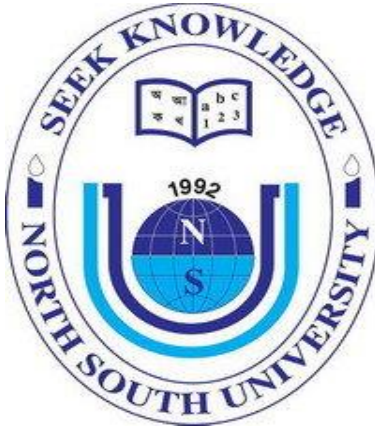


MA in English (Major in TESOL) Thesis

Motivational teaching and learning techniques of EAP (English for Academic Purposes) at tertiary level students: Exploring the situation of Private Universities



This thesis is submitted to the Department of English, North South University, in partial fulfillment of the requirements for the degree of MA in English (Major in TESOL).

Supervised by

Abdus Selim

Assistant Professor,

Department of English,

North South University.

Submitted by

Mahmuda Alam

ID: 1030938055

Department of English,

North South University

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Abstract

The topic of concern of the research is the motivational teaching and learning techniques for EAP courses in the private universities students of Bangladesh and its effects in their further academic studies to study English based curriculum. Motivation is a divine influence or action on a person believed to qualify him or her to receive communicate sacred revelation. In the question of using motivational teaching and learning techniques teachers use various techniques such as lecturing, board work, question and answer, friendly environment, library facility, arranging study tours, punctuality of a teacher, group discussion, independent work, pair-work, reading comprehension, writing, speaking, listening to students, presentations, instructions, queries, feedback, providing students with an advanced organizer that places lesson content in perspective, checking for task relevant prior learning (at start of lesson and re-teaches if necessary), giving directives slowly and distinctly checks for understanding along the way, knowing students ability level and proceeds at or slightly above their current level of functioning, using examples, illustrations or demo`s to explain and clarify content in text & workbook, providing review or summary, creating an English environment, two way communication, using of multimedia, using of mnemonic, working with contemporary social networks, avoiding biasness etc. However, private universities offering credit and non-credit English courses as part of their program which is known as EAP courses. These English courses were designed by their own faculty with or without collaboration from senior practitioners of ELT. After many years of offering these courses, many teachers and students have started questioning their necessity, or otherwise. This study conducted a survey among six teachers and thirty students from three major private universities in Dhaka. However, the survey and the analysis showed the current motivational teaching and learning techniques in practice for EAP in the private universities of Bangladesh. Through the survey I got the most effective and the most used techniques and made a comparison between them. If the teachers use the selected most effective techniques and aware of the most used techniques for EAP courses, the EAP course will effective for the less competent students to turn them into efficient academicians who will capable of studying English based curriculum. Therefore, it was hope that the data gathered in this study would depict a clearer picture of what actually explore the contemporary situation of the students of private universities and evaluate as the techniques are effective or not for the tertiary level students.

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Chapter One: Introduction

1.1 Introduction

In an ever growing age of the globalization, English has been a linkage over the border. To connect the whole world under one language hegemony English has been the forerunner. Being an international language, English is taught most of the countries. In this scenario, it is almost a mandatory to know English to be able to keep pace with the growing world. Moreover, English is essential to complete education for all students (primary, secondary and higher secondary levels, as well as those undertaking tertiary courses). In Bangladesh, all disciplines of tertiary level students in public universities have to pass English language courses or complete study in English. When the first private university in Bangladesh begun 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. This has been a positive shift to streamline of tertiary education in Bangladesh. The focus of the discussion presented in this chapter is the motivational teaching and learning techniques of EAP (English for Academic Purposes) at tertiary level students in private universities. Teachers' effective strategy of teaching English will help them to improve. Hattie (1992) found that four attributes are necessary to characteristics of 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. Ball & Cohen (1999), Fennema et al. (1996), and Lloyd & Wilson (1998) have shown 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) proposed that a well designed language teaching syllabus should clarify the aims and objectives of learning and teaching and indicate the classroom procedures the teacher may wish to follow. Educational psychologists have long 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 smoother and rewarding. Thus, we can say, motivational teaching and learning techniques of EAP and scientific methods of research is a good initiative to help the cause.

1.2 Background for 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. Teaching English in Bangladesh is not a recent affair. In fact it had started, paradoxically though, even before the birth of the country itself. English was introduced during that period, but in the beginning the people of the subcontinent, especially the Muslims, did not welcome it for fear of the spread of western culture through the language. Though some Hindus started learning English, the Muslims rather opted for teaching their children Arabic and Persian, not as foreign but as religious languages. Later, when the government institutions came under the complete sway of the British rule, the number of the English learners began to increase gradually. Even then some conservative Muslims, who hated English language and culture, got their admitted to madrasahs instead of general schools. This attitude did not change much till World War II. Considering the changed world situation after the war, the British left the subcontinent, separating Pakistan from India with Bangladesh as its part known as East Pakistan. Since the birth of Pakistan English had been the medium of instruction at graduate and postgraduate levels. This state continued until Bangladesh became independent from Pakistan in 1971. 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. However, since the birth of Bangladesh, English has always been taught as a compulsory subject from grade II to grade XII. Till 2009 there had been four levels in the mainstream education system of Bangladesh: Primary (Grade I – Grade V), Secondary (Grade VI – Grade XII), Higher Secondary (Grade XI – Grade XII) and Tertiary.

At the tertiary level, one paper on foundation English has been made compulsory in both 4 year honors and 3 year pass degree later for all students except those who take English as their honors subject. This paper is designed to review the items students have learnt so far. The syllabus of the foundation English in public or national universities is designed to teach identifying different elements of sentences; constructing sentences using different structures; analyzing sentences; combining smaller sentences into larger ones; transforming one type of sentence into another; changing word forms; speech acts; reading comprehension; business writing; composition etc. however, students do not feel encouraged to learn all these things because learning only a few items is enough for getting pass marks required for continuing degree.

On the other hand, BUET and all medical colleges have always maintained English as the medium of instruction, perhaps because of the untranslatability of the medical and scientific terminologies. Besides, English is the only medium of instruction in all science and commerce related subjects at reputed private universities. As a result, the private universities have started EAP courses to continue their study with English based curriculum and to turn the less competent students into the efficient academicians.

Having realized this problem, I intend to identify the motivational teaching and learning techniques of EAP in Private Universities of Bangladesh which will really help the students to get more efficient in English. I want to explore the contemporary situation of this part among the Private Universities in Bangladesh and evaluate as they are effective or not.

1.3 Objectives of the study:

The study has been designed to achieve the following objectives:

- To examine the motivational teaching and learning techniques of EAP used in private universities
- To analyze the effectiveness of such techniques.
- To identify areas of further improvement

1.4 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.

1.5 Hypothesis

The current motivational teaching and learning techniques in practice for EAP courses in the private universities of Bangladesh are effective for the less competent students to turn them into efficient academicians who are capable of studying English based curriculum.

Chapter 2: Literature Review

The study will evolve mainly around some key constructs like motivation, teaching techniques and approaches EAP. The literature review will encompass 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

Motivation, a key concept that influences both learning and teaching practices has been conceived in different rhetoric. Motivation is “willingness, drive or desire to engage in good teaching and learning,” (Michaelowa 2002, 5). 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.

According to Emily R. Lai (2011), “Motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions.”

Carole A. Ames (1990) has defined motivation in a different way. He noted that “Motivation, one of the foremost problems in education, is often inadequately addressed in typical foundational (educational psychology) courses”. About the academic motivation of students, he claimed that in educational psychology knowledge of concepts, principles and theories should be the basic elements. He observed that “Teachers need to know how this conceptual knowledge relates to the classroom and to their instructional role in the classroom. Teachers also need to know how to rely on this knowledge when dealing with issues that involve motivational concerns and when making instructional decisions.”

2.2 The motivational teaching and learning techniques

Most of the teachers are naturally intrinsically motivated. But students are not always motivated. Teachers should help the students to develop adaptive, positive and effective thought patterns. Zoltan Dornyei and Ushioda (2011) found that there was a strong 'link' between 'teacher belief and student behavior'. Thus the motivation of teacher has direct effect on motivational disposition of learners. On the other hand, they also reported that 'the process-oriented perspectives of motivation' failed to prove the fact that learners' quality had various effects on learning and it was changed with 'time to time' and 'situation to situation'. The fact is that good relationship between teachers and students has an important impact to motivate the students in second language learning.

Planning is an important instrument to achieve any goal and objectives. Teachers' planning is also very important as a motivational teaching and learning techniques. 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 adapt to practical constraints, and able to perform their teaching tasks rapidly with no cognitive effort.

Interesting topics and known context of students' own culture is very important to motivate the students. Topics that are unrelated to the students' known context may limit the reader's understanding of the text, because relevant cultural background knowledge is important for second language learners to facilitate understanding (McLean, 1998). Moreover, if the textbooks fail to bridge the gaps between the culture of the student and the target culture, an effective communicative language teaching approach is hampered (Liu, 2009). Consequently, language teaching should be culturally sensitive so that students can relate to and identify with the socio-cultural context (Liu, 2007). If the students of Bangladesh cannot identify the foreign culture that is presented in their text-books, then the students will not be motivated to use the language. (Chowdhury, 2003) .

Insufficient instructional time and class size is a barrier to effective language learning. Such situation definitely demotivate the students to learn effectively. The contact time(if it is 30 minutes) for a class is not enough to focus on individual student's needs in a large class (more than 50 students).According to Chang (2010), factors hindering the implementation of language teaching were students' resistance to class participation; text-oriented exams; large classes; lack of environment; inadequate teacher training; students' low English proficiency; limited teaching hours; lack of efficient assessment instruments; and teachers' lack of knowledge and skills. In an EAP class, there are lots of activities such as, group work or pair work, presentation, preparing assignments, quizzes, language games, puzzles, acting, dramatization, role-playing etc. to make the English classroom more interesting

and more enjoyable. Thus, the existing class time should be extended (one hour at least) and the number of classes should be reduced to motivate both the teachers and the students and to get a good result.

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.

According to the curriculum document of NCTB: “Successful teaching and learning of English ultimately depends on an effective teaching methodology. The chief aim of such a methodology must be to give learners as much practice as possible in the use of English. (NCTB, 1996:153)”. It is the teachers’ duty to motivate the students to practice as much as possible. As language teaching and learning is skill-based, motivation is necessary to develop the skill. Nunan (1988) maintains that language teaching and learning basically language proficiency must be determined in terms of behavior. According to Nunan, proficiency in this context refers to students’ ability to perform certain communicative tasks with a certain degree of skill; skill in grammar, tenses, vocabulary, socio-cultural contexts, and phonology. Nunan argues that students have to be skilled in reacting appropriately in different and changing situations. Nunan (1988) holds that it is the teachers’ and the curriculum designers’ responsibility to decide how they will assess the learners’ language skills. Haider and Chowdhury (2012) reflected that

...the criteria set for teaching and learning in the curriculum documents provide the opportunities for the teachers and learners to improve their practices and attitudes. However, the present realities do not replicate the methodological aspects suggested in the curriculum documents. In

fact, the implementation of the methodological underpinning of the communicative approach is being impeded by many constraints that exist in the present teaching-learning context. (p.18).

2.3 Theories of Motivation

Different theories of motivation have emerged as a result of many researchers and studies. Some theories have been the most essential and significant. In the history of motivation research the following theories have been the most influential. Dornyei and Otto (1998) searched for a ‘motivation model that could serve as a theoretical basis for the methodological applications’. Various motivational theories have selected to reduce the number of relevant motivational components.

- **Expectancyvalue theories** assume that motivation to perform various tasks is the product of two key factors: the individual’s expectancy of success in a given task and the value the individual attaches to success in that task. Within this framework, Dornyei and Otto (1998) found a variety of sub theories that attempt to explain the cognitive processes that shape the individual’s expectancy.
 - ❖ **Attribution theory** places the emphasis on how one process past achievement experiences (successes or failures).
 - ❖ **Self-efficacy theory** refers to people’s judgment of their capabilities to carry out certain specific tasks.
 - ❖ **Selfworth theory** claims that the highest human priority is the need for self-acceptance and to maintain a positive face.
 - ❖ **Goal theories** following somewhat different principles propose that human action is spurred by purpose, and for action to take place, *goals* have to be set and pursued by choice. Accordingly, key variables in goal theories concern various *goal properties*.
 - ❖ **Self-determination theory**, the accompanying intrinsic vs. extrinsic motivational paradigm, is that the desire to be self-initiating and self-regulating is a prerequisite for any human behavior to be intrinsically rewarding, and therefore the essence of motivated action is a sense of autonomy.

Finally, the key tenet in **social psychology** is the assumption that it is attitudes that exert a directive influence on people’s behavior since one’s attitude towards a target influences the overall pattern of the person’s responses to the target.(Dornyei and Otto, 1998)The factors of human behavior

are inner forces such as instincts, volition, and psychical energy; stimulus and reinforcement contingencies; basic human needs. From the point of view, the author made a detailed eclectic model that would list all the main issues.

Weiner (1984) reported “Any theory based on a single concept, whether that concept is reinforcement, self-worth, optimal motivation, or something else, will be insufficient to deal with the complexity of classroom activities” (p. 18).

2.3.1 Heckhausen and Kuhl’s theory of volition

Heckhausen’s(1991) theory in Dornyei and Otto (1998) is that research on motivation should be divided into two main terms. The study of (a)how intentions are formed and (b) how they are implemented.

As he argues, “Why one wants to do something and that one wants to do it is one thing, but its actual implementation and successful completion is another” (p. 163). He compares the boundary between the intention-formation process of the ‘predecisional phase’ and the implementation process of the ‘postdecisional phase’ to a metaphorical ‘Rubicon’, which separates two distinct processes with different functional characteristics. The first, decision-making stage (‘choice motivation’) has been the main focus of most mainstream psychological theories of motivation in the past, with the analyses centering around complex planning and goal-setting processes during which initial wishes and desires are articulated and evaluated in terms of their desirability and chance of fulfillment. According to Heckhausen’s conceptualization, a positive evaluation results in an intention to act, which then guides the particular action sequence until the goal is reached. This second, implementational stage (‘executive motivation’, also termed the ‘volitional’ stage), involves motivational maintenance and control during the enactment of the intention. The key issues to be examined here are the phenomena of action initiation, perseverance, and overcoming internal obstacles to action. Building on the above principles, Heckhausen and Kuhl (1985) developed a more detailed ‘Theory of Action Control’, which was further elaborated on by Kuhl and his associates (e.g. Kuhl, 1985, 1987, 1992; and the studies in Kuhl & Beckmann, 1994). The theory attempts to explain the common observation that people’s actual behavior does not always correlate

with the priorities set by their expectancy and value beliefs, and that even when the expectancies and values remain constant, the accompanying motivational tendencies show a marked waxing and waning. Furthermore, there is also the phenomenon that people sometimes persist in pursuing an activity in spite of more attractive alternative goals. The key component of Kuhl's (1987) action control model is 'intention', which is defined as an "activated plan to which the actor has committed herself or himself" (Kuhl, 1987, p. 282). In order for action to take place, two memory systems need to be activated at the same time: motivation memory (which is content-independent, that is, when it is activated, it serves as a continuous source of activation supporting any structure that is currently dominant in other memory systems) and action memory (which contains behavioral programs for the performance of the particular act). (p. 46).

2.3.2 Kuhl's Theory

Kuhl(1987) in Dornyei and Otto (1998) describes six strategies. An important part of action control theory is the set of processes in charge of action maintenance, that is, the active use of action control strategies to protect dynamic (i.e. ongoing) behavioral intentions.

- (1) **Selective attention**, that is, intentionally ignoring attractive alternatives or irrelevant aspects;
- (2) **Encoding control**, that is, selectively encoding only those features of a stimulus that are related to the current intention;
- (3) **Emotion control**, that is, the active inhibition of emotional states that may undermine the enacting and protection of the intention, as well as the conscious generation of emotions that are conducive to the implementation of the intention;
- (4) **Motivation control**, which is an active process of changing the hierarchy of tendency strengths when a more powerful alternative arises, for example, by focusing on what would happen if the original intention failed and by keeping in mind favorable expectancies or positive incentives;
- (5) **Environment control**, that is, manipulating the environment in a way that the resulting environmental (or social) pressure or control makes the abandoning of the intention more difficult (e.g. by making a social commitment or asking people not to

allow one to do something), or by creating safeguards against undesirable environmental temptations (e.g. by removing objects that invite unwanted activities);

(6) **Parsimony of information processing**, which essentially refers to a “let’s not think about it anymore but get down to doing it” strategy, particularly if further processing may reveal information that undermines the motivational power of the current intention.

Another important facet of Kuhl’s (1987) theory is the distinction between *action* and *state orientations*. In the first, the individual’s focus is on a fully-developed and realistic action plan; in the state orientation mode, however, “attention focuses on the present state (*status quo*), a past state (especially: a failure) or a future state (especially: unrealistic goals)” (p. 289). State orientation (which is similar in many ways to ‘learned helplessness’) is therefore seen as a counterproductive disposition. Although state orientation can be induced by uncontrollable failure experiences or unrealistic instructions, Kuhl assumes that the two orientations are, to some extent, established individual difference factors; that is, some people are more inclined toward one orientation than towards the other. (p. 47).

2.4 Motivational influences

However, there were four major motivational influences active in the postactional phase:

1. Attributional factors
2. Selfconcept beliefs
3. The quality and quantity of evaluational/attributional cues and feedback, and
4. Action versus state orientation.

2.4.1 Attribution Theory

Past successes and failures have behavioral consequences on future achievement strivings is known as attribution theory. “It has been shown in several studies that the type of attribution one makes directly affects the person’s future behavioral outcome expectancies” (Dornyei and Otto, 1998) .There are considerable individual differences in forming attributions.

First, people have different *attributional styles*, that is, a habitual way of explaining events along one rather than the other attribution dimensions, which develops as a result

of multiple experiences with those events. For example, some people, usually labeled as ‘internals’, tend to perceive a direct link between their behavior and reinforcement, whereas ‘externals’ tend not to see such a contingency (and thus are likely to make external kind of attributions). Perhaps the best-known stylistic disposition is ‘learned helplessness’, referring to an acquired resigned, pessimistic, and helpless state that, once established, is very difficult to reverse.

Second, in certain situations people may also have *attributional biases*, that is, incorrect schemas and inference rules that are used to make attributions (Pintrich & Schunk, 1996). Examples include the self-serving bias (the tendency to take responsibility for success but deny it for failure); the self-centered bias (the tendency to take more than due responsibility for any outcome); or basic attribution errors such as the tendency to attribute something to dispositional or personal factors while ignoring relevant (or even crucial) situational factors, and vice versa.

Third, as Weiner (1984) points out, attributional search is not indiscriminately displayed in all situations, for this would place great cognitive strain on the individual. Rather, causal searches are more prominent in the case of unexpected outcomes that do not conform with the ‘scripts’ of what are seen as normal events and situations (e.g. failure when success was anticipated or unfulfilled desires); it seems reasonable to assume, then, that differences in the *prior knowledge about scripted events* will also cause individual differences in the attribution process.

2.4.2 Self-concept beliefs

Self-concept beliefs include one’s established level of *self-confidence/self-efficacy*, *self-competence*, and *self-worth* in different domains, also influence the result of postactional evaluation. Learners with relatively high self-perceptions handle occasional failures much better than learners with low self-worth beliefs in that they tend to heighten and sustain effort in the face of failure, while mobilizing new strategies to tackle the task. Confident learners are also less likely to engage in debilitating self-analysis rather than maintaining a task focus. It needs little justification that the individual’s *prior performance history* plays an important role in shaping these self-beliefs. So far we have concentrated on the learner-internal factors affecting postactional evaluation. (p.61)

The other two motivational influences are the quality and quantity of evaluational or attributional cues and feedback, action versus state orientation.

2.5 A critical analysis of EAP courses for tertiary level students

Regarding the EAP education at private universities in Bangladesh, the EAP course helps the tertiary level students to develop their fluency in listening, speaking, reading, and writing both in and outside the classroom. Learners at tertiary level are perplexed when they discover that they have to produce a substantial amount of written artifacts for their study. Most private universities in Bangladesh offer English courses which are supposed to meet the required language needs of the students of various disciplines. 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.

What we have found in the existing body of knowledge in this field is that 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 view the issues mentioned above in a blended format.

Chapter Three: Research Methodology

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, literature review and observation checklist have been applied as tools and methods for data collection. Three survey questionnaires were used to conduct this study. Creswell (2008) suggests survey design for measuring attitudes, beliefs and opinions in educational research, as it is the most popular form of collecting information from a large population.

3.1 Sources of data

This study was conducted through survey method based on primary and secondary data. The data were collected through literature review, classroom teaching observation, and interview through questionnaire with the teachers and students of effective teaching and learning 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.

3.2 Sampling

Participants in the project are six teachers and sixty students from three different private universities in Dhaka city. I have conducted a survey questionnaire among 30 students of fresher in three different private universities to take their first hand experience about the strengths, weaknesses of English before learning EAP in a motivated way. Besides, I have taken another survey among 30 students of three different universities to know how motivational teaching and learning techniques of EAP effects the university performances.

3.3 Data collection tools

Survey instrument was supplied to EAP teachers to obtain information about motivational teaching and classroom performance of the teacher. Teachers` teaching skill is 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 four research instruments through the opinion of my supervisor

1. Questionnaire for teachers
2. Questionnaire for students before EAP
3. Questionnaire for students after EAP
4. Interview both teachers and students of EAP program

3.4 Methods of data analysis

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

3.5 Participants and Settings

Table 1: Demographics of the Participants

Serial no	Demographic Variables		Number of Participants
1.	Teachers	EAP	03
		NON EAP	03
2.	Students before EAP		30
3.	Students after EAP		30
4.	Universities		3

3.6 Motivational Teaching and Learning Techniques at a glance

Through my reading of books and journals and both teachers` and students` interview, I have selected thirty motivational teaching and learning techniques for EAP courses. There are a total of thirty motivational teaching and learning techniques which can be grouped into 4 categories.

A. Teaching Style

1. Lecturing
2. Group Discussion
3. Question & Answer
4. Independent Work

5. Group/Pair-work

B. Activity /Task type

6. Reading comprehension

7. Writing

8. Speaking

9. Listening to Students

10. Presentations

11. Board work

12. Instructions

13. Queries

14. Feedback

C. Lesson Clarity/ Effectiveness Indicators

15. Providing Students with an advanced organizer that places lesson content in perspective

16. Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)

17. Giving directives slowly & distinctly checks for understanding along the way

18. Knowing students' ability level and proceeds at or slightly above their current level of functioning

19. Using examples, illustrations or demo`s to explain and clarify content in text and workbook

20. Providing review or summary

D. Other motivational Teaching Learning Techniques

21. Creating an English Environment

22. Two way Communication
23. Friendly environment
24. Library facility
25. Arranging study tours
26. Using of Multimedia
27. Using of Mnemonic
28. Punctuality of a teacher
29. Working with contemporary social networks
30. Avoiding Biasness

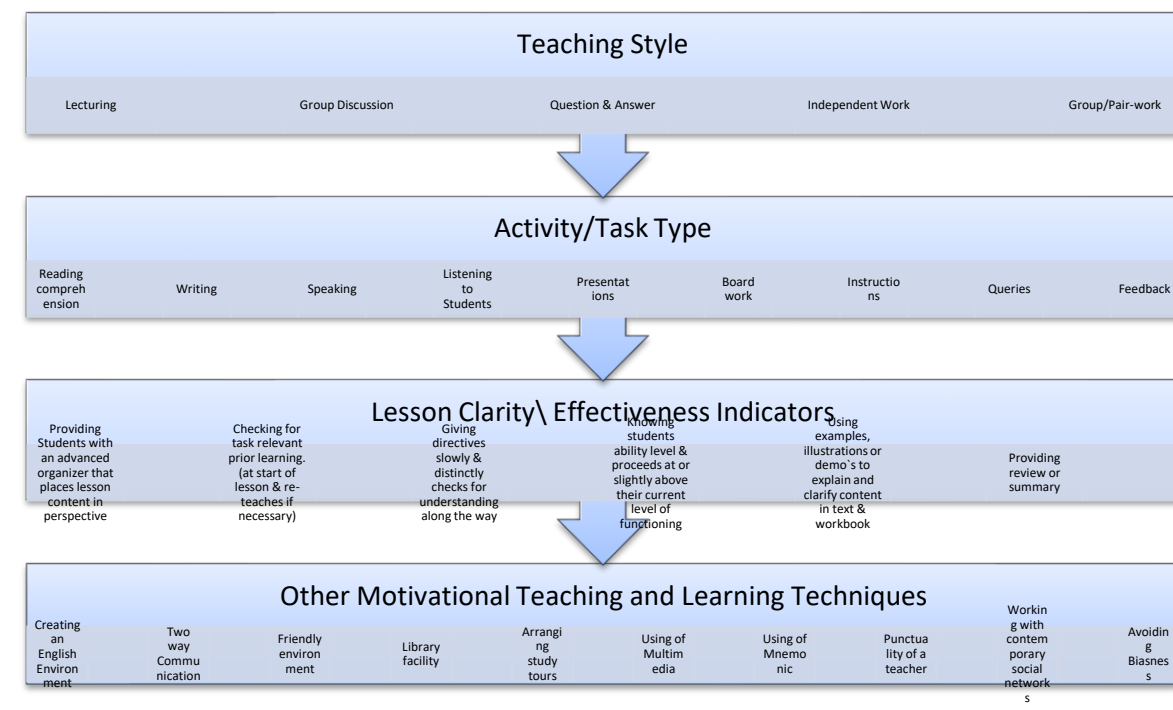


Figure 1: The motivational teaching and learning techniques for EAP courses at a glance

Chapter Four: Data Presentation and Analysis

This chapter deals with the presentation and interpretation of the findings of the present study. The data is collected through interview both teachers and students, teachers' survey questionnaire and students' survey questionnaire. Relevant data has been presented in the charts and then narrative description has been presented in the text in a quantitative manner.

4.1 Results of the survey on EAP and NON EAP Teachers

In my survey the items of Teachers' Questionnaire are

1. Judge the effectiveness of motivational teaching and learning techniques for EAP courses.
2. The direct response of teachers about more techniques that teachers might use.
3. The most used motivational teaching and learning techniques for EAP courses.
4. The limitations that debilitate teachers to use motivational teaching techniques.
5. The additional thought of teachers regarding motivational teaching and learning techniques for EAP courses.

Table 2: Teachers' response about the effectiveness of motivational teaching and learning techniques

SI No.	Motivational Teaching and Learning Techniques of EAP	Is this Technique Effective?		Tally
		<u>Yes</u>	<u>No</u>	
	Teaching Style			
1.	Lecturing	3	3	III
2.	Group Discussion	6		IIII
3.	Question & Answer	5	1	IIII
4.	Independent Work	6		IIII
5.	Group/Pair-work	6		IIII
	Activity /Task type			
6.	Reading comprehension	6		IIII

7.	Writing	6		IIII
8.	Speaking	6		IIII
9.	Listening to Students	6		IIII
10.	Presentations	6		IIII
11.	Board work	4	2	III
12.	Instructions	6		IIII
13.	Queries	6		IIII
14.	Feedback	6		IIII
	Lesson Clarity/ Effectiveness Indicators			
15.	Providing Students with an advanced organizer that places lesson content in perspective	5	1	IIII
16.	Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)	6		IIII
17.	Giving directives slowly & distinctly checks for understanding along the way	6		IIII
18.	Knowing students ability level & proceeds at or slightly above their current level of functioning	6		IIII
19.	Using examples, illustrations or demo`s to explain and clarify content in text & workbook	6		IIII
20.	Providing review or summary	6		IIII
	Other motivational Teaching and Learning Techniques			
21.	Creating an English Environment	6		IIII
22.	Two way Communication	6		IIII
23.	Friendly environment	5	1	IIII
24.	Library facility	5	1	IIII
25.	Arranging study tours	5	1	IIII
26.	Using of Multimedia	6		IIII
27.	Using of Mnemonic	6		IIII

28.	Punctuality of a teacher	5	1	IIII
29.	Working with contemporary social networks	6		IIIII
30.	Avoiding Biasness	6		IIIII

From table 2 it emerges that to some extent a wide variety of tasks, activities, teaching styles, effectiveness indicators and other techniques were selected to get effective motivational teaching and learning techniques from three different private university teachers. Conspicuously, most of the techniques deemed effective for the EAP students selected by the teachers. According to the teachers, group discussion, independent work, pair-work, reading comprehension, writing, speaking, listening to students, presentations, instructions, queries, feedback, providing students with an advanced organizer that places lesson content in perspective, checking for task relevant prior learning (at start of lesson and re-teaches if necessary), giving directives slowly and distinctly checks for understanding along the way, knowing students ability level and proceeds at or slightly above their current level of functioning, using examples, illustrations or demo's to explain and clarify content in text & workbook, providing review or summary, creating an English environment, two way communication, using of multimedia, using of mnemonic, working with contemporary social networks and avoiding biasness were the most effective techniques. On the other hand, first lecturing and then board work were the most ineffective techniques for EAP learners. Question and answer, friendly environment, library facility, arranging study tours, punctuality of a teacher were also ineffective to some extent for EAP students.

Table 3: Judge the effectiveness of motivational teaching and learning techniques for EAP courses

SI No.	Motivational Teaching and Learning Techniques for EAP Courses	Extremely Important 5	Very Important 4	Important 3	Less Important 2	Not Important 1	Total	% (Average)
	Teaching Style							
1.	Lecturing		4+4+4	3+3		1	19	63.33

2.	Group Discussion	5+5	4+4+4+4				26	86.67
3.	Question & Answer	5		3+3+3+3	2		19	63.33
4.	Independent Work	5	4	3+3	2+2		19	63.33
5.	Group/Pair-work	5+5	4+4+4+4				26	86.67
	Activity /Task type							
6.	Reading comprehension	5+5	4+4+4	3			25	83.33
7.	Writing	5+5+5+5+5+5					30	100
8.	Speaking	5+5+5+5	4	3			27	90
9.	Listening to Students	5+5+5	4+4+4				27	90
10.	Presentations	5+5+5+5	4+4				28	93.33
11.	Board work		4+4+4	3+3+3			21	70
12.	Instructions	5+5	4+4	3+3			24	80
13.	Queries	5	4+4+4	3+3			23	76.67
14.	Feedback	5+5+5+5+5	4				29	96.67
	Lesson Clarity/ Effectiveness Indicators							
15.	Providing Students with an advanced	5+5	4+4	3+3			24	80

	organizer that places lesson content in perspective							
16.	Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)		4+4+4+4		2+2		20	66.67
17.	Giving directives slowly & distinctly checks for understanding along the way	5+5+5	4+4	3			26	86.67
18.	Knowing students ability level & proceeds at or slightly above their current level of functioning	5+5+5	4	3+3			25	83.33
19.	Using examples, illustrations or demo`s to explain and clarify content	5+5+5+5+5	4				29	96.67

	in text & workbook							
20.	Providing review or summary	5	4	3+3+3	2		20	66.67
	Other motivational Teaching Learning Techniques							
21.	Creating an English Environment	5+5+5	4+4+4				27	90
22.	Two way Communicatio n	5+5+5+5+5	4				29	96.67
23.	Friendly environment	5+5+5+5	4	3			27	90
24.	Library facility		4+4+4	3	2+2		19	63.33
25.	Arranging study tours		4	3+3+3	2+2		17	56.67
26.	Using of Multimedia	5+5+5	4	3	2		24	80
27.	Using of Mnemonic	5	4	3+3+3+3			21	70
28.	Punctuality of a teacher	5+5	4+4+4	3			25	83.33
29.	Working with contemporary social networks	5+5	4	3+3+3			23	76.67
30.	Avoiding Biasness	5+5+5	4	3+3			25	83.33

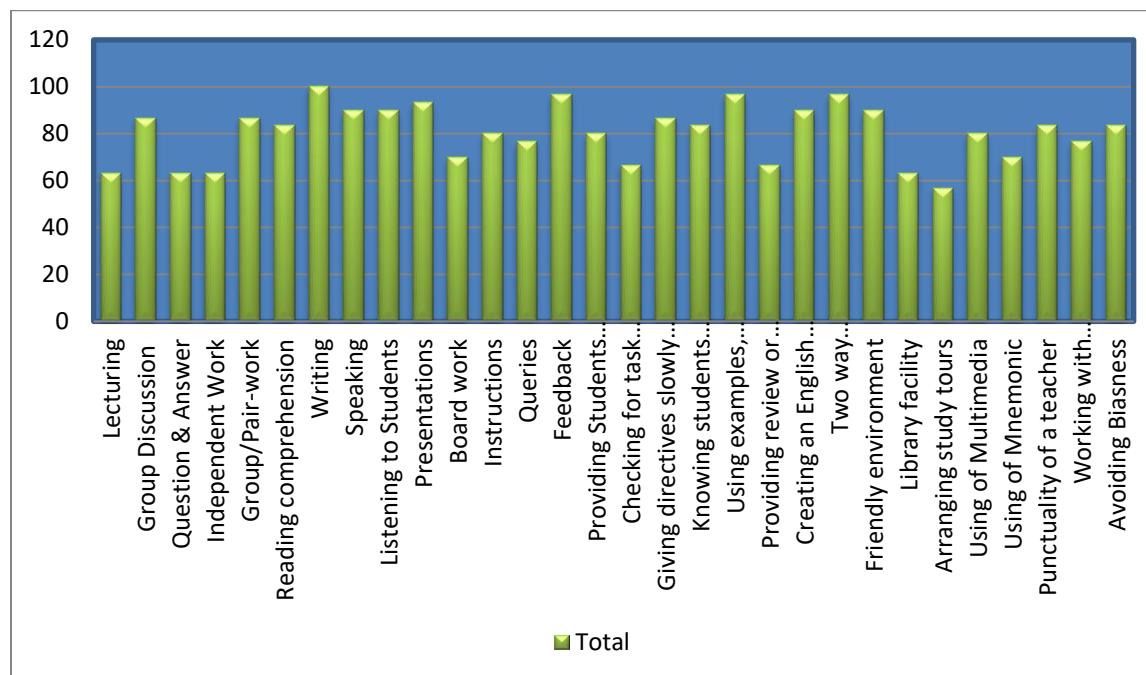


Figure 2 : The effective motivational teaching and learning techniques

Table 3 shows the percentage of most effective motivational teaching and learning techniques. The highest effective motivational teaching and learning technique was writing (100%) according to the selection of teachers. The 2nd highest three techniques were two way communication, feedback and use examples, illustrations and demos` to clarify the content and the percentage was 96.67%. Third selected effective motivational teaching and learning technique was presentations and the percentage was 93.33% .

The response of the teachers show that they thought the most effective motivational teaching and learning technique is firstly writing, secondly, two way communication, feedback and use examples, illustrations and demo`s, then presentations. I don`t here mention the percentage of other motivational teaching and learning techniques. They are shown in the table and their percentage rate is lower than the above mentioned five motivational techniques. According to the selection of teachers, gradually writing, two way communication, feedback, use examples, illustrations and demo`s, and presentations are the most effective teaching and learning techniques for EAP courses.

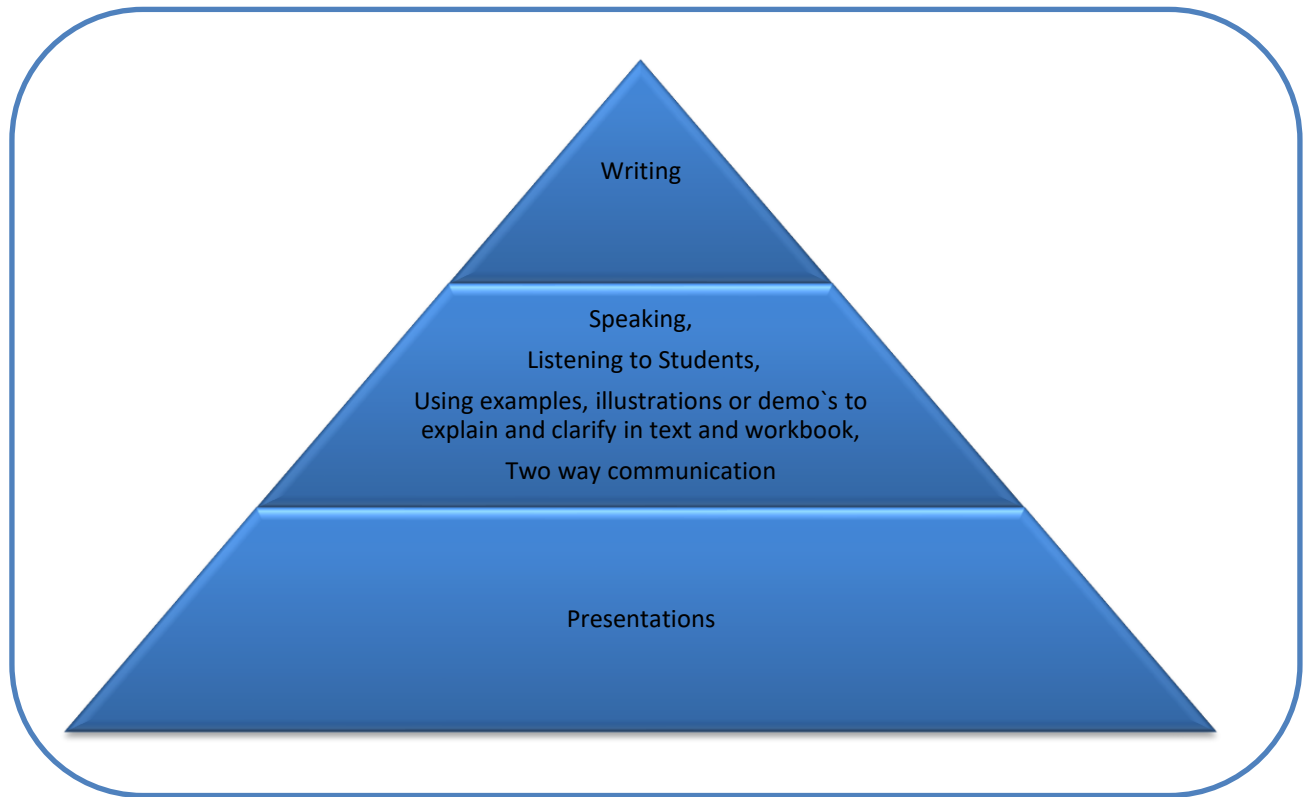


Figure 3: The first three rank of most effective techniques

Table 4: The direct response of teachers about more techniques that teachers might use

SI No.	Motivational Teaching and Learning Techniques Of EAP	Extremely Important 3	Very Important 2	Important 1
1.	Making students aware about their need of learning.		2	
2.	Making students responsible for their work.		2	

3.	Avoiding being judgmental and encouraging students with positive feedback.	3		
4.	Arrange class-room debate			1
5.	Arrange performance based reward(bonus assessments)		2	
6.	Bring some successful celebrity or public figure who will share her/his story			1
7.	Arrange workshop sessions where students actively participate in creating a written piece for the course and which also require reading, speaking through presentation.	3		

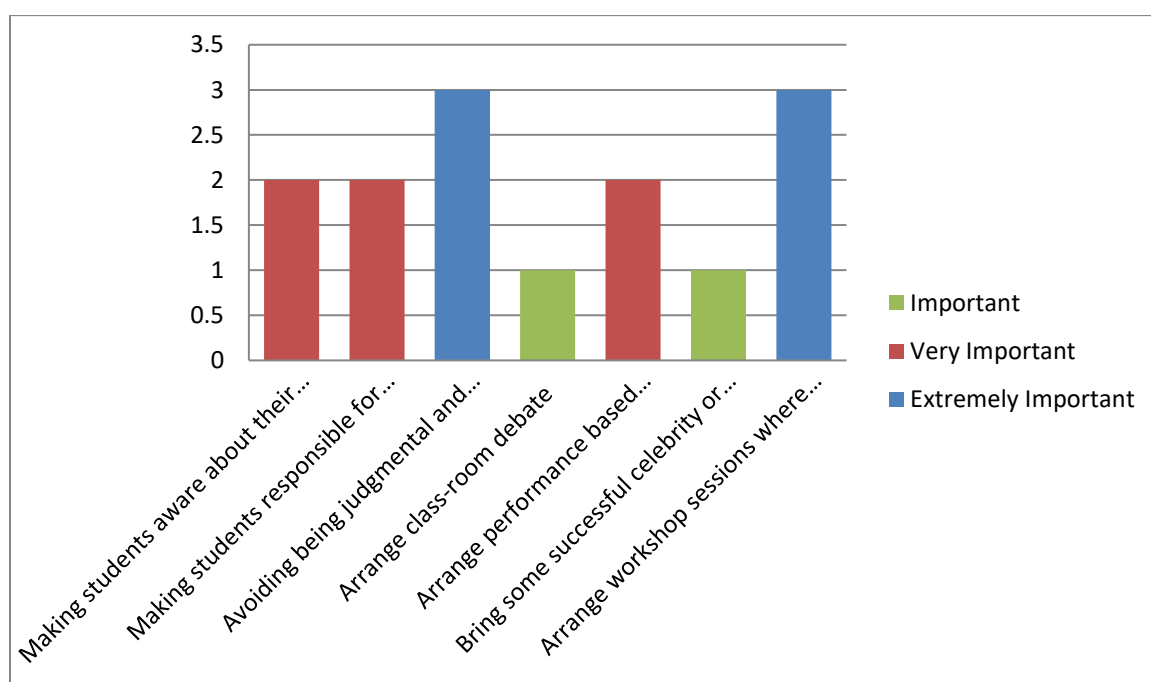


Figure 4: More techniques that teachers might use

The question asked the teachers whether they had any suggestions of more motivational techniques for EAP courses. I summarized their suggestions into structured answers. Among them the

strongly important suggestions were avoiding being judgmental and encouraging students with positive feedback and arrange workshop sessions where students actively participate in creating a written piece for the course and which also require reading, speaking through presentation, secondly the very important suggestions were arrange performance based reward (bonus assessments), making students aware about their need of learning, and making students responsible for their work and finally the important suggestions were arrange classroom debate and bring some successful celebrity or public figure who will share her/his story. Thus, teachers suggest the need for more motivational teaching and learning techniques for EAP courses.

Which techniques do you think teachers use the most?

The forth question asked the teachers to rank the used motivational teaching and learning techniques for EAP courses as there belongs a difference between the most effective and the most in use motivational teaching and learning techniques.

Table 5: The most used motivational teaching and learning techniques for EAP courses

SI No.	Motivational Teaching and Learning Techniques Of EAP	Very Highly Used	Highly Used	Moderately Used	Less Used	Rarely Used	Total	%(Average)
	Teaching Style							
1.	Lecturing	5+5+5					15	50
2.	Group Discussion		4		2+2		8	26.67
3.	Question & Answer		4	3+3			10	33.33
4.	Independent Work	5		3	2		10	33.33
5.	Group/Pair-work		4	3	2		9	30
	Activity /Task type							

6.	Reading comprehension		4	3+3			10	33.33
7.	Writing	5	4	3			12	40
8.	Speaking		4	3+3			10	33.33
9.	Listening to Students			3	2+2		7	23.33
10.	Presentations		4	3+3			10	33.33
11.	Board work		4		2+2		8	26.67
12.	Instructions	5	4	3			12	40
13.	Queries		4	3	2		9	30
14.	Feedback		4	3	2		9	30
	Lesson Clarity/ Effectiveness Indicators							
15.	Providing Students with an advanced organizer that places lesson content in perspective		5	3	2		10	33.33
16.	Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)		4	3	2		9	30
17.	Giving directives slowly &		4+4	3			11	36.67

	distinctly checks for understanding along the way							
18.	Knowing students ability level & proceeds at or slightly above their current level of functioning			3+3		1	7	23.33
19.	Using examples, illustrations or demo's to explain and clarify content in text & workbook	5		3	2		10	33.33
20.	Providing review or summary		4+4		2		10	33.33
	Other motivational Teaching and Learning Techniques							
21.	Creating an English Environment		4+4	3			11	36.67
22.	Two way Communication		4		2+2		8	26.67
23.	Friendly environment			3+3	2		8	26.67
24.	Library facility		4+4			1	9	30
25.	Arranging study tours				2+2	1	5	16.67

26.	Using of Multimedia		4	3	2		9	30
27.	Using of Mnemonic			3		1+1	5	16.67
28.	Punctuality of a teacher	5	4	3			12	40
29.	Working with contemporary social networks		4+4			1	9	30
30.	Avoiding Biasness		4+4+4				12	40

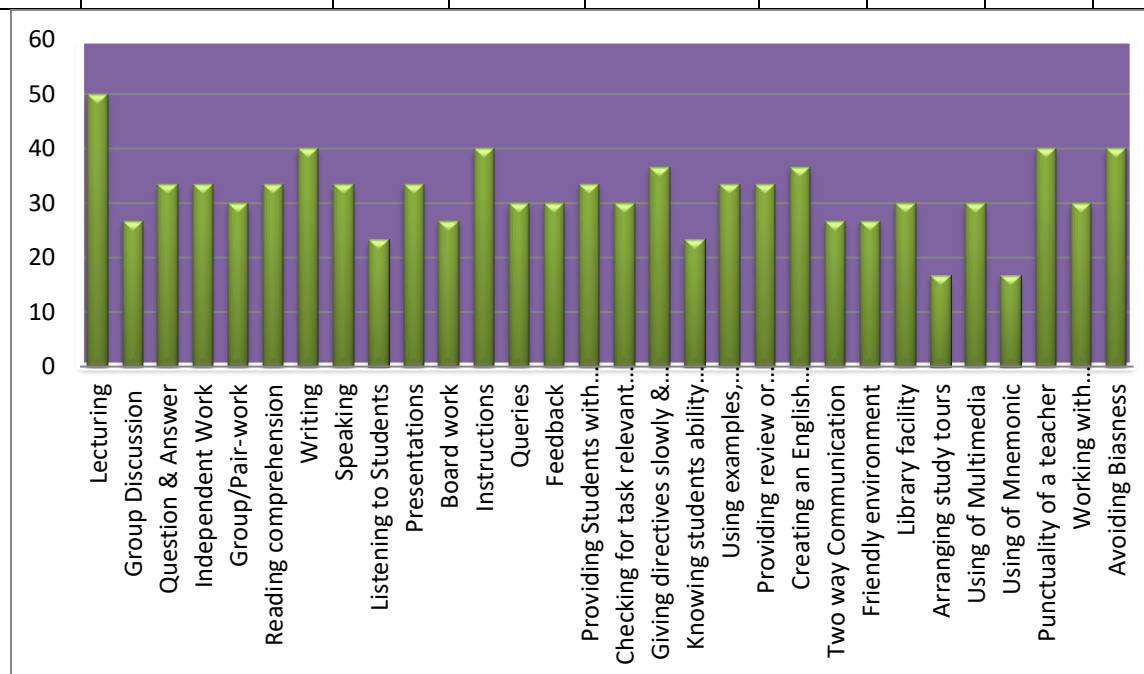


Figure 5: The used motivational teaching and learning techniques

The answers show that the most used five motivational teaching and learning techniques for EAP courses were gradually lecturing, writing, instructions, punctuality of a teacher and avoiding biasness. From table 2 we found that all these techniques were not the most effective techniques. In next table I will show the difference between most effective and most in use techniques. If the teachers use the most effective techniques to teach the EAP courses, it will be helpful for the students.

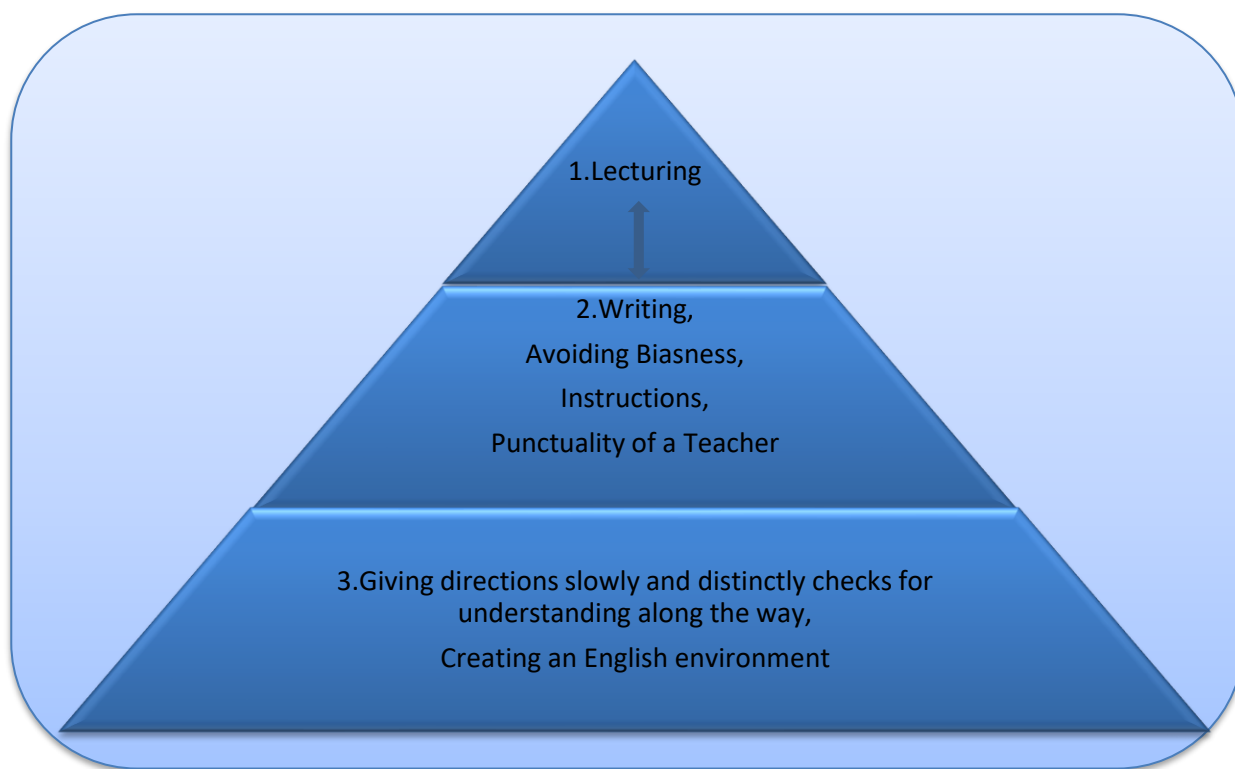


Figure 6: The first three rank of most used motivational teaching and learning techniques for EAP courses

4.2 Table 6: Difference between the most effective and the most used techniques

The Most Effective Techniques	Ranking	The Most Used Techniques
<i>Writing</i>	<i>1</i>	<i>Lecturing</i>
(i) <i>Using examples, illustrations or demo's to explain and clarify content in text and workbook</i> (ii) <i>Feedback</i> (iii) <i>Two way communication</i>	<i>2</i>	(i) <i>Writing</i> (ii) <i>Avoiding Biasness</i> (iii) <i>Instructions</i> (iv) <i>Punctuality of a Teacher</i>
<i>Presentations</i>	<i>3</i>	(i) <i>Giving directions slowly and distinctly checks for understanding along the way</i> (ii) <i>Creating an English environment</i>

<p>(i) <i>Listening to Students</i></p> <p>(ii) <i>Speaking</i></p> <p>(iii) <i>Creating an English environment</i></p> <p>(iv) <i>Friendly environment</i></p>	4	<p>(i) <i>Question and Answer</i></p> <p>(ii) <i>Independent Work</i></p> <p>(iii) <i>Reading Comprehension</i></p> <p>(iv) <i>Speaking</i></p> <p>(v) <i>Presentations</i></p> <p>(vi) <i>Providing Students with an advanced organizer that places lesson content in perspective</i></p> <p>(vii) <i>Using examples, illustrations or demo's to explain and clarify content in text and workbook</i></p> <p>(viii) <i>Providing review or summary</i></p>
<p>(i) <i>Group discussion</i></p> <p>(ii) <i>Giving directions slowly and distinctly checks for understanding along the way</i></p> <p>(iii) <i>Group/ Pair work</i></p>	5	<p>(i) <i>Group/Pair work</i></p> <p>(ii) <i>Queries</i></p> <p>(iii) <i>feedback</i></p> <p>(iv) <i>Checking for task relevant prior learning (at start of lesson and reteaches if necessary)</i></p> <p>(v) <i>Library facility</i></p> <p>(vi) <i>Using of Multimedia</i></p> <p>(vii) <i>Working with contemporary social networks</i></p>
<p>(i) <i>Knowing Students ability level and proceeds at or slightly above their current level of functioning</i></p> <p>(ii) <i>Reading comprehension</i></p> <p>(iii) <i>Punctuality of a Teacher</i></p> <p>(iv) <i>Avoiding Biasness</i></p>	6	<p>(i) <i>Group discussion</i></p> <p>(ii) <i>Board Work</i></p> <p>(iii) <i>Two way communication</i></p> <p>(iv) <i>Friendly environment</i></p>
<p>(i) <i>Instructions</i></p> <p>(ii) <i>Providing Students with an advanced organizer that places lesson content in perspective</i></p>	7	<p>(i) <i>Listening to Students</i></p> <p>(ii) <i>Knowing Students ability level and proceeds at or slightly above their current level of functioning</i></p>

<i>(iii) Using of Multimedia</i>		
<i>(i) Queries</i> <i>(ii) Working with contemporary social networks</i>	8	<i>(i) Arranging study tours</i> <i>(ii) Using of mnemonic</i>
<i>(i) Board-work</i> <i>(ii) Using of mnemonic</i>	9	N/A
<i>(i) Checking for task relevant prior learning (at start of lesson and reteaches if necessary)</i> <i>(ii) Providing review or summary</i>	10	N/A
<i>(i) Lecturing</i> <i>(ii) Question and Answer</i> <i>(iii) Independent Work</i> <i>(iv) Library Facility</i>	11	N/A
<i>Arranging study tours</i>	12	N/A

Findings from the Ranking

- The findings reveal that writing is the most effective techniques whereas lecturing is the most used techniques.
- The findings of the research indicate that the second highest most effective techniques are using examples, illustrations or demo`s to explain and clarify content in text and workbook, feedback and two way communication whereas writing, avoiding biasness, instructions and punctuality of a Teacher are the second highest most used techniques.
- It has been found from the study that the third highest most effective techniques are presentations whereas giving directions slowly and distinctly checks for understanding along the way and creating an English environment are the third highest most used techniques.
- In the fourth rank the most effective motivational teaching and learning techniques are listening to Students, speaking, creating an English environment and friendly environment whereas question and answer, independent work, reading comprehension, speaking, presentations, providing Students with an advanced organizer that places lesson content in perspective, using

examples, illustrations or demo`s to explain and clarify content in text and workbook and providing review or summary are the most used motivational teaching and learning techniques.

- In the fifth rank the most effective motivational teaching and learning techniques are group discussion, giving directions slowly and distinctly checks for understanding along the way, group/ pair work whereas group/pair work, queries, feedback, checking for task relevant prior learning (at start of lesson and reteaches if necessary), library facility, using of multimedia and working with contemporary social networks are the most used motivational teaching and learning techniques. It has been noted from the study that group/pair work get the fifth rank in both most used and most effective techniques.
- In the sixth rank the most effective motivational teaching and learning techniques are knowing Students ability level and proceeds at or slightly above their current level of functioning, reading comprehension, punctuality of a Teacher and avoiding biasness whereas group discussion, board work, two way communication and friendly environment are the most used motivational teaching and learning techniques viewed by the teachers.
- In the seventh rank the most effective motivational teaching and learning techniques are instructions, providing Students with an advanced organizer that places lesson content in perspective and using of multimedia whereas listening to Students and knowing Students ability level and proceeds at or slightly above their current level of functioning are the most used motivational teaching and learning techniques.
- In the eighth rank the most effective motivational teaching and learning techniques are queries, and working with contemporary social networks and arranging study tours and using of mnemonic are the most used motivational teaching and learning techniques viewed by the teachers.
- In the ninth rank the most effective motivational teaching and learning techniques are board-work and using of mnemonic. In this rank there is no motivational teaching and learning techniques used by the teachers.
- In the tenth rank the most effective motivational teaching and learning techniques are checking for task relevant prior learning (at start of lesson and reteaches if necessary) and providing review or summary. In this rank there is no motivational teaching and learning techniques used by the teachers.
- In the rank of eleventh the most effective motivational teaching and learning techniques are lecturing which get the first rank in the most used techniques. Moreover, question and answer,

independent work and library facility get the eleventh rank. In this rank there is also no motivational teaching and learning techniques used by the teachers.

- In the rank of twelfth the most effective motivational teaching and learning techniques are arranging study tours. In this rank there is also no motivational teaching and learning techniques used by the teachers.

4.3 Table 7: The limitations that debilitate teachers to use motivational teaching techniques

SI No.	Opinion on Problems Faced in Using Motivational Teaching and Learning Techniques for EAP Courses	Extreme 5	High 4	Moderate 3	Less 2	Rare 1
1.	Lack of teaching aids, supplementary teaching materials and logistic supports(electronic media) a) Internet b) Multimedia c) Audio d) Special classroom facilities			3		
2.	Time consuming	5				
3.	Large number of students (not more than 25) in a classroom		4			
4.	Lack of trained teachers			3		
5.	Need infrastructural support			3		
6.	Unsuitable environment				2	
7.	Time constraint					1

8.	Students` poor quality			3		
9.	Lack of students` interest		4			
10.	Lack of commitment in both sides	5				

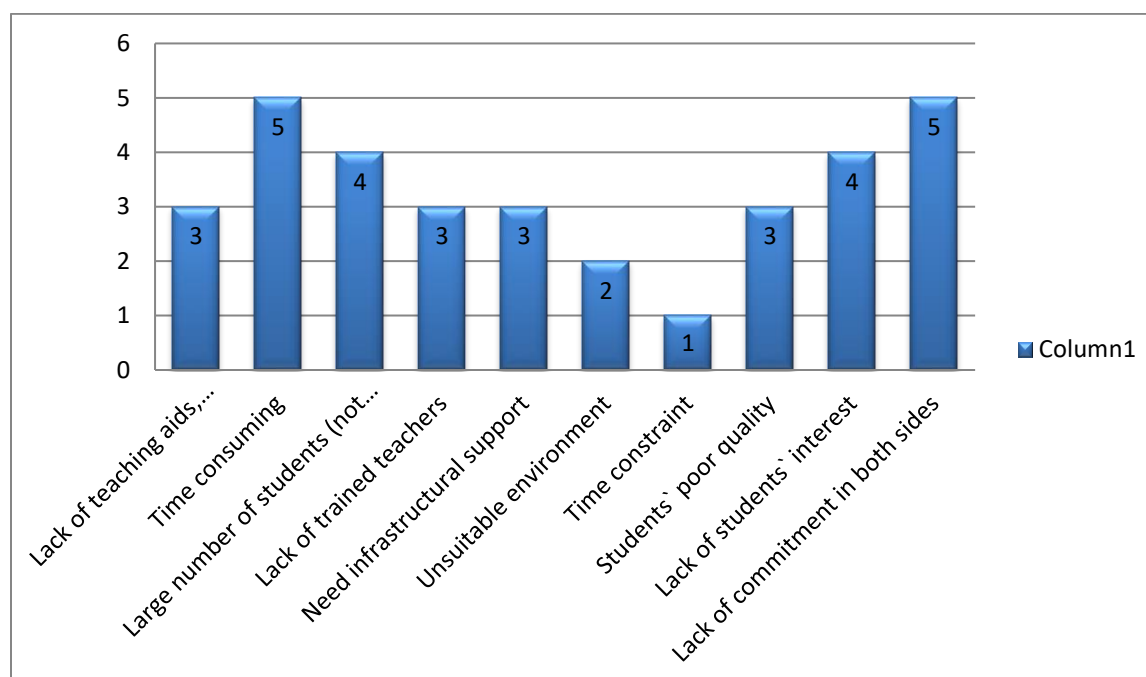


Figure 7: Opinion on problems faced in using motivational teaching and learning techniques for EAP courses

The question asked the teachers whether there had any limitations that debilitate teachers to use motivational teaching and learning techniques for 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 use motivational teaching techniques were unsuitable environment and finally the rare limitations were time constraint according to the Teachers.

4.4 Table 8: The suggestions of teachers regarding motivational teaching and learning techniques for EAP courses.

	Teachers' Suggestions	Number (N=6)	%(Approx)
A.	Incorporation of social media in teaching can be useful or incorporating virtual teaching techniques.	01	17%
B.	Thinking about students` anxiety level.	03	50%
C.	Creating interest in learning through interesting contents, tasks and feedback.	02	33%

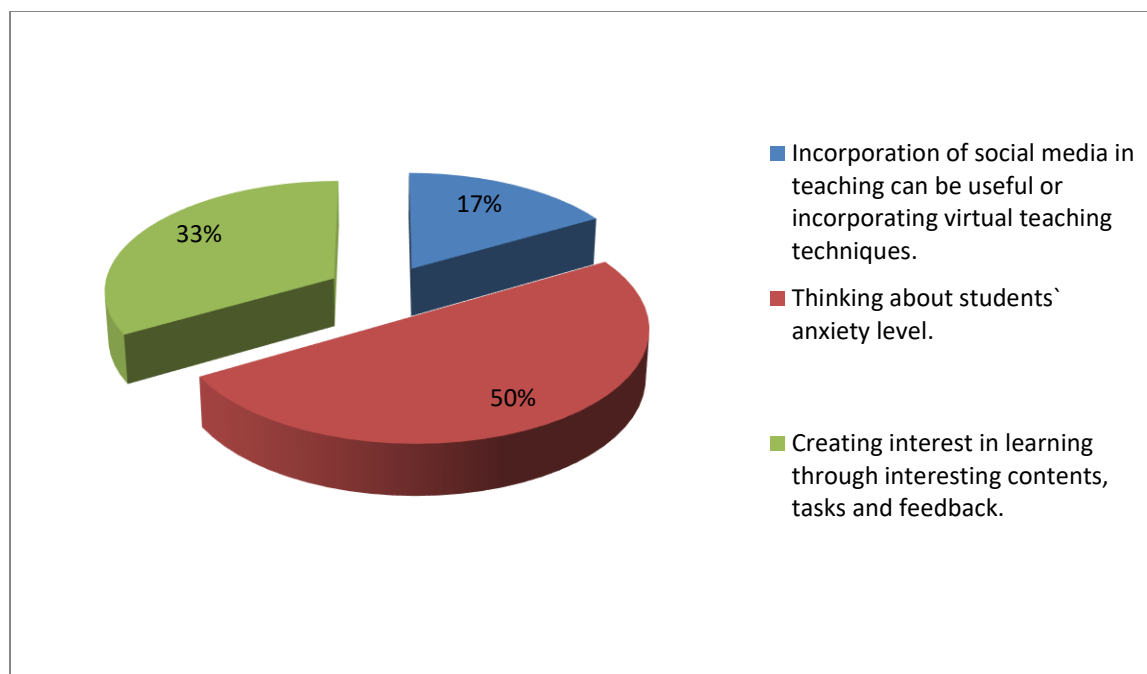


Figure 8: Suggestions of teachers regarding motivational teaching and learning techniques for EAP courses

Table 8 indicates, 50% teacher gave suggestions that to motivate students for EAP courses need teachers to think about students' anxiety level, 33% teacher gave suggestions that teaching through interesting contents, tasks and feedback is needed to motivate the EAP students whereas 17% teachers opined that incorporating virtual teaching techniques is needed to motivate them and get the effective result.

4.5 Results of the survey on the students who have not completed EAP courses

I have conducted a survey questionnaire among 30 students of fresher in three different private universities of Dhaka city in Bangladesh to take their firsthand experience about the strengths, and weaknesses of English before learning EAP in a motivated way. In order to show the results, I 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. Do you need EAP for good academic standing in your further studies?

The result of the survey question was:

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Motivational Teaching and Learning Techniques for EAP courses

Table 9

Question 1				
	North University	South Brac University	International University Bangladesh	Total
Yes	4	7	8	19
Partly	4	2	1	7
Not at all	2	1	1	4

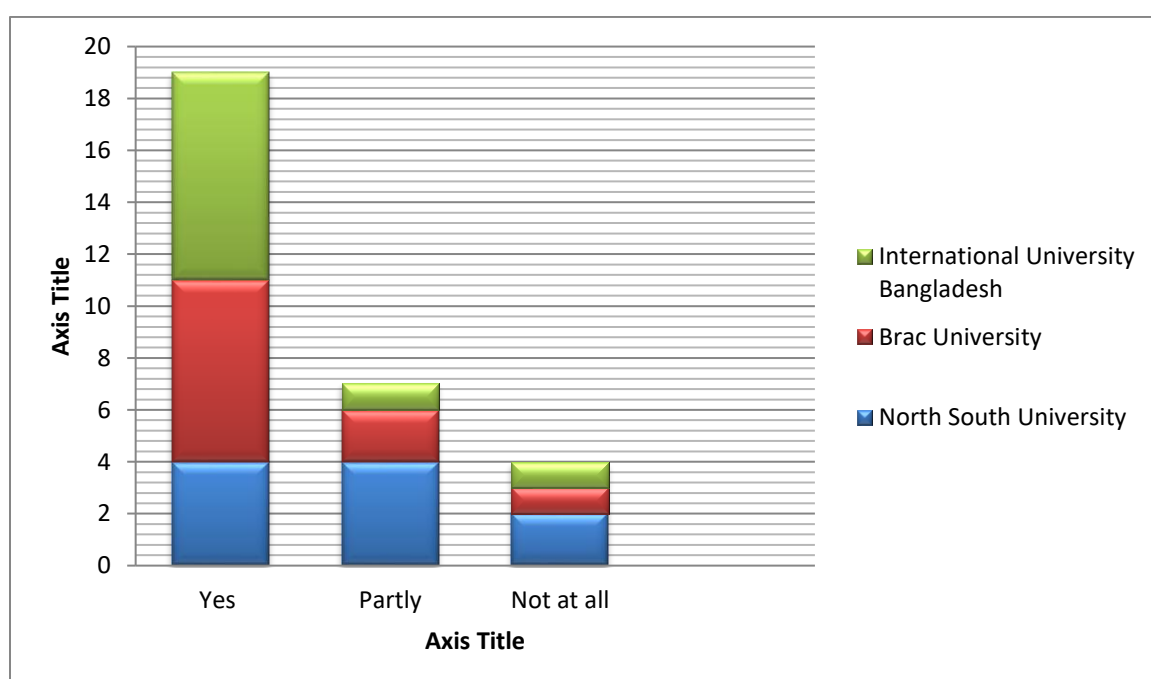


Figure 9: The need of EAP courses for good academic standing in further studies viewed by the students

Analysis

This chart shows the result 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.

The result of each answer is turned into 100 to bring out the result in percentage. Among 30 students, yes has been answered by 19 students, so among 100 students 'yes' has been answered by 63.33 students or .63% students. In the second option 'partly' has been answered by 7 students out of 30 students, after converting it into 100, I found that among 23.33 or .23% of students answered in this manner. In the third option not at all has been answered by 4 students out of 30 students, among 100 students not at all has been answered by 13.33 or .13% of students.

Therefore, after analyzing the answers of the first question I can come to the conclusion that more than 50% of students need EAP for good academic standing in their further studies. Most of the students are not prepared enough to continue their further academic studies without completing their EAP courses. Very few students need not do the EAP courses.

2. Why do you need it?

Table 10

Question 2					
	North University	South University	Brac University	International University Bangladesh	Total
I don't understand textbooks written in English	0		1	0	1
I can't write well in English	1		2	2	5
I don't understand lectures given in English	1		0	2	3
I can't present myself in English language	4		7	4	15
No need	4		0	2	6

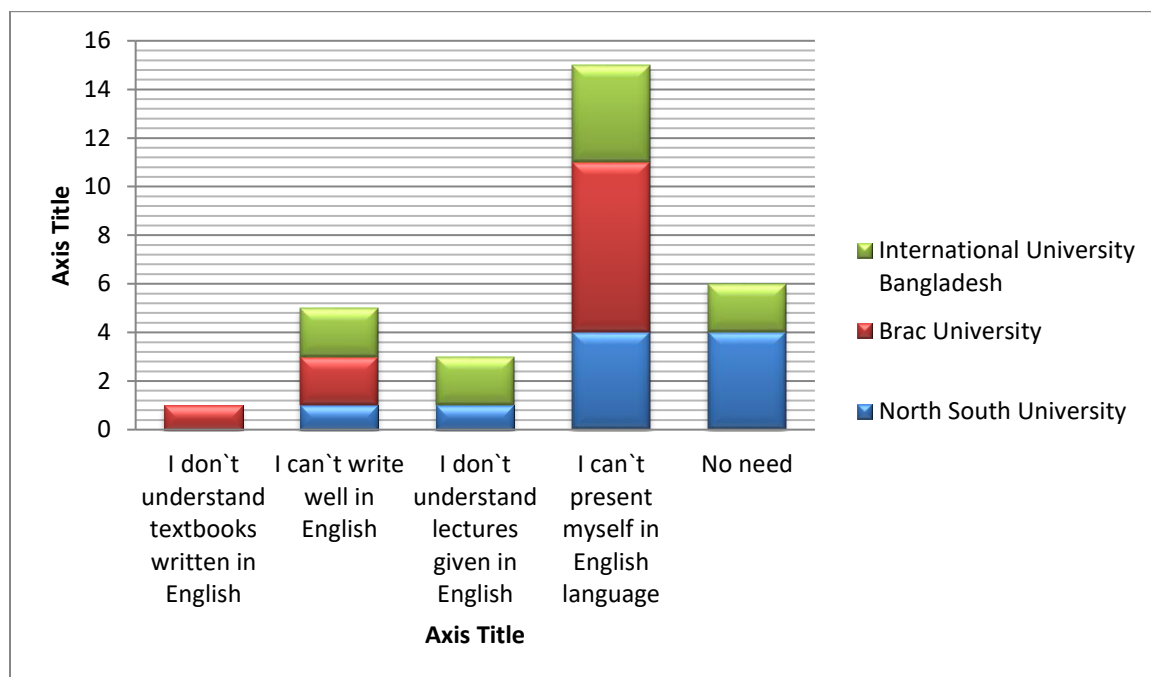


Figure 10: The reason of taking EAP courses viewed by the students

Analysis

In the second question, I found that fifteen students said that they need EAP courses because they can't present themselves in English language, three students need it as they don't understand lectures present in English, five students can't write well in English, and one student does not understand textbooks written in English, whereas only six students answered that they don't need these courses.

After converting the result among 100 students, I found that 80 out of 100 students need the EAP courses. Among them 50 out of 100 need the courses to present themselves in English language, 10% need it to understand class lectures, 16.66 % need the courses to know how to write answers in exam paper , and 3.33% students need the courses to understand textbooks written in English. 20 out of 100 answered that they don't need the EAP courses. Therefore, I can say that most of the students need the EAP courses for their further learning.

3. How much you need the EAP courses?

Table 11

Question 3				
	North South University	Brac University	Independent University Bangladesh	Total
Very much, I'm very weak, it's essential for me	2	0	1	3
I'm weak, it's important for me	2	0	1	3
I'm good but not enough; it's a good opportunity	3	4	7	14
Not much, I'm good enough yet I want to be better	0	4	0	4
I think I can do well even without it ; just formalities	3	2	1	6

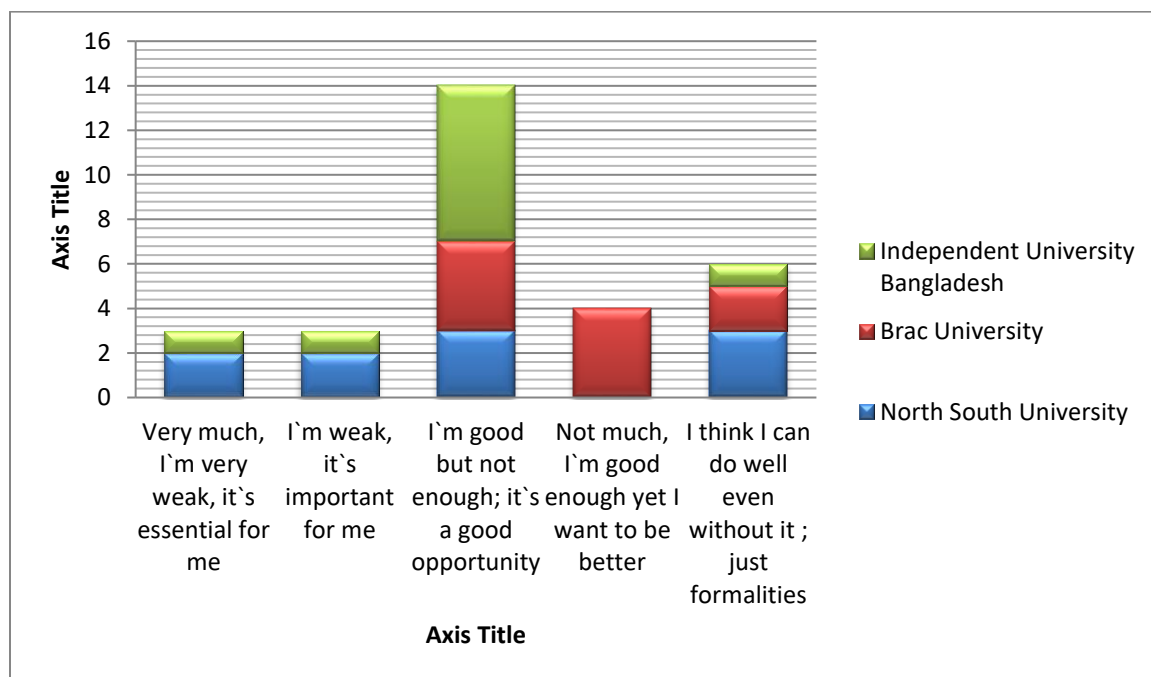


Figure 11: The importance of taking the courses viewed by the students

Analysis

The chart shows that among 30 students 14 of the students think that they are good but not enough and the EAP course will promote their ability, 3 of the students are very much weak, three of them answered that the course is important for them, four of the students answered that they are not much weak but they want to be better in English, whereas 6 of the students think that they can do well even without the courses and it's just a formality for them. After converting the result into 100, I found that 80% students expressed positive response towards this course and so I can say that the EAP courses will cultivate their ability to learn.

4. What do you expect from the course?

Table 12

Question 4				
	North South University	Brac University	Independent University Bangladesh	Total
I will be expert in English language	0	4	0	4
It will be excellent in academic and professional English	2	2	4	8
It will be just enough for my academic and professional life.	1	2	0	4
It will help me to understand academic English and deliver easily	2	0	4	6
It will enough to get me pass in exams	4	2	2	8
It will not help me in my life	1	0	0	1

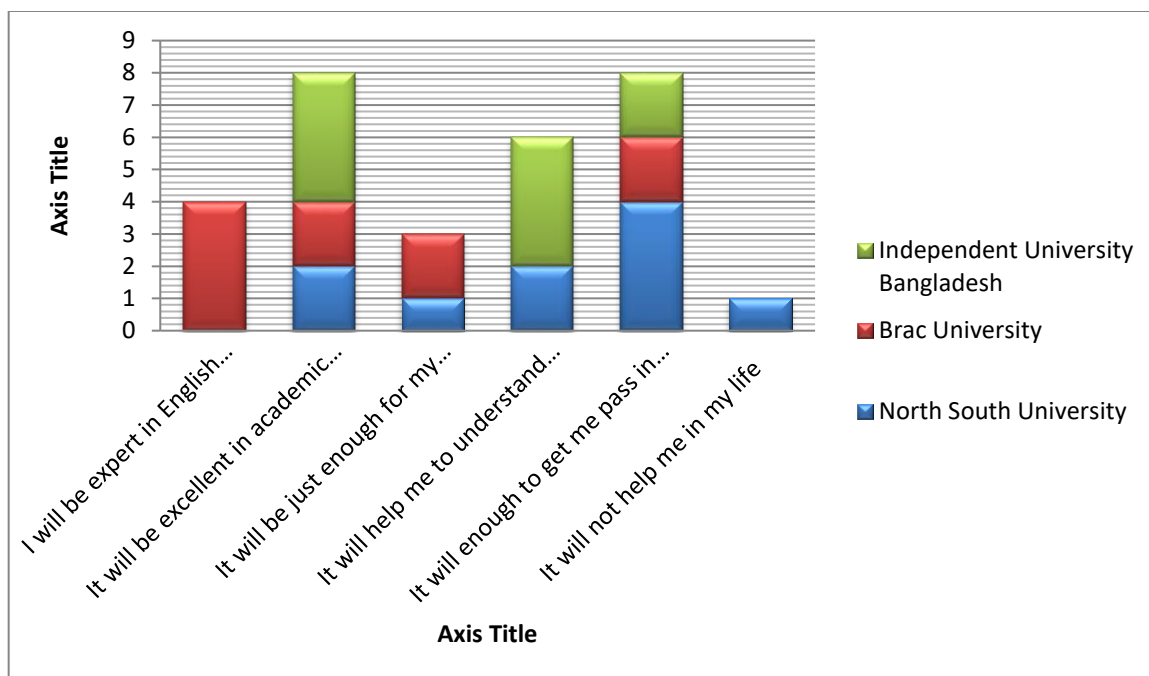


Figure 12: The demand from the courses viewed by the students

Analysis

In answering the question no.4, the students replied that they expect from the course a lot. However, among 30 students 29 of the students answered that they will be benefited in many ways, whereas one of the students said that it would not help him in his life, and after converting the result I found that 96.67 students among 100 answered that to some extent, they expect from the course a lot. Again, the answer of this question proves the reliability of the EAP course and its after effect.

5. Do you think if there is no EAP course in your syllabus, you will face problems to study your subject?

Table 13

Question 5				
	North South University	Brac University	Independent University Bangladesh	Total
Yes	4	8	6	18
Partly	4	1	2	7

Not at all	2	1	2	5
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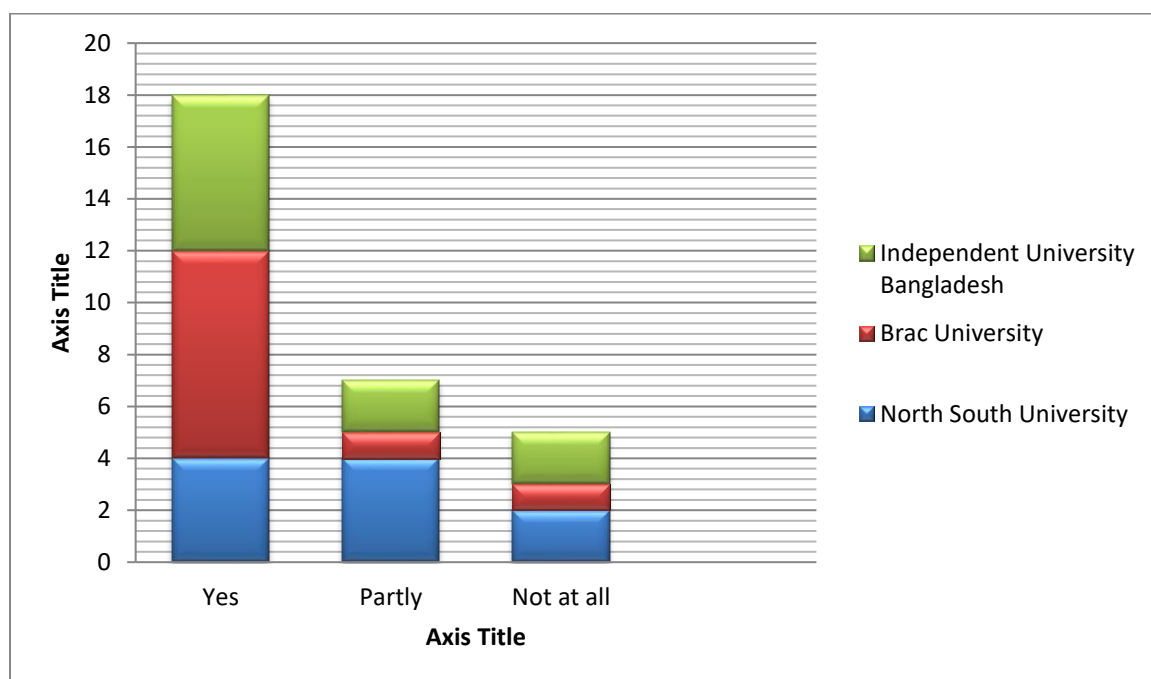


Figure 13: The response of the students if there is no EAP course in their syllabus

Analysis

While answering the question, 18 of the students replied that they will face problems if there is no EAP course in their syllabus, they will face problems to study their subject and 7 of the students will partly face problems to study their subject, whereas 5 of the students do not face any problem. After converting the result into 100 students, I found that 60% students think this EAP course will enhance their ability to study their subject. 23.33% students think if there will no EAP course they will partly face problems. On the other hand, I found that 16.66% students do not face any problem if there is no EAP course. Thus, the answer of the question again proves the EAP course will enhance their ability to study their subject.

6. Do you think this extra course will waste your valuable time?

Table 14

Question 6

	North University	South University	Brac University	Independent University Bangladesh	Total
Yes	2	0	0	1	3
A bit	2	0	3	2	7
No	6	0	7	7	20

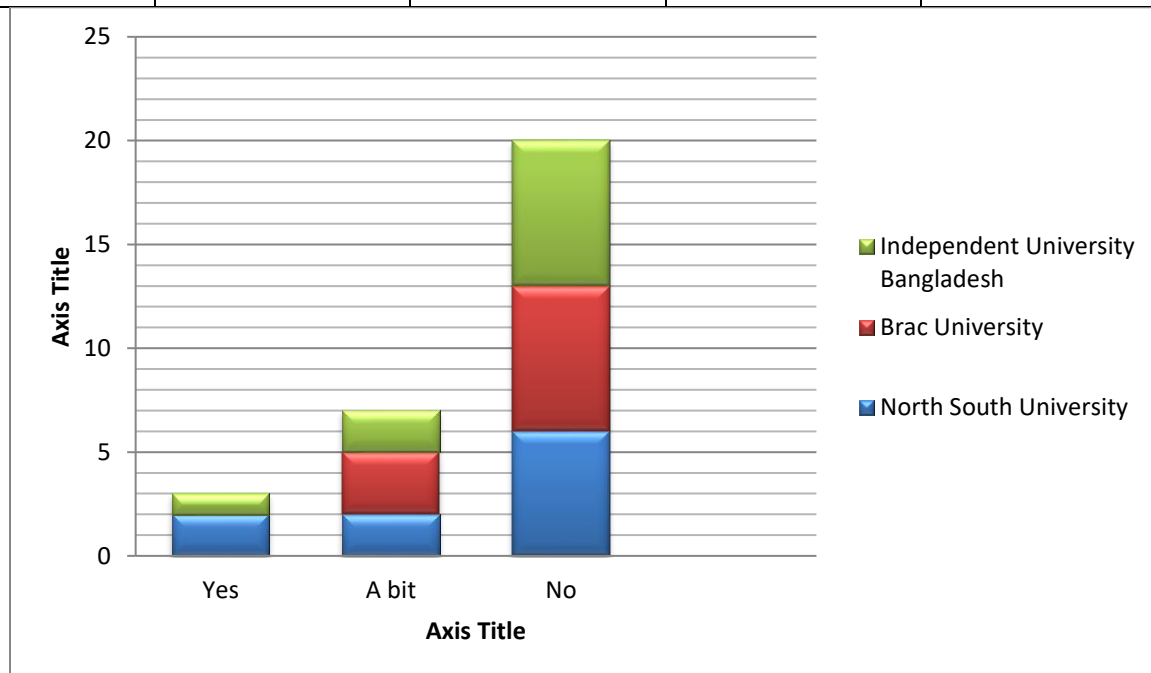


Figure 14: The thinking of the students about these extra EAP courses

Analysis

While responding question no. 6, 3 of the students replied that this extra course will not waste their time, 7 of the students replied this EAP course will partly waste their time, whereas 20 of the students replied that this extra course will not waste their valuable time, and after converting the result into 100, I found that 66.66 students out of 100 think that the EAP courses will not believe their valuable time, these courses are important for them.

7. Do you think the content and structure of EAP courses should be different for different disciplines students?

Table 15

Question 7				
	North South University	Brac University	Independent University Bangladesh	Total
Yes	2	1	1	5
Not so much, only different academic materials should be added	4	3	5	12
Not at all	4	6	4	14

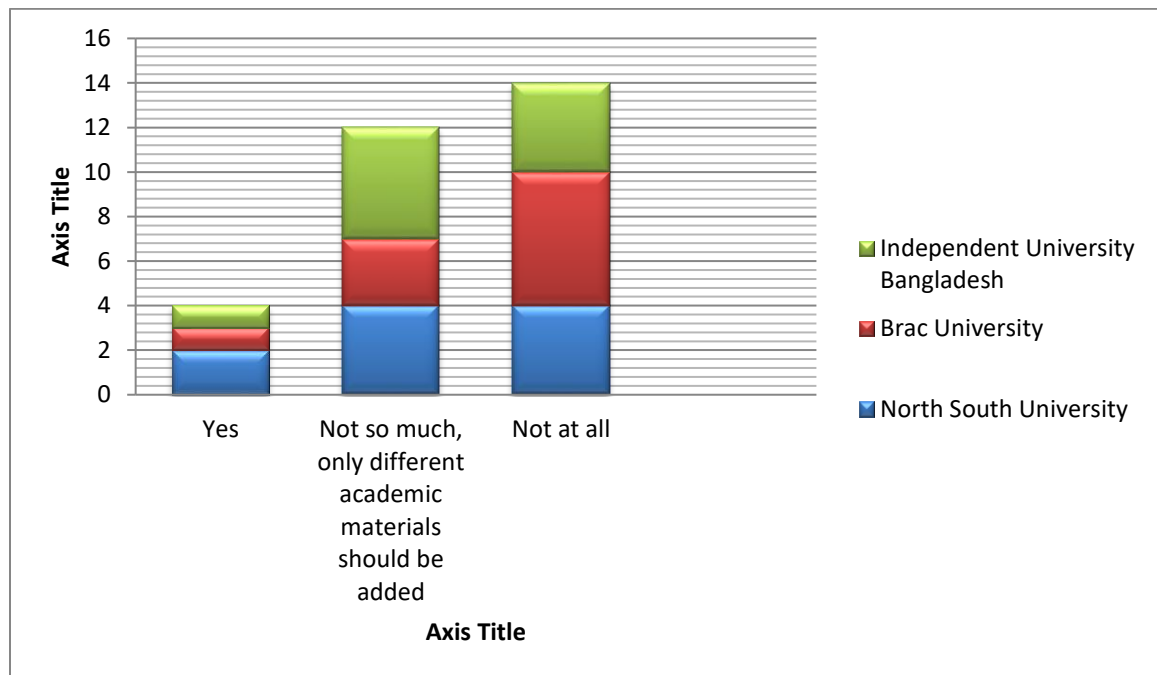


Figure 15: The response about the differentiation of content and structure of EAP courses for different disciplines viewed by the students

Analysis

In this graph, I found that only 5 of the students think that the EAP courses need modification, 12 of the students do not think of drastic modification, whereas 14 of the students do not think of modification for different disciplines students. After converting the result into 100, I found that 16.66% students said that modification is necessary for different disciplines students, the other 40% students do not think of drastic modification. On the other hand, 46.66% students do not think of modification for different disciplines students. For that reason, I can come to the point that as the students think that the EAP courses will cultivate or develop their ability to study their subject, it may not be necessary to change the content and structure for different disciplines students.

4.6 Results of the Survey on the students who have completed the EAP courses

At this point, the research aimed to focus on the results of doing EAP courses, basically to find out effects of motivational teaching and learning techniques for EAP courses on tertiary level students. I have conducted a survey questionnaire among 30 students who have already completed EAP courses in three different private universities of Dhaka city in Bangladesh to take their experience after learning EAP in a motivated way. In order to show the results, I 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. How was the EAP courses?

Table 16

Question 1				
	North South University	Brac University	Independent University Bangladesh	Total
Outstanding helped me immensely	3	2	3	8
Good, I learnt a lot	2	0	0	2
Good but not as much as I expected	3	5	2	10
OK. Perhaps good for some guys but not enough for me	1	1	2	4
Not so good, It was only for the very inefficient ones	1	2	3	6

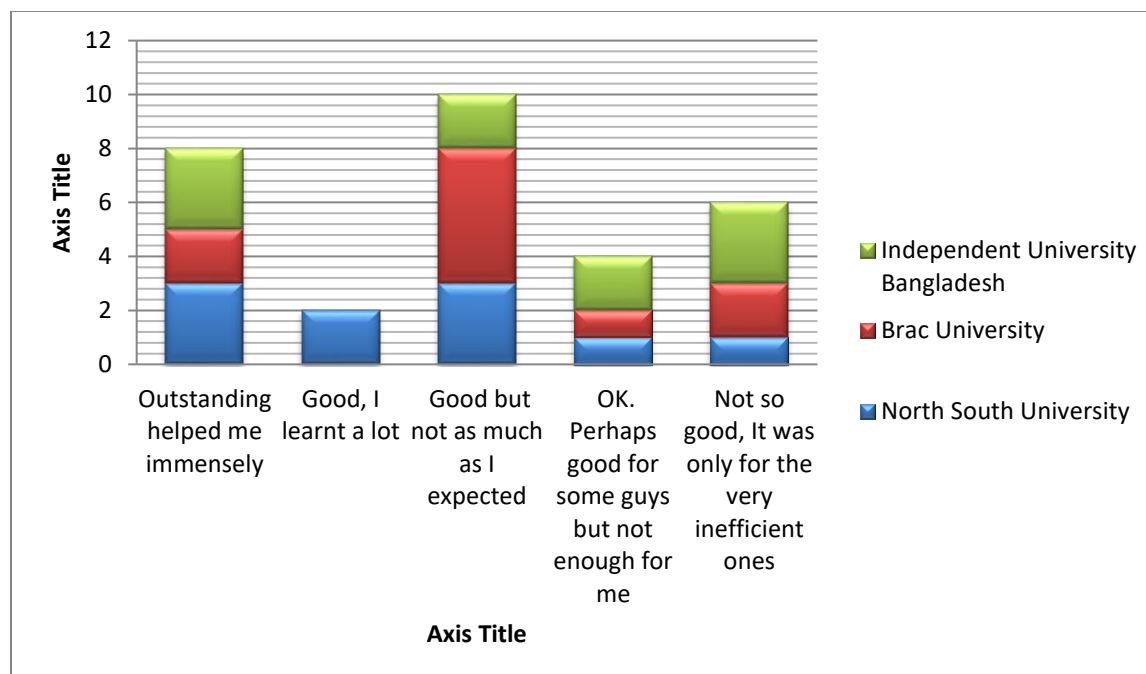


Figure 16: The thinking about the quality of EAP courses viewed by the students

Analysis

The result of the graph shows that almost 8 teachers out of 30 think that the EAP courses are outstanding that will help them immensely, 2 of the students think that the EAP courses are good and they have learnt a lot, 10 of the students think that the EAP courses are good but not as much as they expected, 4 of the students think that perhaps the courses are good for some guys but not for them in their university life while 6 students out of 30 think that they are not so much affected because it is only for the inefficient one. After converting it into 100, I can say that 80 students out of 100 replied that the EAP courses are good in their university, only 20 students out of 100 response in a negative way. Then, it is clearly understood that the motivational teaching and learning techniques for EAP courses are successful.

2. What is your expertise level?

Table 17

Question 2				
	North South University	Brac University	Independent University Bangladesh	Total

Expert	1	3	3	7
Excellent	4	3	1	7
Good	2	1	4	7
Enough	2	2	1	5
Not Enough yet	1	1	1	3

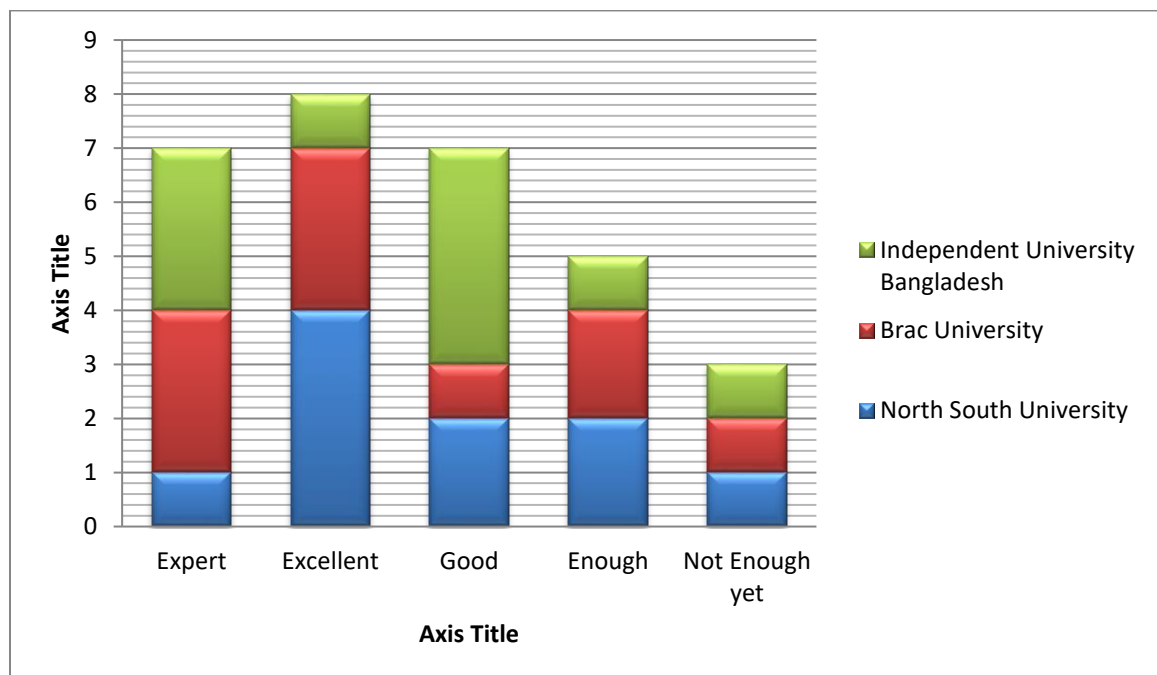


Figure 17: The level of satisfaction viewed by the students

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 teaching and learning techniques for EAP courses.

For example, half of the students think that their expertise level is excellent or good, only 3 students out of 30 think that they are not yet enough good and after converting the result into 100 students

I found that 10 students think their expertise level is not enough good. Thus, it is proved that the EAP courses are successful.

3. Was the course so successful?

Table 18

Question 3				
	North South University	Brac University	Independent University Bangladesh	Total
Yes	5	4	6	15
Partly	4	2	2	8
No	1	4	2	7

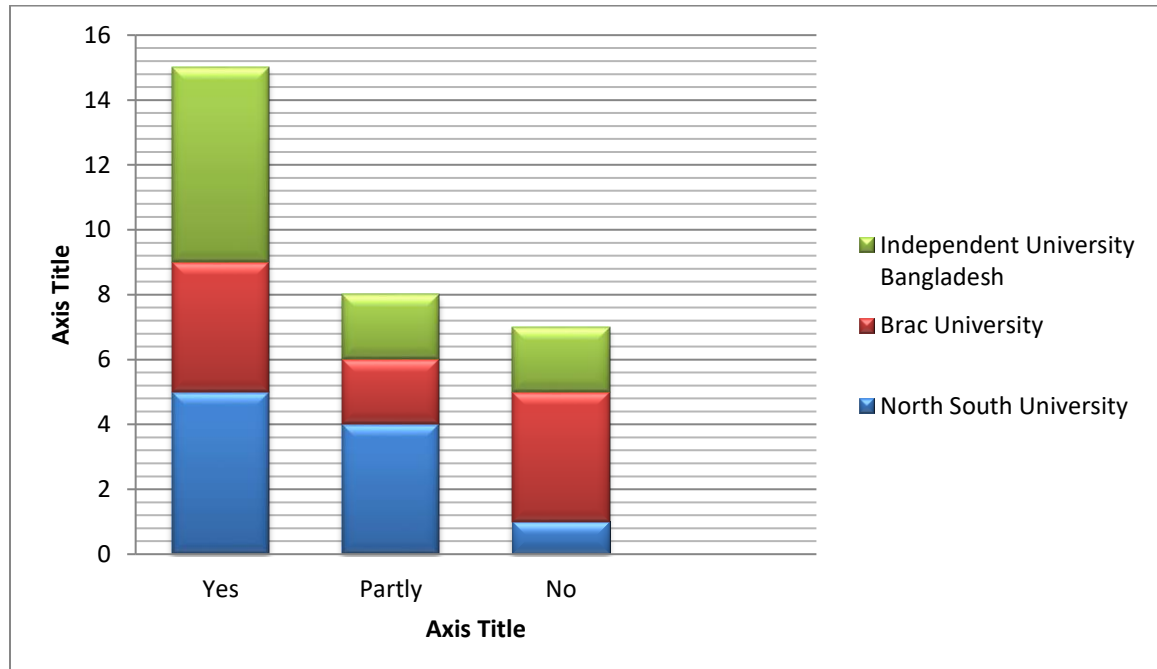


Figure 18: The range of success of EAP courses viewed by the students

Analysis

In answering the 3rd question, 15 students out of 30 students replied that their EAP courses are successful. The reason is in EAP courses the teachers follow the motivational teaching and learning techniques of the present educational system of Bangladesh. However, 8 students out of 30 partly think that the EAP courses are successful whereas only 7 students out of 30 think that the EAP courses are not so successful. In this context, we can say that the courses are so successful for the students and the students learn in a motivated way. After converting the result into 100 students, I found that almost 50 students out of 100 response in a positive way, 26.66 students out of 100 response in a partly positive way while only 23.33 students out of 100 response in a negative way.

4. Were there any likings of the course?

Table 19

Question 4				
	North South University	Brac University	Independent University Bangladesh	Total
Yes	2	4	2	8
Partly	3	2	2	7
No	5	4	6	15

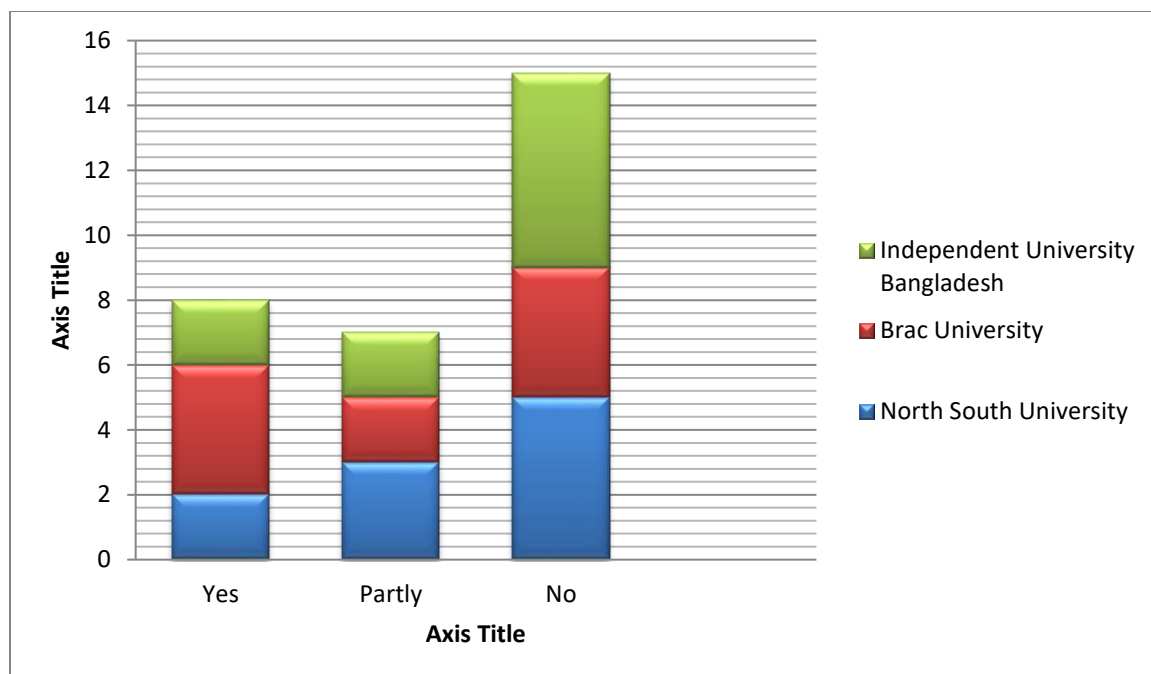


Figure 19: The likings of the courses viewed by the students

Analysis

The purpose of the question is to bring out the opinion of the likings of the EAP courses because teachers teach EAP courses for the students through using the motivational teaching and learning techniques. The survey result shows that 7 students out of 30 replied that there are likings of the EAP courses 'partly', 15 students out of 30 answered there are no likings whereas 8 students out of 30 said that there are likings of the courses. So, I can say that most of the students are motivated in learning and they argued that there are no likings in EAP courses.

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

Table 20

Question 5

	North South University	Brac University	Independent University Bangladesh	Total
Yes, it helps to develop effective and efficient reading, writing, listening and speaking skills	5	4	6	15
This course basically helps to read the text book with speed and accuracy	2	1	2	5
This course helps to write standard well informed essays	1	2	1	4
This course only enhances spoken fluency and presentation skill	2	3	1	6

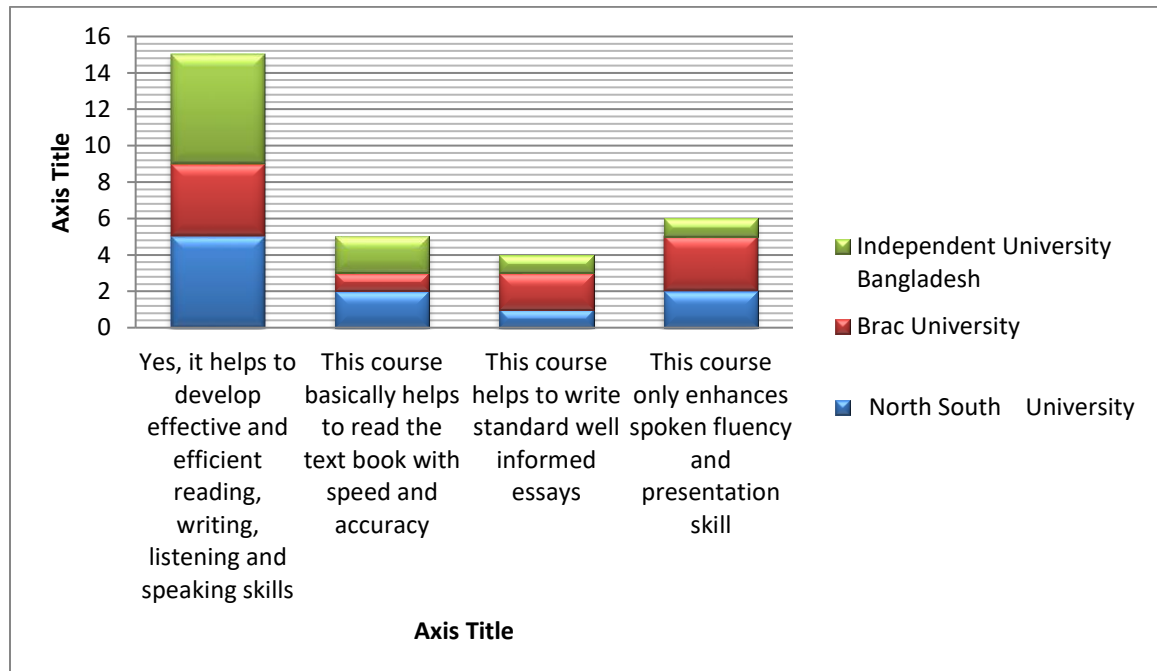


Figure 20: The coverage of all the four skills in EAP courses viewed by the students

Analysis

In answering the question, 15 students out of 30 answered that the courses help to develop effective reading, writing, listening and speaking skills, whereas 5 students out of 30 thought that this course basically helps to read the text book with speed and accuracy, 4 students out of 30 replied that this course helps to write standard well informed essays, and 6 students out of 30 believed that this course only enhances spoken fluency and presentation skill . After converting, the result into 100, I found that 50% students thought that this EAP courses help to develop all the four skills.

6. Do you think this course will help you to build an outstanding career?

Table 21

Question 6				
	North South University	Brac University	Independent University Bangladesh	Total
Yes	7	6	9	22
No	3	4	1	8

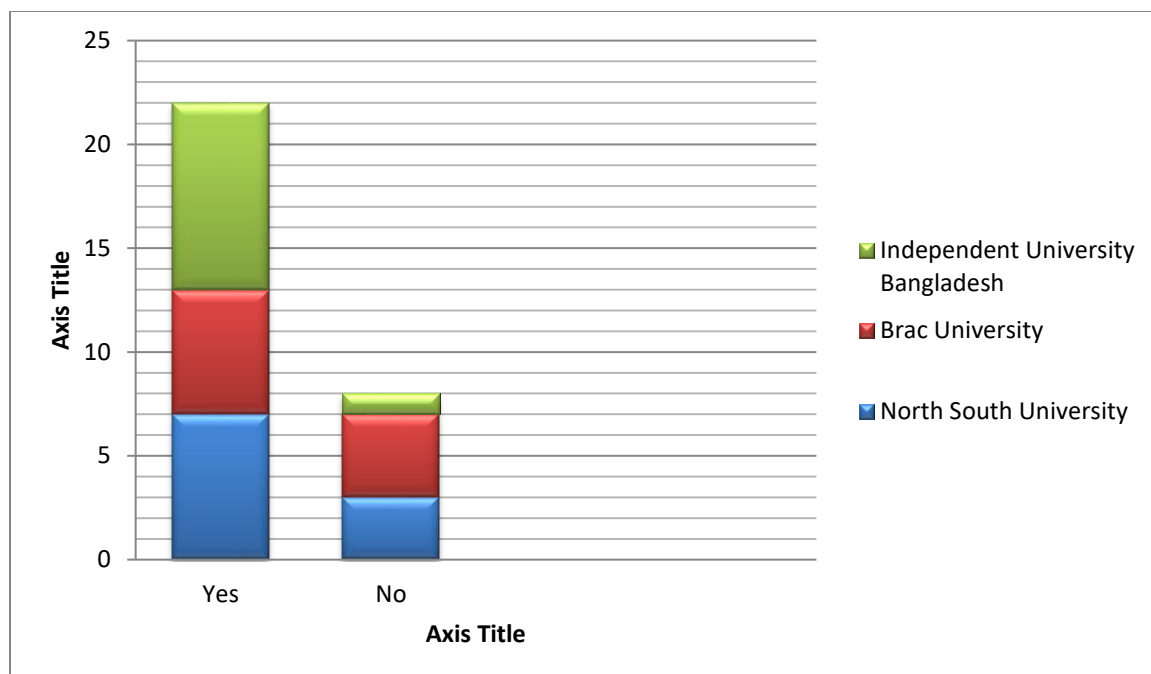


Figure 21: The effects of the courses to build an outstanding career viewed by the students

Analysis

The purpose of the question is to find out whether the motivational teaching and learning techniques used in EAP courses and its output will help them to build up an outstanding career while doing lots of technical and the problem-solving tasks. The result of the survey question shows that it will help the students to build up an outstanding career. The graph shows that 22 students out of 30 thought they are not dependent in problem solving tasks and the technical ways will help them to build up an outstanding career. After converting the result into 100, I found that 73.33 students replied that it will help them to build up an outstanding career whereas 26.66 students out of 100 answered that it will not help them. So, it is clearly understood that the students of EAP courses are not dependent in problem solving tasks and the technical ways will help them to build up an outstanding career.

7. Do you think teachers use motivational teaching and learning techniques to teach EAP courses?

Table 22

Question 7

	North South University	Brac University	Independent University Bangladesh	Total
Yes, they use the techniques and try their best.	6	8	6	20
They only follow lecture method	2	0	1	3
They are basically concerned to complete the syllabus	0	1	0	1
They are not concerned about any strategy	2	1	3	6

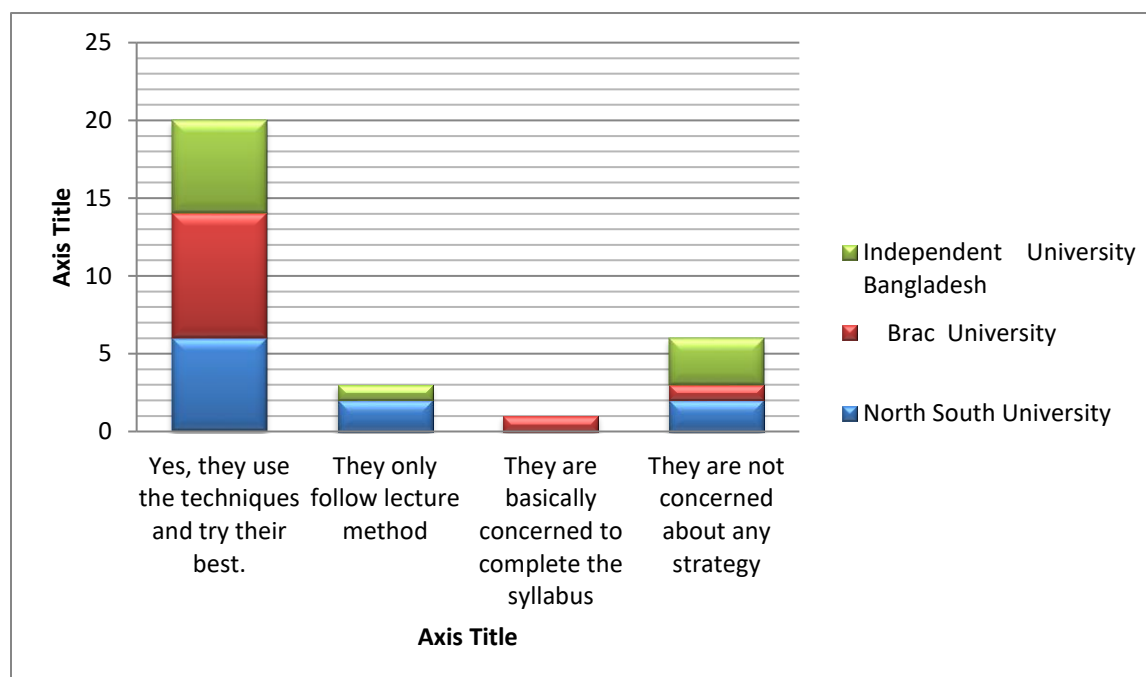


Figure 22: Motivational teaching and learning techniques for EAP courses used by the teachers viewed by the students

Analysis

In answering the question, 20 students out of 30 indicated that the teachers use the motivational teaching and learning techniques and try their best in the university. 3 students out of 30 replied that they

only follow lecture method, 1 student out of 30 indicated that the teachers are basically concerned to complete the syllabus and 6 students out of 30 gave the negative answer that teachers do not follow any strategy. The purpose was to find out the students response about the teachers` use of motivational teaching and learning techniques in EAP courses after completing the EAP courses. After converting the results into 100, I found that 66.66% respondents opined that teachers use motivational teaching and learning techniques to teach the EAP courses and it is helpful for their further academic studies.

Chapter Five: Discussion and Recommendations

Discussion

After examining the responses of the first survey, I can say that my hypothesis, which claimed that most of the students need EAP courses. Moreover, the current motivational teaching and learning techniques in practice for EAP courses in the private universities of Bangladesh will be effective for the less competent students to turn them into efficient academicians who will capable of studying English based curriculum.

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:

- English should be taught as a language skill not as a subject merely. Learners need to be exposed to the language and use it as much as possible.
- 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.

- 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.
- A refreshing ambience 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.
- 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.
- 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, critically and to solve problems are developed and improved. The role of the teacher is to create a cooperative and interactive framework where learners can work together.
- English teachers do not carry out action research. Classroom research needs to be emphasized in our context which might encourage effective teaching and learning.
- Measures need to be taken to manage overloaded classrooms and to create balanced sized classrooms.

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Appendices

Appendix A**Teachers` Questionnaire**

Topic: Motivational teaching and learning techniques for EAP (English for Academic Purposes) courses at tertiary level students: Exploring the situation of Private Universities.

Name of the University:.....

Department:.....

Contact no:.....

Dear Sir/Madam,

This questionnaire is designed to conduct a survey on motivational teaching and learning techniques for EAP courses in tertiary level education. The information will be used in my thesis for the partial fulfillment of a course in the MA program in TESOL (Teaching English to the Speakers` of other Languages) in the Department of English at North South University. I would like to request you to facilitate my research by completing the following questionnaire.

Thank you in advance for your time and cooperation.

Mahmuda Alam

Student, Department of English, North South University

Instruction:

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

A. What are the effective motivational teaching and learning techniques for EAP courses?

SI No.	Motivational Teaching and Learning Techniques Of EAP	Is this Technique Effective?		Extremely Important	Very Important	Important	Less Important	Not Important
	<u>Teaching Style</u>	<u>Yes</u>	<u>No</u>					
1.	Lecturing			5	4	3	2	1
2.	Group Discussion			5	4	3	2	1
3.	Question & Answer			5	4	3	2	1
4.	Independent Work			5	4	3	2	1
5.	Group/Pair-work			5	4	3	2	1
	<u>Activity /Task type</u>			5	4	3	2	1
6.	Reading comprehension			5	4	3	2	1
7.	Writing			5	4	3	2	1
8.	Speaking			5	4	3	2	1
9.	Listening to Students			5	4	3	2	1
10.	Presentations			5	4	3	2	1
11.	Board work			5	4	3	2	1
12.	Instructions			5	4	3	2	1
13.	Queries			5	4	3	2	1
14.	Feedback			5	4	3	2	1

	<u>Lesson Clarity/ Effectiveness Indicators</u>			5	4	3	2	1
15.	Providing Students with an advanced organizer that places lesson content in perspective			5	4	3	2	1
16.	Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)			5	4	3	2	1
17.	Giving directives slowly & distinctly checks for understanding along the way			5	4	3	2	1
18.	Knowing students ability level & proceeds at or slightly above their current level of functioning			5	4	3	2	1
19.	Using examples, illustrations or demo`s to explain and clarify content in text & workbook			5	4	3	2	1
20.	Providing review or summary			5	4	3	2	1
	<u>Other motivational Teaching Learning Techniques</u>							
21.	Creating an English			5	4	3	2	1

	Environment							
22.	Two way Communication			5	4	3	2	1
23.	Friendly environment			5	4	3	2	1
24.	Library facility			5	4	3	2	1
25.	Arranging study tours			5	4	3	2	1
26.	Using of Multimedia			5	4	3	2	1
27.	Using of Mnemonic			5	4	3	2	1
28.	Punctuality of a teacher			5	4	3	2	1
29.	Working with contemporary social networks			5	4	3	2	1
30.	Avoiding Biasness			5	4	3	2	1

B. Can you think of more techniques that teachers might use? If yes please mention:

SI No.	Motivational Teaching and Learning Techniques Of EAP	Extremely Important	Very Important	Important
1.				
2.				
3.				
4.				
5.				
6.				
7.				

C. Which techniques do you think teachers use the most?

SI No.	Motivational Teaching and Learning Techniques for EAP Courses	Highly Used	Highly Used	Moderately Used	Less Used	Rarely Used
	Teaching Style					
1.	Lecturing	5	4	3	2	1
2.	Group Discussion	5	4	3	2	1
3.	Question & Answer	5	4	3	2	1
4.	Independent Work	5	4	3	2	1
5.	Group/Pair-work	5	4	3	2	1
	Activity /Task type	5	4	3	2	1
6.	Reading comprehension	5	4	3	2	1
7.	Writing	5	4	3	2	1
8.	Speaking	5	4	3	2	1
9.	Listening to Students	5	4	3	2	1
10.	Presentations	5	4	3	2	1
11.	Board work	5	4	3	2	1
12.	Instructions	5	4	3	2	1
13.	Queries	5	4	3	2	1
14.	Feedback	5	4	3	2	1

	Lesson Clarity/ Effectiveness Indicators	5	4	3	2	1
15.	Providing Students with an advanced organizer that places lesson content in perspective	5	4	3	2	1
16.	Checking for task relevant prior learning. (at start of lesson & re-teaches if necessary)	5	4	3	2	1
17.	Giving directives slowly & distinctly checks for understanding along the way	5	4	3	2	1
18.	Knowing students ability level & proceeds at or slightly above their current level of functioning	5	4	3	2	1
19.	Using examples, illustrations or demo`s to explain and clarify content in text & workbook	5	4	3	2	1
20.	Providing review or summary	5	4	3	2	1
	Other motivational Teaching Learning Techniques					

21.	Creating an English Environment	5	4	3	2	1
22.	Two way Communication	5	4	3	2	1
23.	Friendly environment	5	4	3	2	1
24.	Library facility	5	4	3	2	1
25.	Arranging study tours	5	4	3	2	1
26.	Using of Multimedia	5	4	3	2	1
27.	Using of Mnemonic	5	4	3	2	1
28.	Punctuality of a teacher	5	4	3	2	1
29.	Working with contemporary social networks	5	4	3	2	1
30.	Avoiding Biasness	5	4	3	2	1

D. What are some limitations that debilitate teachers to use motivational teaching techniques?

SI No.	Motivational Teaching and Learning Techniques for EAP Courses	Extreme	High	Moderate	Less	Rare
1.						
2.						
3.						
4.						

E. If you have any additional thought regarding motivational teaching and learning techniques for EAP courses please mention:

Thank you

Appendix B

Students` Questionnaire

Before EAP Courses

Topic: Motivational teaching and learning techniques for EAP (English for Academic Purposes) courses at tertiary level students: Exploring the situation of Private Universities.

Name of the University:.....

Semester:.....

Department:.....

Contact no:.....

Dear Student,

This questionnaire is designed to conduct a survey on motivational teaching and learning techniques for EAP courses in tertiary level education. The information will be used in my thesis for the partial fulfillment of a course in the MA program in TESOL (Teaching English to the Speakers` of other Languages) in the Department of English at North South University. I would like to request you to facilitate my research by completing the following questionnaire.

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Mahmuda Alam

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Thank you in advance for your time and cooperation.

Mahmuda Alam

Student, Department of English, North South University

Instruction: Please give a tick (✓) mark on the option of your choice.

1. Do you need EAP for good academic standing in your further studies?

A. Yes

B. Partly

C. Not at all

2. Why do you need it?

A. I don't understand textbooks written in English

B. I can't write well in English

C. I don't understand lectures given in English

D. I can't present myself in English language

E. No need

3. How much do you need the EAP courses?

A. Very Much, I'm very weak, it's essential for me

B. I'm weak, it's important for me

C. I'm good but not enough; it's a good opportunity

D. Not much, I'm good enough yet I want to be better

E. I think I can do well even without it; just formalities

4. What do you expect from the course?

A. I'll be an expert in English language

- B. I'll be excellent in academic and professional English
 - C. It'll be just enough for my academic and professional life
 - D. It'll be help me to understand academic English and deliver easily
 - E. It'll be enough to get me passed in exams
 - F. It will not help me in my life
5. Do you think if there is no EAP course in your syllabus, you will face problems to study your subject?
- A. Yes
 - B. Partly
 - C. Not at all
6. Do you think these extra courses will waste your valuable time?
- A. Yes
 - B. A Bit
 - C. No
7. Do you think the content and structure should be different for different disciplines students?
- A. Yes
 - B. Not so much, only different academic materials should be added
 - C. Not at all

Thank you

Appendix C
Students` Questionnaire
After EAP Courses

Topic: Motivational teaching and learning techniques for EAP (English for Academic Purposes) courses at tertiary level students: Exploring the situation of Private Universities.

Name of the University:.....

Semester:.....

Department:.....

Contact no:.....

Dear Student,

This questionnaire is designed to conduct a survey on motivational teaching and learning techniques for EAP courses in tertiary level education. The information will be used in my thesis for the partial fulfillment of a course in the MA program in TESOL (Teaching English to the Speakers` of other Languages) in the Department of English at North South University. I would like to request you to facilitate my research by completing the following questionnaire.

Thank you in advance for your time and cooperation.

Mahmuda Alam

Student, Department of English, North South University

Instruction: Please give a tick (√) mark on the option of your choice.

1. How was the EAP course?

- A. Outstanding 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 expertise level?

- 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 likings 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 helps to develop effective and efficient reading, writing, listening and speaking skills

B. This course basically helps to read the text book with speed and accuracy

C. This course helps to write standard well informed essays

D. This course only enhances spoken fluency and presentation skill

6. Do you think this course will help you to build up an outstanding career?

A. Yes

B. No

7. Do you think teachers use motivational teaching and learning techniques to teach EAP courses?

A. Yes, they use the techniques and try their best

B. They only follow lecture method

C. They are basically concerned to complete the syllabus

D. They are not concerned about any strategy

Thank you