

# Individual Motivation in Learning French: A Study on the Learners of CML at Bangladesh University of Professionals

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**Abstract:** This paper aims to explore whether instrumental or integrative motivational orientation effects the French learners of Centre for Modern Languages at Bangladesh University of Professionals. The study follows the quantitative research method to collect the data. The data was collected through a questionnaire. Both primary data and secondary data have been used in the accomplishment of the research. The study covers the French learners of CML, BUP following random sampling technique. The total sample size was 96. The theory of motivation by Gardner and Lambert has been used to analyze the study. This study reveals the communicative needs and interest of the French learners. It also explores gender and age factors in developing a new language. The paper has also represented the attitude of learners towards the French language community and French language learning itself. Finally, the study explores the current state of motivational orientation of the French learners and how the orientation correlates with each other.

## **Introduction**

Learner's own inspiration and motivation become the pivotal factors for learning a new language apart from their mother tongue. Motivation can develop a language learning process whereas a good preparation might not be often successful in getting desired outcome. It promotes the learning activities and communication abilities of a target language. French has been adopted as foreign language in Bangladesh and the norm of learning French outside their curriculum courses becoming common among people. *Centre for Modern Languages* (CML) of Bangladesh University of Professionals (BUP) is one of the prominent centers to develop the foreign languages which offer various foreign language courses including French. Previous research on EFL shows that learners are instrumentally

driven to learn English. Nowadays, French is also emerging as a growing language in our country. The study will explore the variations and the impact of individual motivation CML learners have for learning French language.

### **Problem Statement**

Motivation emerges as a strategic tool and enhances the second language learning skills with full potential. As English is widely spoken and written in Bangladesh, most of the researcher's emphasis on the motivation in learning English. Therefore, other emerging languages like French get less consideration in the research field. Moreover, the underlying motivation behind French learning has not been revealed yet. Considering this issue, this research will try to explore the effect of individual motivation a learner might have while learning a French language.

### **Rationale of the Study**

This research will mainly focus on the learners of Bangladesh who are developing French addition to their mother language. The curriculum of Bangladesh mainly included Bangla and English language in the academic courses. This study will find why the learners of CML learn French language by their own desire regardless of French not included in their curriculum. Hence it will explore individual motivation in French language development.

Apart from it, a clear idea of individual motivation for learning French as foreign language will be discovered in the Bangladeshi context. This research will allow a distinct approach to understand dominant factors of French learners in their learning activities and whether it brings any positive change in their English language development. The research will also make space for Bangladeshi teachers to reconsider their teaching method.

### **Research Gap**

Previous studies in the contextual setting of Bangladesh have focused more on the general role of individual motivation on learning English language as a foreign language. But there is no research on the motivation of developing French as their foreign language in Bangladesh. Moreover, no research has been conducted on CML students of BUP where students have learned French language outside their academic curriculum. Thus, the study focuses on the individual motivation of CML learners on their French language learning.

### **Research Objectives**

#### ***General Objective***

The research aims to explore whether instrumental or integrative motivational orientation effects the foreign language learners of BUP CML regarding their French language learning.

### ***Specific Objectives***

- a. To find out learners' attitude towards the French language community.
- b. To investigate the learner's communicative need for the French language.

### **Research Questions**

The paper tries to find out the answers of the following research questions:

- a. What types of motivation have learners perceived in themselves regarding their foreign language learning?
- b. How is the attitude of French language learners towards French people and culture?
- c. How do they possess any communicative need for French language?

### **Limitations of the Study**

The researchers have come across a few limitations while conducting the research.

- a. The researchers have collected data from only one foreign language centre. If it would be possible to collect data from more than one foreign language centre, the findings would be more effective regarding learner's French language learning.
- b. As there has been less research on individual motivation on French as foreign language developing in Bangladeshi context, references for the research work would have been inadequate in regard to the prospect of Bangladesh.

### **Theoretical Framework**

The study follows 'theory of motivation' by Gardner and Lambert in 1972. Gardner (2010) termed motivation as an intricate idea, which never highlights a particular definition; rather, he explored a motivated learner as learner, who is determined to reach into a goal. Motivation results in the consequence of a collaboration with the second language culture and the desired language. Hence, based on Gardner's theory (1972), the prime ingredients to comprehend learners' motivation to develop a language are social framework and attitude towards the second language and their communities.

Gardner and Lambert (1972) have introduced two elementary kinds of motivation for language learning: integrative motivation and instrumental motivation. The learners may perceive instrumental motivation when influenced by utilitarian purposes like getting good jobs, better academic result or to meet any professional criteria. Integrative motivation or integrative orientation is the encouraging disposition of a learner to develop a foreign language, its cultural atmosphere, and its target community. It imitates the learner's curiosity and longing for the target language community. Based on the situation and attitude, learners may have instrumental or integrative motivation in themselves. The learners who have perceived integrative motivation are expected to attain better language expertise whereas instrumental motivation conveys the overall success of target language development.

In 1985, Gardner included the integrative motive or the positive attitude of the students towards the community of the target language. Gardner's theory of motivation gives a better understanding of the underlying motivation in the area of second language or target language. And it may also differ from learner to learner and it depends on various aspects and goals of our life connected to language learning.

## **Literature Review**

### **Integrative and Instrumental Motivation**

Csizer and Dornyei (2005) has shown that the urge to belong to the target community is the prime issue which stimulates a learner's nature to develop a language as well as their attitude towards the target community and its language. This is quite evident in the research of Yihong et al. (2007) where learners are interested to target language and its culture that lead to represent the transformation to language efficiency and classroom presentation.

Motivation is a ladder to success in developing a foreign language. The students who have higher level of integrative motivation bend to do better in oral activities and interviews (Hernandez, 2006). Furthermore, Oxford and Shearin (1994) revealed that a learner gets the motivation and tries to be self-confident and proud enough to develop their language learning with advanced outcome.

### **Individual Motivation in Learning a Foreign Language**

The traditional motivational ideas of instrumental and integrative motivation may be perceived as distinctive construction in an individual self in learning a second language (Oakes et al., 2022). Even the strong version of instrumental motivation plays an important role where learners learn the target language for longer and spend more time in the target language community. When an instructor adopts multimedia, powerpoint, language lab and audio-visual materials in language classes, the students feels 'inspiring' to develop their language skills (Hasan and Rahman, 2017).

Kankam (2021) has examined some factors in individual motivation of studying a target language at tertiary level. While students master their target language, they are gradually less motivated. And when their pleasure of learning is not appreciated properly, there will be no longer any motivation for further learning. Pleasure can combine with other pedagogical aspects and motivates the learning. Besides, the need to pass the exam derives the learner from the satisfaction they want which hinders their goal and lessens their interest. In addition, the urge to connect with the world, and the chances of ensuring a desired employment combined the language skills more with greater mental flexibility and independence of words and concepts.

Lai (2013) has re-examined the orientation of instrumental and integrative and explored that majority of the Taiwan university learners acquire English as their foreign language for the

purpose of traveling, the ideal L2 self instead of any external pressure or the ought to L2 self. They also learn English to cope up with globalization as English has been considered as an important international language. In spite of having no contact with English native speakers, their imaginary L2-self became a significant learning tool in making them successful English language users.

### **Individual Motivation of Learning French in Worldwide Context**

Johnson (2012) has observed the motivational patterns and origin of the American students who are learning French throughout the semester. Their frustration over the English language tends to cause higher integrative motivation which is something rehabilitated. Teaching style and classroom materials also play a dynamic role in enhancing the motivation level. Integrative motivation seems to turn positive due to continuous cultural influence in the classroom activities whereas instrumental motivation remains constant. Cultural aspects are inherent in language learning which directly relates to integrative motivation of the learners. It must be developed throughout the time to perceive integrative motivation in foreign language learning.

Williams et al. (2002) investigates the motivational aspect of learners who live in England. While learning French as foreign language, the study found the motivation in a gradual decline with age. Motivation also varied among genders and girls tended to have higher motivation. It also includes French as being feminine and not pleasing for boys to make any extra effort to learn French.

Lumbu and Zannier-Wahengo (2017) conduct a case study in the Namibian context, an anglophone country where learners are developing French as a foreign language at tertiary level. The French people appreciate the positive image of learners. But the insufficient input of communication and expression to Francophone orators beyond the classroom environment is a demotivating aspect in that stance. Apart from all, learners firmly believe in the greater career aspect of learning French. The de-motivational factor can be reduced through proper class lectures, learning activities and fruitful materials containing cultural facets.

### **Individual Motivation in Foreign Language Learning in Bangladesh Context**

The young generation of Bangladesh are highly influenced by Korean K-pop culture. This has influenced adults to learn the Korean language more passionately. Amazingly, inheriting South Korean culture has attracted the learner towards the adaptation of Korean. The learning interest develops with communicative urge along with culture and literature. Therefore, a new course plan for Korean language learning should be embodied in terms of meeting the requirements of K-pop fans through a pedagogical system (Akter, 2020).

Most of the Bangladeshi learners are instrumentally motivated who are learning English as a second language than integrative motivation and their level of motivation is higher. The

individual motivation for EFL learners differs based on parental income, their educational background (Rahman et al., 2021). But no significant changes have been found on the differences of gender. To make the foreign language class more adaptable, teaching materials, methodologies and techniques are the keys to any successful learning.

Motivational orientation may vary from place to place. Ahmed (2005) has attempted to get the differences in EFL learners' motivational alignment in rural and urban areas of Bangladesh. Rural people showed a positive view to the British people for their financial benefit or instrumental cause.

French and German are the economic needs in our country. Learning these languages supports Bangladeshi to raise their possibility to get a job in the United Nations. Learning French is also fruitful for the immigration plan to Canada. Similarly, there are adequate facilities to learn these languages in different institutions of Bangladesh. Alternatively, hundreds of students prepare themselves for IELTS and TOEFL exams in English language (Meem&Ruman, 2018).

## **Research Methodology**

### **Research Design**

The research uses a quantitative method as an approach for conducting the research. The researchers apply a quantitative survey method to understand and analyze the learners' desire and attitude about learning French in a statistical form with the purpose of acknowledging the individual motivation of French learners at CML, BUP.

### **Sample and Sampling**

The random sampling technique is used in selecting participants for the research and the total sample size is 96. The sample includes the responses of 96 language learners of CML at Bangladesh University of Professionals. The responses are collected from the students who are doing their elementary French course from Centre of Modern Language, BUP.

### **Instruments**

The questionnaire is used in this research as a tool for collecting data. The researchers have added 15 questions in the questionnaire to collect the data with options.

### **Data Collection Sources**

The researchers have collected both primary data and secondary data. The primary data is collected from 96 students of CML, BUP using one set of questionnaires. The data is collected from the learners through physical platforms. The secondary data is collected from relevant books, journals, previous research works, newspapers and related websites.

### Data Collection Procedures

As the research is conducted among French learners of CML, the researchers were randomly choosing some French learners from CML of Bangladesh University of Professionals as a sample. The data collection process is conducted through both virtual and physical platforms. The data collection procedure is started using a set of precise, clear and relevant questions for the questionnaire tool. The questions are prepared in word document and get it printed. Then it is distributed to the French students through physical platform. During this process, the researchers are focused on the response of the participants.

### Data Analysis Procedures

After the data had been collected, it is checked, interpreted and analyzed appropriately adopting Gardner's theory of individual motivation. The responses of questionnaires are converted into percentages and presented through tables. The close ended question responses are converted into percentages. Further, data is presented with graphs and pie charts for better representation. Finally, the responses and findings of the research are connected to the prime objective of the research prior to the research gap.

### Data Analysis

#### Data Analysis from the Responses of Learner's Questionnaire

##### Age of the French Learners

*Table 1: Age of the French Learners*

Age of the Participants	21-30	31-40	41-50	51-60	Above
	18.75%	18.75%	43.75%	18.75%	0

This table explores the age of the French learners of CML, Bangladesh University of Professionals. Among 96 responses, 18.75% learners belong to the age gap between 21 to 30, 18.75% from 31 to 40, 43.75% learners from 41 to 50 and 18.75% learners from 51 years to 60. It shows that most of the learners are between the ages of 41 to 50 years.

##### Gender of the French Learners

*Table 2: Gender of the French Learners*

Gender of the Participants	Male	Female	Other
	93.75%	6.25%	0%

The following table reveals the gender of the learners. Among 96 learners, 93.75% are male and only 6.25% are female. The majority of the learners seems male and female are less likely to do the French course in CML.

## The Frequency of Using French Language

*Table 3: The Frequency of Using French Language*

How often do you use French in your day-to-day life?	Positive Response (Always, Frequently)	Negative Response (Rarely, Never)	Neutral (Sometimes)
	6.25%	37.5%	56.25%

Table 3 shows the commutative need of the French language in daily life. Among the responses, only 6.25% learners use French regularly and 37.5% learners do not use French on a regular basis. The rest of the 56.25% learners use French language once in a while in their regular life.

## Learner's Attitude towards French Culture

*Table 4: Learner's Attitude towards French Culture*

Questions	Positive Response (Always, Frequently)	Negative Response (Rarely, Never)	Neutral (Sometimes)
1. Do you enjoy watching French movies and series?	31.25%	25%	43.75%
2. Do you have any fascination to talk like French people?	62.5%	6.25%	31.25%
3. Do you have any obsession to follow the French lifestyle?	18.75%	18.75%	62.5%

Table 4 highlights the attitude of learners toward French culture. For question number 1, 31.25% learners choose to answer positively, 25% learners choose to answer negatively and 43.75% learners choose to remain neutral. For question number 2, 62.5% learners choose to answer positively, 6.25% learner chooses to answer negatively and 31.25% learners choose to remain neutral. For question number 3, 18.75% learners choose to answer positively, 18.75% learners choose to answer negatively and 62.5% learners choose to remain neutral.

## Learner's Attitude towards French Language Learning

*Table 5: Learner's Attitude towards French Language Learning*

Statements	Positive Response (Agree, Strongly Agree)	Negative Response (Disagree, Strongly Disagree)	Neutral
1. Learning French is pretty easy.	50%	25%	25%
2. I am enjoying my French class.	87.5%	0%	12.5%

Table 5 represents the student's attitude towards French language learning. For statement number 1, 50% learners believe that learning French is easy and 25% learners think the



opposite; while the rest of the 25% learners remain neutral on their stance. In statement No. 2, it has been apparent that 87.5% learners are enjoying their French class while 12.5% learners remain neutral in their opinion.

### The Development of French Language Skills

*Table 6: The Development of French Language Skills*

Statement	Listening	Reading	Speaking	Writing	None
Which French language skill have you developed most?	18.5%	37.5%	37.5%	6.25%	0%

Table 6 explores the progress of a learner's French language skill. Among the participants, 18.75% learners have developed their listening skills, 37.5% learners have developed speaking, 37.5% on reading and 6.25% learners have improved his or her writing skill. So, almost all the learners have developed their skills whether it be listening or writing.

### Learner's Underlying Desire and Belief for Learning French

*Table 7: Learner's Underlying Desire and Belief for Learning French*

Statements	Positive Response (Agree, Strongly Agree)	Negative Response (Disagree, Strongly Disagree)	Neutral
1. French language proficiency will economically benefit me.	56.25%	12.5%	31.25%
2. Learning French will provide me with a higher status in society.	68.75%	0%	31.25%
3. The French language will create alluring job opportunities.	81.25%	0%	18.75%
4. Learning French will give me the chance to better understand French people and culture.	87.5%	0%	12.5%
5. French proficiency will benefit me to communicate with foreigners.	100%	0%	0%
6. I have an intense desire to adopt French culture, thoughts and beliefs.	56.25%	0%	43.75%

Table 7 illustrates the underlying desire and belief that learners hold into themselves. In statement No. 1, 56.25% participants have responded positively, 12.5% participants have remained negative and 31.25% participants are neutral. For statement No. 2, 68.75% learners' response positively and 31.25% learners remain neutral on the position of higher

status. For statement No. 3, 81.25% learners' response positively and the rest of the 18.75% learners remain neutral on the segment of alluring job opportunities. In statement No. 4, 87.5% learners have responded positively and 12.5% have remained neutral in understanding French culture and belief. In statement No. 5, all the learners have responded positively and believe that learning French will help them in communicating with foreigners. In statement No. 6, among 96 participants, 56.25% learners have responded positively and 43.75% learners have remained neutral on the fact that they want to adopt French culture, thoughts and beliefs.

### **Discussions of the Findings**

This segment focuses on the findings of data collection from the student's survey questionnaire. The responses of students are analyzed by the researcher which helps the study to reach the desired conclusion.

### **The Individuality of the Learners**

By analyzing the data, it has been found that only 6.25% students are female and the rest of them (93.75%) are males. The learning tendency of males appears more positive than the females. Female participants are less likely to connect with the French language therefore they are also less in number when it is time to developing French as a foreign language. Alternatively, males are taking the lead in developing a language outside their curriculum.

The age of the participants is from 21 to 60. Majority of the participants belong to the age of 41 to 50 which proves that learning a new language at the age of forty is never too late. The capability to learn a language can also be progressive at this age circle. In addition, it can also be proved as a satisfactory thing at this age group. So, people of middle age should be hesitating to connect and learn a new language apart from their mother tongue.

### **Communicative Need of the French Learners**

Learning a language is influenced through communicative and process purpose. The effective interaction can influence a language learning process. By analyzing the frequency of French language usage in daily life it has been found that only 6.25% students use French on a regular basis. They might express themselves or interact with people, exchange their ideas and emotions through the French language. 37.5% of students do not use French in their everyday communication which suggests that they do not have the urge to communicate with people in French. And the majority of the students use French occasionally; they might not have any strict language boundaries for daily communication. This instance illustrates the overall communication need of the learners. They do not have a strict urge for communication using French. They are flexible in their language use. In spite of that, some people still choose to use French on a regular basis which shows their profound interest in the French language.

### **Learners' Attitude towards French Culture**

Participants are found to have a positive attitude towards French culture as a whole. One third of the participants would like to watch French movies and series frequently and 25% do not watch at all. But the majority of the learners do watch them now and then. They are the occasional viewers who would like to enjoy French series sporadically which is directly connected to their interest in French learning. Those who have watched French series or movies on a regular basis, might have actual interest in the French language.

Not only about enjoying the series, the fascination to talk like French people has also represented the attitude of learners towards French speakers. Most of the learners of CML have the fascination to talk like a French speaker which can be a sign to have a positive attitude to the culture of target language. When it comes to following the lifestyle of French people, majority learners tend to remain neutral. This proves the fact that, even though they have a positive outlook towards the culture, when it comes to the adaptation, they start to hesitate. They have either remained neutral or do not want to exercise their passion to follow the target language culture. So, to bring out a more positive outlook for a culture, learners need to break their cultural boundaries and make space for themselves to express their desire more flexibly.

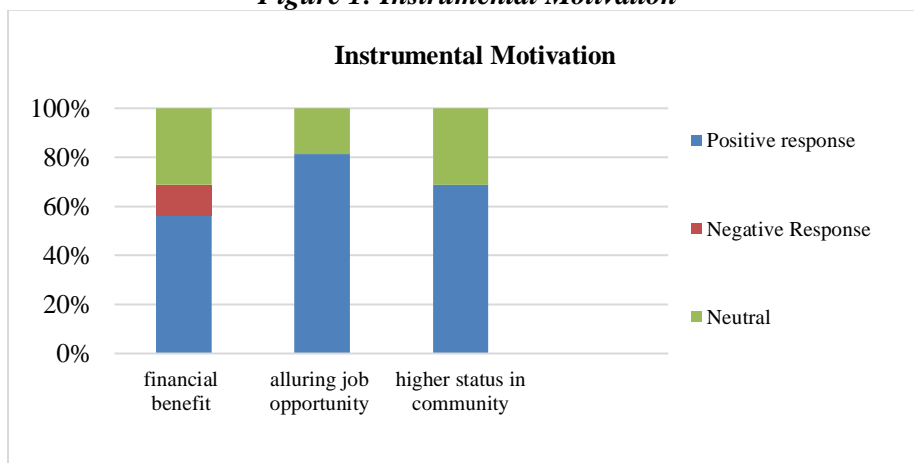
### **Learners' Attitude towards French Learning**

Majority of the students have shown an encouraging attitude towards French learning. Half of the participants think that learning French is pretty easy and almost 87.5% participants are enjoying their French class. And all the participants have developed their French language skills whether it be listening, reading, speaking or writing. That means, learners are developing and giving time and attention to their learning process which will motivate them more to learn and to progress. Their positive attitude may also indicate that the French teaching style are going favorable to them and therefore they are enjoying the class.

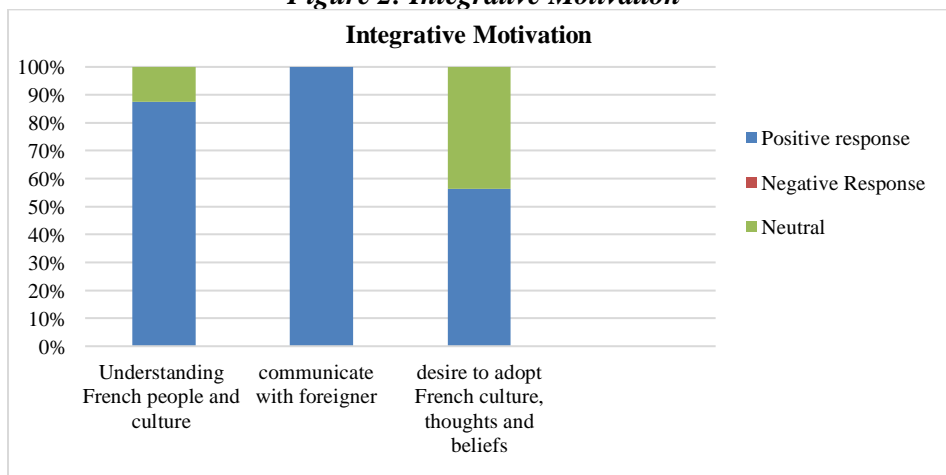
The learning process might include such activities that develop learners speaking and writing most compared to the other skills. That can be an active source for their fascination to talk like a French speaker. It has also been indicating that learners are less associated with the listening and writing activities. Their smaller amount of interest in enjoying the French movies and series foreshadows their lacking in listening skill. Moreover, their attitude towards French learning is highly associated with their perception towards French culture.

### **Integrative and Instrumental Motivation of French Learners**

Gardner (1985) highlights on two basic kinds of motivation: instrumental and integrative motivation. The key objective of the research study is to assess whether learners are instrumentally motivated or interactively encouraged in developing French. As per the data analysis, learners have both instrumental and integrative motivation based on their needs and beliefs. And both types of motivation complement each other.

**Figure 1: Instrumental Motivation**

Majority of the learners (81.25%) believe that French language proficiency will give them an alluring job opportunity. 56.25% learners have accepted that the French language will financially benefit them and almost 68.75% learners think that it will provide them a higher status in that French community. No learners have disagreed with the fact that French language learning will give them better job opportunities and higher status in the target community. Thus, most of the students have a positive belief that learning French may have benefited them practically and professionally. It supports Gardner's stance for instrumental motivation. Majority learners seem to have strong stimuli for instrumental motivation and the image of French language has presented as an instrumental tool to access to the professional field with emphasis to learner's outcome.

**Figure 2: Integrative Motivation**

All the participants believe that the French language will help them to communicate with the foreigners. 87.5% learners have a positive attitude towards the fact that the French language will help learners to understand French people and culture and only 12.5% remain neutral on their stance. 56.25% or more than half of participants have an intense urge to adapt with the French culture, beliefs and thoughts. No participants have disagreed with any of the following factors found in figure 5. Though few participants remained neutral in some stance, most of them are optimistic and have integrative motivation in their need. Neutral participants either are not successful in identifying their underlying needs or do not want to express their urge in the forefront. If they are given more exposure to the French language, they might be confident about their desire and needs to learn a language more profoundly.

People born into a language; one may call it mother language. Students process their thoughts in that language, later on they acquire another language. That comes almost semi natural to many because of the certain environment. But classes are not always into the language, sometimes it is beyond the language and goes to other social topics which need languages and cultural beliefs as well. Additionally, instrumental motivation is not only adopted by realistic purposes like getting a good job or having high status in society: it has also attached learners' need to belong to the group of fellow workers and exchange learners' innovative ideas and beliefs in the work field.

Similarly, learner's integrative motivation is not only about their longings to be a part of the target community, it's also about doing jobs, living better with harmony in that particular community. To make all these, learners need both the urge of getting accepted into a target community and also a good job to survive. Thus, when a student expects to develop a language for a single purpose, there is no sole purpose that a learner might have. It's a blending of many underlying purposes at a time. Therefore, learners have both instrumental and integrative motivation together.

## Key Findings

Throughout the analysis of the findings of the collected data, it reflects a few notable findings, which are dealt in the followings.

- a. Male learners are more interested in learning French outside the curriculum.
- b. Forties are never too late to learn a language. Middle aged learners have great abilities to learn foreign languages and great desire to connect to the target community.
- c. Learners do not have much communicative needs but still they are learning French language out of their profound interest in French.
- d. Learners take a positive attitude towards French culture; they have a fascination to talk like French people.
- e. Learners have a positive attitude towards French learning. Learners developed at least one language skill and most of them have developed speaking and reading skills the most.
- f. Learners have both integrative and instrumental motivation at a time based on their needs and beliefs. And both types of motivation complement each other.

## **Recommendations**

This study suggests the following recommendations:

- a. Even though learners are developing their French skills, they have lagged behind in the writing segment. Thus, more concentration should be given on the writing part of French learning.
- b. To make a gender balanced classroom, females should be encouraged to learn French.
- c. To ensure every learner's needs and desires, learning resources of French should have more cultural contents. Therefore, neutral learners will successfully unbrace their confusions and identify their basic essentialities behind the language learning.

## **Conclusion**

Motivation is an active stimulus that provides a great insight into the foreign language skills development. Gardner and Lambert's two types of orientation in the field of motivation: instrumental and integrative motivation draws a significant connection between language and learners' need and desire for learning a foreign language. This study intends to explore whether instrumental or integrative motivation effects the foreign language learners of CML, BUP regarding their French language learning. The study was designed to focus on the motivation types, learners' communicative needs and their attitude towards target community and culture. The findings of the study are based on the responses of questionnaire. Through analyzing data, research has found that, majority of the students have both integrative and instrumental motivation; no participant has shown any disagreement on the urge to belong to the French community and culture and to communicate with the foreigners. In fact, all the students have a reflective belief that French proficiency is beneficial as a communicative tool with foreigners. And these two types of motivation complement each other because there is no sole purpose or desire that a learner might have. It's a blending of many underlying resolutions at a time. French learners of CML, BUP have a positive attitude towards French culture and French learning. They enjoy their French class and have developed French language skills. They have developed speaking and reading skills the most and are also willing to talk like French people. But ironically the majority of the learners do not talk in French on their regular basis. They use French occasionally and do not have much communicative need in their daily life.

## **Scope for Further Research**

This research has been done with the responses of CML students at BUP. To know the wider perspective of individual motivation regarding French language learning in Bangladesh, some other language centers might be added to the research setting. This research was guided and organized at the end of the French course of CML and found the correlation between both types of motivation among learners. For intense research, another study can be conducted at the very beginning of the French course to understand the types of motivation French beginners have.

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