<i>Limitations</i>	Most often	Often	Sometimes	Occasionally	Hardly
1.	5	4	3	2	1
2.	5	4	3	2	1
3.	5	4	3	2	1
4.	5	4	3	2	1
5.	5	4	3	2	1
6.	5	4	3	2	1
7.	5	4	3	2	1

6. How are you evaluated as an EAP course teacher?

A. Valued Highly

B. Valued like other NON– EAP teaching colleagues

C. Valued less compared to literature and linguistics teaching colleagues

7. How do your students' motivational factors impact on your teaching?

		Strong Agreement (5)	Agreement (4)	Neutral (3)	Disagreement (2)	Strong Disagreement (1)
1	Do you think that your students like you?					
2	Do you think that your students feel comfortable with you?					
3	Do you think you can control the classroom well?					
4	Do you think your students understand what you want to communicate?					
5	Do you think that students should be blamed for their low results?					
6	Do you think that teachers should be rewarded for students' good results?					
7	Do you think you are appreciated well by your students for your performance?					
8	Do you think your students feel satisfied with your performance as a teacher?					
9	Do you feel that you are given importance in your professional area when you are teaching EAP courses?					

10	Do you think your students' motivation is an incentive for your teaching?					
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8. How do you enhance your students' motivation in EAP classes?

	Strategies to motivate students of teaching EAP Courses	Most frequently	Very frequently	Frequently	Infrequently	Hardly
1	Knowing students' ability level and proceeding at or slightly above their current level of functioning	5	4	3	2	1
2	Giving directives slowly and distinctly checking for understanding along the way	5	4	3	2	1
3	Using examples, illustrations or demonstrations to explain and clarify content in text & workbook	5	4	3	2	1
4	Providing review or summary	5	4	3	2	1
5	Creating an English Environment	5	4	3	2	1

6	Two way Communication	5	4	3	2	1
7	Avoiding Bias	5	4	3	2	1
8	Arranging study tours	5	4	3	2	1
9	Using of Multimedia	5	4	3	2	1
10	Working with contemporary social networks	5	4	3	2	1

9. If you have any suggestions regarding motivational factors in EAP courses please mention:

Thank You!

Appendix 2 Classroom Teaching Observation

Classroom Observation:

1. Department and batch :

Course Code and Name :

Teacher's Name:

Number of Students :

Class Duration :

Topic	Motivational elements used by the teacher	Impact on students (Did the students really feel motivated?)

Appendix 3 Questions for Teachers' Interview

Interview Questions for Teachers:

Instruction: Please answer the following questions in brief.

1. What do you think about the impact of using motivational elements?
2. How do your students take your use of motivational elements?
3. Would you recommend the use of motivational elements to your colleagues?
4. What are the most useful motivational factors in EAP classes?

Thank You!

Appendix 4 Questionnaire for Students before Getting Enrolled into EAP Courses

Dear student,

I would like to include you as a participant to my study titled *The Motivational Factors in Teaching EAP Courses : Exploring the reality at tertiary level at private universities* which is a requirement for my M. Phil degree at the University of Dhaka. I would like to ensure that your participation as an interviewee will not affect you adversely neither physically, financially, socially, nor legally. If you agree to participate in this study voluntarily please indicate your consent and start responding to the following questions as comprehensively as possible. While your given data will be used for the study, your name and identification will be kept completely confidential.

Mahmuda Alam

M. Phil Student, Institute of Modern Languages, The University of Dhaka

The above message is clear to me, and I understand that I can withdraw myself from this study anytime without any obligation. I agree to participate in the study.

Signature of the participant

Date:

Your Name:

Name of the University:

Semester:

Department:

Instruction:

These statements presented below refer to your general experience, personal preference, beliefs, opinion, concerns about EAP courses. Please write your opinion / put a tick (✓) mark on the option of your choice.

Before Getting Enrolled into EAP:

1. What was the medium of instruction in your higher secondary level?

- A. English version
- B. English medium
- C. Bengali medium

2. How confident do you feel with your English proficiency?

- A. Very confident
- B. Confident
- C. Barely confident
- D. Not confident at all

3. Do you need to improve your proficiency in English for Academic Purposes for good academic standing in your further studies?

- A. Yes
- B. Partly
- C. Not at all

4. (If Yes)Why do you need it?

- A. Because I don't understand textbooks written in English
- B. Because I can't write well in English
- C. Because I don't understand lectures given in English

- D. Because I can't present myself in English language
- E. For all the reasons mentioned above

5. How important are the EAP courses for you?

- A. Very Much, I'm very weak, it's very essential for me
- B. I'm weak, it's important for me.
- C. I'm good but not enough; it's a good opportunity to improve my English.
- D. Not much, I'm good enough yet I want to be better in English.
- E. I think I can do well even without it; it is just a formality.

6. What do you expect to achieve from EAP course?

- A. I want to proficient in English language.
- B. I want to be proficient in English to excel in academic as well as professional settings
- C. It will help me to cope with academic activities in English (such as understanding lectures & textbooks in English, write academic papers and make presentations in English)
- D. At least it will help me to pass my exams.

7. Do you think absence of EAP course would :

- A. Make your academic journey impossible
- B. Make your academic journey difficult but not impossible
- C. Make no significance difference in your academic journey.

8. Do you think your investment in EAP course in terms of money and time worth spending?

- A. Yes, quite worthy
- B. Partially worthy
- C. Total waste of time and money

9. What content matter do you expect to be covered in EAP course?

- A. English Structure
- B. Exposure to different kinds (genres) of academic writing
- C. Presentation Skills
- D. All of them mentioned above

Thank You!

Appendix 5 Questionnaire for Students' Survey after Completing EAP Courses

Dear student,

I would like to include you as a participant to my study titled *The Motivational Factors in Teaching EAP Courses : Exploring the reality at tertiary level at private universities* which is a requirement for my M. Phil degree at the University of Dhaka. I would like to ensure that your participation as an participant / interviewee will not affect you adversely neither physically, financially, socially, nor legally. If you agree to participate in this study voluntarily please indicate your consent and start responding to the following questions as comprehensively as possible. While your given data will be used for the study, your name and identification will be kept completely confidential.

Mahmuda Alam

M. Phil Student, Institute of Modern Languages, The University of Dhaka

The above message is clear to me, and I understand that I can withdraw myself from this study anytime without any obligation. I agree to participate in the study.

Signature of the participant

Date:

Your Name:

Name of the University:

Semester:

Department:

Instruction:

A few months ago, you responded to a set of questionnaire regarding the EAP courses that you have just finished attending. The following statements refer to your general experience, personal preference, beliefs, opinion, concerns about that EAP courses. Please write your opinion / put a tick (√) mark on the option of your choice.

After the Completion of EAP Courses:

1. What do you think about the course?

- A. Outstanding, it helped me immensely.
- B. Good, I learnt a lot.
- C. Good but not as much as I expected.
- D. OK. Perhaps good for some guys but not enough for me.
- E. Not so good, it was only for the very inefficient ones.

2. What is your proficiency level now?

- A. Expert
- B. Excellent
- C. Good
- D. Enough
- E. Not Enough yet

3. Was the course so successful?

- A. Yes
- B. Partly
- C. No

4. Were there any lacking of the course?

- A. Yes
- B. Partly
- C. No

5. Do you think the EAP courses cover all the four skills of English Language?

- A. Yes, it helped to develop effective and efficient reading, writing, listening and speaking skills
- B. This course basically helped reading text-books with speed and comprehension

- C. This course helped improve writing standard well informed essays
- D. This course only enhanced speaking skills and presentation skills

6. How will this course benefit you in future?

- A. It will only facilitate reading my English textbooks.
- B. It will only help me write academic papers well.
- C. It will help me make good oral presentations.
- D. It will help enhancement of my academic performance as well build professional career.

7. Do you think your teachers used teaching techniques to motivate the students in EAP classes?

- A. Yes, they used the teaching techniques and tried their best.
- B. They only followed lecture method.
- C. They were basically concerned to complete the syllabus
- D. They are not concerned about any strategy.

8. Do you think the course was well designed?

- A. Yes
- B. Partly
- C. Not at all

9. How well motivated were you to attend the course?

- A. I am highly motivated to attend the course
- B. I am barely interested to attend the course
- C. Not interested at all

10. While doing the course, did your teacher motivate you to do well in the course?

- A. Yes
- B. Partly
- C. Not at all

11. Do you feel interested to know more about English language after completing the course?

- A. Yes, I am highly motivated to learn English more
- B. I am interested but not highly motivated to learn
- C. I am barely interested to learn
- D. It's boring, I am not interested

Thank You!

Appendix 6 Questions for Students' Interview

Interview Questions for Students:

Instruction: Please answer the following questions in brief.

1. What kind of problem do you face when you are in EAP class?
2. According to you what are the basic problems in this course?
3. Which steps should be taken to improve the quality of EAP courses?
4. Does your teachers motivate you to learn better in this course?

Thank You!