
“Impact of Teacher’s Interactions on Student’s Motivation”



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Report Submitted to

The Department of English and Humanities

University of Liberal Arts, Bangladesh

Summer 2021

“Impact of Teacher’s Interactions on Student’s Motivation”

**A Thesis Submitted to
The Department of English and Humanities
University of Liberal Arts, Bangladesh**

**In Partial Fulfillment of the Requirements for the Degree of
MA in Applied Linguistics and TESOL**

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October 2021

CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



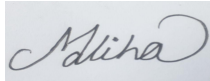
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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

A handwritten signature in cursive script, reading "Maliha", is displayed within a light blue rectangular box. The signature is written in a dark grey or black ink.

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ACKNOWLEDGEMENTS

First, I would like to thank the Almighty Allah for the blessings that He continues to pour on me. Though the challenges have been enormous, the rewards have been worth it all. Second, A special gratitude to my supervisor Mrs. Iram Mehrin, whose contribution in stimulating suggestions, references, and encouragement helped me to prepare this report. I am deeply indebted to my supervisor for giving me her valuable time, guidance, encouragement and supporting me throughout the writing process. I am also grateful to the university authorities and faculties of the Department of English and Humanities for all the help and support. Last but not least, I must acknowledge my support system, my family and friends who gave me encouragement, their valuable time, unconditional support and prayers while appealing the report.

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Abstract

The goal of this research was to determine the value and impact of teacher-student interactions in student motivation in the Primary level of Bangladeshi context. Motivation has a significant role in student life, it helps them to know their skills, develop their learning, and create a connection with others. Teacher's capacity to create students' competence, intrigued in subjects instructed, and recognition of self-efficacy are all vital variables that impact students' motivation to learn. The researcher worked as a teacher in a well-known English medium school and carried out her studies for qualitative research, following the concepts of “Self-determination theory”. In order to accumulate her data in two segments, she followed observation and interview methods and for the findings, teacher and student perceptions in their interactions had been analyzed. Moreover, the researcher mentioned whether this interaction significantly impacted students' motivation or not. From the reviews of the literature and the results of this study, the teacher-student relationships were found to be critical to student success. It also has been shown that learners were found more included and appeared more enthusiastic about learning if the teacher fulfilled their needs for autonomy, competence and relatedness. The research findings consist of the analysis of observations and opinions of the learners. The findings mentions some important factors which are important to create an autonomous classroom. Further, there is mention, where the learners are challenged and the learners, who need extra attention in the classroom. The results of the study showed that there are several important factors that underpin students 'motivation in the classroom and that teachers need to take some initiative to become aware of the importance of students' personal development.

Chapter ONE

Introduction

Motivation is something that moves us and the reason we do anything at all. Motivation permits us to alter our behavior, create our competencies, set our objectives, boost engagement and so on. So numerous social researchers and analysts have drawn closer the issue of motivation from an assortment of diverse points, and the teacher analysts have adjusted numerous of their thoughts and attempted to actualize those within the school setting. There are so numerous scholars who have given different distinguishing pieces of proof of inspiration such as; a few scholars accentuate conviction in oneself and one's competency, others organize objective introduction, and a third bunch contends that the trouble of the assignment shapes personal motivation.

Motivation plays a significant role in student life as well, it predicts learner's achievement. Students who are more motivated to learn, persist longer, produce higher quality effort, learn more deeply, and perform better in the classroom. But for teachers, the lack of motivation is one of the most frustrating obstacles to student learning. Motivating the students to learn and to participate actively in the classroom can be hard. Some teachers have their hands full with class management and they do not even get to teaching. Motivation is the key factor in the success of students at all stages of their education, and teachers can play a vital role in providing and encouraging that motivation in their students. Moreover, the rewards system for their students encourages them in order to stimulate learning and to motivate good behavior. Lavoie (2007), told the story of a staunch teacher who argued for the need for passive learning and passive learning. The teacher claimed that his job was to provide his students with information and that their job was to assimilate this information. He continued his passivity, arguing that those who refused to study could sit in the back and sleep. The teacher's final comment, "... is not my problem ... I'm the teacher, not his cheerleader" suggests that there are still teachers who do not understand their role in the classroom.

Among different motivational speculations, the researcher's hold her highlight on a theory named self - assurance theory of human motivation presented by Edward Deci and Richard Ryan in 1985. Concurring with Ryan (1995), SDT traces two sorts of motivation such as, inherent and outward. The taking after three needs advance natural motivation. This sort of motivation starts "behavior for its possess sake," since it's inalienably fulfilling or locked in. In addition, the instructors must let their understudies think freely, deliver them flexibility to helpfully contribute to the classroom so that they can become independent learners. Self-determination theory (SDT) uses both experimental studies and field observations of such natural experiments toward understanding what humans really need from their psychological and social environments to be fully functioning and to thrive (Ryan & Desi, p. 4). The theory looks at the inherent, positive human tendency to move towards growth. It has three core psychological needs which facilitate human's growth or development; those needs are autonomy, competence and relatedness. The self-determination theory suggests that everyone has three inherent psychological needs that must be met in order for their psychological well-being to be maximized. The three needs are given below-

Autonomy - Autonomy implies everybody includes a have to be feel in charge of their claim activities. Everyone has an inside aversion to being controlled and must feel that they have the flexibility to select how they perform errands. In this manner, an independent learner may be a self - administering learner.

Competence - Competence implies everybody must feel that they have the capacity to perform the task adequately and control the result. Profound competence is being mindful of one's possessive skill.

Relatedness- Relatedness is the feel of belonging. Everybody has got to be included as a portion of the bunch.

The researcher works as a teacher in a well-known English medium school situated in Dhaka. She has conducted her lesson in level five comprising 12 understudies and collected her data significant

to her research. She conducted her qualitative research beneath the grounded theory and took after observation and interview strategies for collecting data to induce her findings. An autonomic classroom is where learners and teachers have helpful interaction with each other and learn from each other. For the most part learners tend to feel reluctant and shy to speak up before the course. Subsequently this is often the reason they are barely locked in in learning from the interaction between teacher and student. Therefore, the analyst attempted to preserve a friendly environment within the classroom and conjointly make a bond with the learners, so that they seem to overcome their wavering.

Goals and Objectives

A learner can be motivated in various ways, radically the aim of the researcher is to distinguish how teacher - student interaction can be impactful on a student's self - motivation in the classroom. She inspected her research following the self determination theory (STD) and made a bid to spot the three basic needs (Autonomy, Competence & Relatedness) in the learners of her class.

Research question

- 1. How do teachers practice learner's self - determination in primary Bangladeshi ELT classroom?**

Chapter TWO

Literature Reviews

Legault (2017) discussed the self-determination theory of human motivation and personal development. He said that people try to develop and understand each other by incorporating new experiences and cultivating their needs, wants and interests. The theory also asserts that people become controlled, fragmented, and even alienated if their basic psychological needs, autonomy, competence, and relationship are undermined by a deficient social environment. Self-determination theory rests on the notion that the individual is continuously involved in a dynamic interaction with the social world. So it can either make them engaged, curious, and connected or demotivated, ineffective and detached. (Legault, 2017, p. 1).

In 1992, Wehmeyer proposed a definition of self-determined behavior in which such behavior referred to “the attitudes and abilities required to act as the primary causal agent in one’s life and to make choices regarding one’s actions free from undue external influence or interference” (Wehmeyer, 2006, p. 305).

Self-determined people are causal agents in their lives. They act with authority to do or make something happen. Here, the term "causal" refers to the cause-and-effect interaction and "agent" refers to the person who has the authority to act. Then again in 1996, Wehmeyer refined the definition to include this attribute, suggesting that self-determined behavior is "acting as the primary causative agent in one's life and making choices and decisions regarding one's quality of life in the shelter. from any undue outside influence or interference ”(p. 24).

Field, Martin, Miller, Ward, and Wehmeyer (1998) defined self-determination as a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. When acting based on these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society" (p. 2).

Field and Hoffman (1994) modified a model of self-determination which is known as the “Five-step model of self - determination”. This model has five major components: Know yourself and your environment, Value yourself, Plan, Act and Experience outcomes and learn (p. 7).

After observing around 1500 students and interviewing around 200 individuals the model was revised, and it emphasized some key elements and came up with some important factors of self – determination which are given below

- Understanding of the environment in which one is trying to express self-determination
- The ability to establish and maintain positive relationships
- Skill in focusing on goals the individual has set. (Hoffman & Field, 2006, p. 7)

Ryan (2013) and Deci (2016) have said the effect of the self – determination theory in instruction segments. Agreeing to them, more controlling motivational climates for learning cultivate outside control and the result is more shallow and less transferable learning. Controlled inspiration has appeared to anticipate not as it were more ruined learning but too more noteworthy behavioral issues and hazard of withdrawal or dropout. (Ryan & Deci, 2013, 2016, p. 17-18) Which suggests in the event that the understudies are given more controlling motivation for learning at that point it can be more outside and less self–expressed. Moreover, controlled inspiration can be a reason for distance and withdrawal with instructors and students.

In an article by Courtney E. where he mentioned some ways which can help to develop self – motivation of children. Wehmeyer (2002) has been discussed in his book “*Self-Determination and the Education of Students with Disabilities*”. They are,

- Set personal goals
- Solve problems that act as barriers to achieving these goals
- Make appropriate choices based on personal preferences and interests
- Participate in decisions that impact the quality of their lives

- Advocate for themselves
- Create action plans to achieve goals
- Self-regulate and self-manage day-to-day actions (Wehmeyer, 2002, p. 3 - 4).

In an editorial where Courtney has examined what Deci and Ryan (2008) expressed almost inborn and outward inspiration and how they are related to the self – determination theory. Agreeing to them, self-determination is for the most part the objective for individuals. We cannot help but be propelled by outside sources which isn't fundamentally an awful thing. Both natural and outward inspiration are exceedingly powerful determinants of our behavior and both drive us to meet the three fundamental needs recognized by the SDT (Self – Assurance Hypothesis) demonstrate: independence, competence and relatedness. (Deci & Ryan, 2008, p. 182 - 185).

In 2012, Leal, Miranda & Carmo conducted an investigation to assess the open college students' inspiration while considering Bookkeeping taking after the self-determination theory. The result of this examination appears to be that a few understudies were concerned about accomplishing adequate information for their career and others were concentrating on getting their degree. Siqueira & Wechsler (2006) claims that students' execution and learning can have an impact on their self-motivation as well as their inspiration can have an impact on learning. Trumbull & Rothstein (2011) share that the concept of self-determination has the confinement of culture as a few of the societies grant more significance to 'I' than the 'other'.

According to Focal point, Vansteenkiste, and Matos (2008) self-motivation of a understudy is considered as their vitality level in their learning handle that makes a difference in their instruction, which moreover is related to the time they spend on the consider as well as their scholarly accomplishments and execution and makes a difference them to realize their fulfillment in life.

Self-determination theory may be a questionable point connected within the teaching-learning field where numerous examinations on SDT appear that students' execution and learning can have an impact on their self-motivation as well as inspiration can have an impact on learning as well. (Wechsler, 2006, Pfromm, 1987, Schunk, 1991, Mitchell, Jr., 1992).

Penna (2001) expressed that inspiration may be a portion of mental thinking and numerous of the hypotheses came from four major developments which are – cognitive, humanistic, behavioral, and psychoanalytic. The self-determination theory was made based on the concept of assessing different showings of inspiration which will join with the teaching-learning process. Harlow (1958) and White (1959), self-determination theory portrayed needs as widespread necessities like food which are vital for appropriate human improvement and uprightness(Ryan, Sheldon, Kasser, & Deci, 1996).

Grolnick and Ryan (1989) expressed that parents' offer assistance and back for relatedness, competence, and independence along side adoration to their children's domestic assignments expects their children's persistent taking after inborn inspiration for their school exercises and realizing the require for education-related assignments, which makes a difference to expect the students' scholastic execution and achievements.

Porter and Lawler's (1968) hypothesis portrays that natural motivation and outward motivation consider the understudies to be added substance alongside their complete motivation being the basic motivational anticipator. Physical instruction gives openings to the understudies to be dynamic amid the school period conjointly makes a difference to pick up information, abilities and makes a difference for them to remain spurred after school in their everyday life (Gu &Solmon,2017).

Internalization counts as one of the most challenging objectives in the teaching profession, as not every activity or task is intrinsically motivating although it is possibly essential for the learners (Deci, Vallerand, Pelletier, & Ryan, 1991).

Self-determination theory anticipates that it directly influences learners' needs, frustration, and satisfaction as this successively anticipates how autonomous or determined learners become in classrooms (Van denBerghe, Cardon, Tallir, Kirk, & Haerens, 2016).

Sparks (2017) stated that the teachers' support in the physical learning environment requires more investigation to perceive how teachers' behavior has an impact on the students' experiences.

Self-determination theory particularly proclaims that for strong progress to emerge individuals' desire support for the basic psychological needs (Ryan, Domenico & Deci, 2019).

Technically intrinsic motivation concerns academic tasks done "for learners' own sake," or for their intrinsic interest and excitement (Deci & Ryan, 2000).

Froiland and Worrell (2016) cooperatively discovered through their research that intrinsic motivation anticipated learners' involvement, which successively anticipates higher achievement in their grade results which remained constant when restricting exploration to African American and Latino students.

Froiland and Worrell (2016) agreeably found through their inquiry about that inherent inspiration expected learners' inclusion, which progressively expects higher accomplishment in their review comes about which remained consistent when confining investigation to African American and Latino students.

Manganelli (2019) found through the investigation that college students' independent inspiration expected both more noteworthy scholastic execution past the result of their achievement. Streb (2015) found that whereas children are within the learning situations that highlighted their social relatedness and independence back which appeared their higher heart rates and enthusiastic excitement whereas execution evokes their more prominent engagement within the exercises and vitality mobilization. Self-determination hypothesis exhorts that when learners involve the opportunity of choice they feel more possession of errands and more noteworthy independence which causes for way better inherent inspiration (e.g., Bao & Lam, 2008; Reeve, Nix, & Hamm, 2003). Learners' choice can speed up their performance and their curiosity, mainly for those who are initially incompatible in autonomy (Schutte & Malouff, 2019).

Patall (2019) studied and found that in lessons where teachers are engaged in autonomy, these were actions such as giving them choices, providing motivation, focusing on student interests or activities Brainstorming and asking questions or any other self-reliance regarding behaviors, students showed greater involvement in classroom material. Likewise, Tsai, Kunter, Lüdtke, Trautwein and Ryan (2008) found that lesson-to-lesson variety in student interest and motivation changes with regular alternatives to encourage teacher autonomy.

Farkas and Grolnick (2010) argued that parental responses and autonomy support anticipated both the perceived abilities and autonomy of grade 7 and 8 students. Through longitudinal research on Chinese students, Yu, Li, Wang, and Zhang (2016) found that teacher autonomy promoted early involvement linked to lesser causes of nervousness and depression.

Recently, Duineveld, Parker, Ryan, Ciarrochi, and Grolnick and Ryan (1987) agreeably examined the impacts of reviewing on inspiration for well-known school exercises and they found that evaluating was related to the frail inherent inspiration and less conceptual learning (see too Benware & Deci, 1984).

Pulfrey (2011) found an anticipated result in SDT, that the presumption of being evaluated driven learners to be independently persuaded and likely to secure performance-avoidance aims.

Salmela (2017) recommended through their information that parents' independence back behavior empowers students' well-being all through their scholarly progression.

Legate, Ryan and Weinstein (2012) found that lesbian, gay and promiscuous female students, when they knew that institutions or other social contexts favor autonomy, the more they had to be "out" in these circumstances and appear less signs of depression, outrage, and more remarkable self-esteem. Student academic trends come from tutors and instructors and largely influence student performance goals or wish to beat other classmates, as grades are fundamentally comparative rather than standards-based (Pulfrey, Buchs & Butera, 2011) .

Informative information tends to inborn inspiration and internalization. In differentiation, lesson input can have overwhelming results whereas understudies encounter stretches toward particular activities or comes about (Deci & Ryan, 1985).

Klassen, Perry, and Frenzel (2012) conducted three investigations that showed that in the event that instructors were fulfilled with their needs for relatedness, particularly towards understudies, they were more included and appeared more enthusiastic about exhaustion. Self-determination theory too centers on the learning environment which can influence the inescapable situations which cause broader levels of examination (Ryan & Deci, 2017, 2018)

Chapter THREE

Research Methods

The researcher works in a well-known English medium school situated in Dhaka city where she conducts her classes in level five consisting of 12 students. The researcher conducted her research following a qualitative research approach and for her data she pursued observation and interview methods. The researcher governed the research in a qualitative research approach under grounded theory. What is qualitative research? It involves the collection and analysis of non-digital data to understand concepts, opinions or experiences. According to Sutton and Austin, qualitative research can help researchers access the thoughts and feelings of research participants, which can help develop an understanding of the meaning people attach to their experiences (Can J Hosp Pharm, 2015) . Grounded theory refers to a set of systematic inductive methods for conducting qualitative research. Theory is of considerable importance because it provides explicit and sequential guidelines for the conduct of qualitative research. It also simplifies and integrates data collection and analysis.

In observational research techniques, the researcher exclusively involves observation. Basically, the researcher followed a discrete observation, in which the individuals did not know that they were being observed. There is no fear that the observer might change the subject's behavior. When observing discreetly, questions of validity should be taken into account. Numerous observation samples must take place to generalize the results. The purpose of this type of research is to gather more reliable information and is a way to gather relevant information and data by observing. The observation method is also called participatory study because the researcher must establish a link with the respondent and for this he must immerse himself in the same environment as theirs.

Interviewing is another method of data collection that involves asking open-ended questions to interview respondents and collect data. There are no guidelines for researchers to follow, and therefore, they can approach participants in any ethical manner to obtain as much information as possible about their research topic. The main intention of the researcher was to bond with the students so that he could get truthful answers from them.

As mentioned before the researcher conducted the research in a qualitative method. She embarked herself to the context or environment where she interacted with her learners, tried to understand their behavior through interaction and also observed the interaction between students. She tried to create a friendly environment in the classroom and also tried to build a good bonding with her learners. It also helped her to find the factors of the conversation which can make it effective or ineffective. So, the following method helped her to gather productive data about the research study.

Chapter FOUR

Data collection and analysis

The researcher works as a teacher in an English medium school and conducts her class in level five with 12 students, addressing them as P1 - P12. She has collected her data in two segments; classroom activity and interview. In the first segment she followed an observational research method, where she arranged a classroom activity in groups and observed the learners' behavior. In observational research techniques she solely involves making observations. SCHENSUL, SCHENSUL and LeCOMPTE (1999) define participant observation as the process of learning by exposure or involvement in the daily or routine activities of participants in the context of the researcher (p.91). [2]. Participant observation is characterized by actions such as having an open and non-judgmental attitude, being interested in knowing more about others, being aware of the propensity to experience culture shock and to make mistakes, most of which can be overcome, be a careful observer and a good listener, and be open to the unexpected in what one learns (DeWALT & DeWALT, 1998). Basically she has followed unobtrusive observation, where individuals do not know that they are being observed. Unobtrusive research is also more forgiving than other methods. It is far easier to correct mistakes made in data collection when conducting unobtrusive research than when using any of the other methods described in this text. Observation method is useful to researchers in a variety of ways. It provides researchers with ways to check for nonverbal expression of feelings, and determine who interacts with whom. The researcher has chosen this research method because it allows her to collect data without interfering with the students under study. There is no concern that the observer may change the subject's behavior therefore, she gets what she is actually seeking for. Sometimes when the participants know that they are being observed, their behavior changes and researchers cannot find the actual evidence.

In the second segment the researcher interviewed the learners of the class she was conducting by asking them four open ended questions related to her research question. The interview method consisted of unstructured interviews, in which the researcher had a conversation with the students for the purpose of collecting data about the research study. The aim of the interview was to gain a broader understanding of the student's motivation, what he thinks about it and how he

can meet the three basic needs (autonomy, competence and relationship) in an ELT class. Before starting the interview the researcher explained all the questions to them and why it is necessary to answer. Though the learners were from a reputed English medium school, she allowed them to speak in Bengali so that language could not create a barrier if they were uncomfortable to speak in English.

First segment of data collection

The first segment of data collection was a classroom activity, where the students were divided into groups. In this segment of data collection the researcher observed the learners by conducting a group activity in the classroom. Here the researcher has followed unobtrusive observation where the learners were unaware about being observed.

Introducing group activities

At first the researcher explained the task to her class. Three topics were given to the students and each group had to choose one topic. They got a total of thirty minutes to complete their task. The topics were chosen according to the competence level of the students.

Group size:

The total number of students of the selected class were 12. So the researcher decided to make three groups; four members in each group. Named them Team A, Team B and Team C.

Deciding group members

The researcher randomly picked three students and told them to choose any four students as their group members.

Topics

1. What do you know about your culture? Explain four positive and negative sides of your culture.
2. What is your opinion about online classes? Explain four positive and negative sides of online class.

3. What is your opinion about junk food? Explain four positive and negative sides of junk food.

Every student from each group has to answer the first part of the question. Then each student will come up with one positive and one negative reason with their own explanation. Topics were given remembering their level of knowledge and competence. So that they could connect themselves with the activity.

Data analysis

Learners are able to become self-determined when their needs for autonomy, competence, and relatedness are fulfilled. The purpose of the researcher behind this task was to observe whether the three basic needs (autonomy, competence and relatedness) can be found in the students or not.

The notion of autonomy is self- governing. The skill of an autonomous learner is being able to identify and manage his / her interest or goal. It helps them to become self – determined and to have control in their own behavior. Learners tend to be happier when they pursue activities that are intrinsically motivated and aligned with their goals. Not only does this make them more responsible, but it also helps them really spend their time doing what they want to do.

An autonomous classroom is where learners and teachers have constructive interaction with each other and they learn from each other. Group tasks always help the learners to engage with each other. Though the students had to work in a team, the teacher also needed to engage with them. Teacher's engagement helps the learners to express their feelings without any hesitation. Sometimes the learners asked questions to make sure about their pronunciation, sentence structure and so on. The researcher had shown much positive attitude towards the learner's mistakes so that they do not hesitate to express themselves. Because there are also some shy students who are always nervous, creating a friendly environment helps them to speak up. Moreover, learning from each other is another notion of an autonomous classroom. According to Holec (1981) autonomy is the ability to take charge of one's own learning (p.13). During the task every participant came up with their own writing parts by brainstorming which helped them to get new information and learn from each other. In the group task everyone had separate work to do and it helped them to show active participation. The purpose of autonomy is to let the learner

take spontaneous decisions so that they can willingly work on. Their autonomy helped them to identify their topic of interest and as a result they willingly worked on it. Learners were able to identify their need and interest which is the major role of autonomy. Encouragement of the teacher is the key factor to promote learner's autonomy. So the researcher who was conducting the class also helped the learners manage their learning and develop their language.

Competence is the quality or state of having sufficient knowledge or skills. It is also knowing about one's strengths and weaknesses. Through the following task students can prove their level of competence. The researcher observed while doing group discussion students were found very much comfortable and overactive to share their ideas with their team members. Especially the group who had chosen to write about their culture (What do you know about your culture? Explain four positive and negative sides of your culture) happily shared what they have learned about their culture. It seems when the learner finds what they are interested in, they act enthusiastic and they self-motivate themselves. Moreover some students were voluntarily ready to read out their writings in front of the whole class. When the students feel that they have a skill and they are capable of doing certain things, they are more likely to take action willingly and confidently. Moreover, learner's confidence level increases with his / her level of competence. As a result when the learners were over sure about their answers they were found more confident.

Relatedness is another psychological need which the researcher has tried to create in the classroom activity. Another purpose of conducting this group work is to let the students feel connected to others so that they can feel a sense of belonging. Without connection, self – determination is harder. Because Without attachment individuals would have a lack of help and support. The researcher observed that in the groups some students were actively participating whereas some were not feeling comfortable to share their ideas with their team members. The shy students were hesitant to speak up, so the researcher interacted with them to make them feel comfortable. Because when she could satisfy the need of relatedness towards the learners, they were more involved and showed less emotional exhaustion.

Second segment of data collection In the second segment the researcher interviewed 12 students of her class by asking four open ended questions which were related to their self-motivation in education. Basically the researcher followed an unstructured interview where

she had a conversation with the learners. The participants are from the same class therefore they belong to the same age group (around 10 - 12). Also the institution is an English medium school situated in Dhaka city where most of the students belong from well off families and also share the same community. Therefore most of their opinions match with each other.

The aim of the researcher is to find out how the interaction between teacher and students impacts on her students' motivation. At first the researcher explained each and every question to them for their better understanding and also gave her own opinion about those questions. She expressed her feelings based on her experiences which she gathered as a student of level five. It gave a hint to them which helped them to connect their thinking to give their opinion. The four main important interview questions the learners were being asked are given below.

1. Have you ever been a part of an unmotivated team? What did you do to stay motivated?
2. How do you motivate yourself to complete your syllabus when you have exam pressure?
3. How do you motivate yourself to actively participate in the classroom?
4. While taking a part in any interactive session in ELT class, what kind of challenges have you faced? How did you deal with them?

Data Analysis

Have you ever been a part of an unmotivated team? What did you do to stay motivated?

Through this question the learners were being asked to share if they ever became a part of such a team where the team members did not have any motivation also how they managed themselves in that situation. Almost all of them have such experience working with unmotivated teams. P1, a studious student among them said that she has been part of an unmotivated team and she took the responsibilities all on herself and also took guidance from her teacher. To motivate herself she considered the fact that at least someone has to work hard, otherwise there will be no progress in work. Here the student is autonomous because she took charge of her own learning. She interacted with her teacher which is another notion of an autonomous classroom where students can learn by the help of teacher - student interaction. She also used her knowledge to achieve her goals which is her competence and skill. Though she could not have relatedness with other students. Relatedness is the feeling of belonging which is important for learning. Therefore,

learning arises from interaction and it makes the learner confident. Her teacher helped her by giving guidance which is what a teacher should do to self - motivate his / her students. Because to make the learners self - motivated, teachers also have some initiatives to take.

Where P2 said he requested his teacher to change his group and somehow could not manage it. Here the learner was quite serious about his grade but was not ready to take any risks. This type of learner cannot be considered as autonomous. Because autonomy is learning for self - development. Also an autonomous classroom is where learners can learn from each other by interacting. Here the learner did not get the chance to connect with other learners and his teacher did not help him either which is the reason that this learner could not become an autonomous learner. He knew his goal but his competence which means the skill to achieve the goal was not enough. Competence proves someone's strength or weakness. Here the learner's weakness was he could not take responsibilities all by himself. Another thing is that he could not get the chance to be connected with other students and teachers and lost all his motivation and confidence there.

Most of the learners said they have faced such a situation where they just ignored the fact that they were not going to get any sort of help from their group members. They just overlooked the negativity and focused on taking necessary initiative which was important at that moment.

How do you motivate yourself to complete your syllabus when you have exam pressure?

By the following question the researcher wanted to know how her students manage to motivate themselves outside class. The researcher believes learners are always under guidance and observation while they are in the classroom and sometimes they are bound to give their concentration out of fear of the teachers as well. But when they are at home they are engaged with other stuff which can divert their mind and focus from study, so the researcher wanted to know how do they manage their exam pressure and how do they motivate or encourage themselves outside the class? Among many of the answers, the researcher tried to present wholesome answers which could be beneficial for her research question.

P1, P4, P7 said that they detach themselves from all sorts of distractions such as video games, playing outside and so on. They also said they make a routine to cover up the syllabus and try to follow them. Here the researcher observed the learners are autonomous and self - governed,

because autonomy is the motivation to take one's own responsibilities. Then again these learners are confident that they are capable and they have the skill to take their own responsibilities which proves their level of competence. But when it comes to relatedness the research observed they are quite self-sufficient and do not engage with other learners or teachers regarding their studies.

P5 said in his answer that he came from Bangla medium school and has no friends yet which is the reason he felt isolated in the classroom. While he has exam pressure and lots of syllabus to complete he practiced what he has been taught in the classroom, he managed phone numbers of some students and also asked his teachers for help. By his statement the researcher understood that this student has taken necessary initiatives which he needed for his exam preparation. Even though he felt isolated in his new school he still tried to engage with his teachers and students. He has the motivation of relatedness which helped him to connect with others and the feeling of belongingness

P10 said his motivation is to pass the exams with good marks and for that he studies hard. He said he needs to carry good marks because of his family expectations and also for maintaining a good impression in front of his classmates and teachers. He also said whenever he brings good marks in exams he gets a reward from his parents. By his answer the researcher pointed out that his extrinsic motivation has played a vital role more than his intrinsic motivation. His target is to get good marks in exams but the reason is for getting rewarded and maintaining the image of being a student. Here if the learner's target was to perform good for his own sake such as to learn new things and self-development, then it would be considered as his intrinsic self-motivation.

How do you motivate yourself to actively participate in the classroom?

The researcher tried to explain the question to the learners by asking them, what is their motivation behind being active in their classroom activities? In this question the researcher found that maximum learners' intention behind being active is to create a good impression in front of the teachers. Learners show that they are active in class activity so that they can get good marks from their teachers. Here their motivation is extrinsic because they are giving effort for getting rewards and not for self-development. P5 said she gives concentration while teachers give lectures because it helps her to understand better. She also said math is her favorite subject so whenever her math teacher asks to solve math on the board she always excitedly does that. By

her statement, the researcher found this learner has willingly tried to learn in the classroom. When the learners find interest in their lesson they willingly try to give their concentration and try to get the best out of it. Here the learner's motivation is not only getting good marks but also acquiring knowledge which is her self reward. On the other hand she is ready to face the challenges because she is aware of her competence or skill.

P2 said she always tries to get some idea regarding the lesson day before the class, so that she can have some knowledge. She also said if she has some previous ideas about the lesson it helps her to respond in the class. The researcher found that this learner has the intention to interact with her teachers. She willingly wants to be connected which increases her motivation to interact and communicate with others.

Majority of the learners said sometimes the teacher gives rewards to encourage them to participate in classroom activities and those types of activities catch their interest. They meant to say if there is reward for class participation they willingly show interest in the activity. Other than regular class lectures do not interest them that much. Here this learner's motivation depends on the teacher's encouragement as well. Because learners crave recognition and praise from the teachers.

While taking a part in any interactive session in English class, what kind of challenges have you faced? How did you deal with them?

Through this question, learners were being asked to share the challenges they face in interactive sessions in the English classroom. According to their responses, all of them experienced similar challenges as they had fear of making mistakes and being judged by other classmates as they used to make fun if anyone speaks incorrect English though one of them said teachers used to correct them while making mistakes. By their statement the researcher found the teacher's role in an autonomous classroom. An autonomous classroom is where the teacher helps the learners to manage their learning and develop their language. Here the teacher helped the students by correcting their mistakes. When the teacher accepts the mistakes of the learners positively, it helps the learners to get more involved in class.

P5 said he used to avoid eye contact with the classmates who used to stare at him while he talked and mock for making mistakes. This learner is ready to face the challenge and accomplish his task. He said previously he was a student of Bangla medium which normally made him feel isolated and inferior to other classmates. But he did not give up developing himself and just ignored the negativity. His goal of self development helped him to face the challenges and even if the English language became a barrier to express himself, he still tried to overcome it.

Chapter FIVE

Research Findings

This study explored the impact of teacher interaction on the motivation of fifth-year students. The researcher has collected her data in two segments, in the first segment she has collected data by observing the learners' behavior through a classroom group activity, and in the second segment, she interviewed the learners by asking four important open-ended questions for her research findings. After analyzing the collected data the researcher has come up with her research findings which are given below-

1. Classroom Environment: “Students who find their learning environment supportive of their needs for competence, autonomy, and relatedness will have greater engagement in learning, which exert influence on their psychological adjustment”(Ryzin, Gravely & Roseth, pp. 1–12). Through the classroom observation it appeared to the researcher that by creating a friendly and supportive environment in the classroom teachers can help the learners to promote their autonomy and feel motivated to accomplish their work. For example, some learners were shy and nervous while talking in the classroom, whenever they got the chance to work in a group they found more confident and comfortable than before. The arrangement of the learning environment has been related to learner focus and behavioral disruptions such as, the researcher created a flexible classroom where the learners could devote more of their time to working 1-on-1 or in small groups with others. She observed that learners were sharing ideas more confidently and comfortably in the group rather than sitting alone. Therefore, the classroom environment supports the learners to improve their self-motivation.

According to Ryan & Deci (1985) “Self-determination is the capacity to choose and to have those choices....be the determinations of one’s action” (p. 38) . In the group task the researcher had given the freedom to the learners for choosing the topic of their own choice. She observed the learners were more excited working on their selected topic. Hence classroom environments can bring up a sense of belonging within the classroom, perception of competence in learning, and the feelings of selection in ones’ choices.

2. Teacher's Involvement: The researcher came up with the fact that teacher engagement helps the learners to express their feelings without any hesitation. When the teacher accepts the mistakes of the learners positively, it helps the learners to get more involved in the class. Through the data collection process, the researcher also found that the teacher's special attention towards the nervous students encouraged them to get more involved. For example, P5 was a learner who came from a Bangla medium school. Most of the time he felt nervous to talk in front of the class out of the fear of being criticized by his classmates. Therefore, the teacher encouraged him, accepted his mistakes and later corrected his mistakes as well rather than avoiding them.

Also promoting interactions between teachers and students creates a safe environment, and a safe and secure learning environment fosters growth in learning. The researcher has come up with the understanding that teacher interaction impacts learner motivation. For example, in the group task some learners were confused about spelling, grammar and all, therefore, the teacher helped them by correcting their mistakes, and at the end of the task she also gave them feedback regarding their writings. Hence, the involvements of the teachers include feedback to learners, support for behavioral and academic growth, and discourse about their learning and outcomes. The researcher also admits that learners are sensitive to how they are treated by their teachers and very much appreciated being treated as equals.

3. Learner's active participation: Learner's active participation depends on their interest. The researcher ascertained that while attending their favorite classes they seemed more excited and even ready to face any challenging task or competition. For example, in the interview segment, P5 said, math is her favorite subject so whenever her math teacher asks to solve math on the board she always strives for that. By her statement, the researcher found that learners willingly participate in challenging tasks in the classroom if they find their favourite topic.

The researcher also noticed, when the learners are aware of their level of competence or skill they are even more confident. For example, in the group task the group who had chosen to write about their culture (What do you know about your culture? Explain four positive and negative sides of your culture.) happily shared what they have learned about their culture. It seems when

the learner finds what they are interested in, they act enthusiastic and they self-motivate themselves.

Moreover, they actively participate in the group activity which has shown their autonomic behavior in classroom learning. In group activity every learner has a separate task to do. For example, each learner has written his / her own idea about the selected topic, therefore, learners become responsible for their learning. According to Not only that, the group activity made the classroom autonomic where students are learning from each other by interacting.

Learners do not like boring and monotonous lessons, but pay more attention to challenging tasks. The researcher observed that students show interest and increase their participation in daily classroom assignments, responsibilities, and learning when rewarded. For example, in the interview segment, the majority of the learners said that sometimes the teacher gives rewards to encourage them to participate in classroom activities and those types of activities catch their interest. They love the fact of getting rewarded, it boosts them up and helps them to actively participate in the classroom. Therefore, rewards motivate the learners to be more productive because they create a feeling of pride and achievement.

5. Through the interview segments it has become apparent that the learners took the responsibility for their learning when they become a part of any unmotivated team in the classroom. For example, in the interview segment, P1 stated that whenever she did not find any help from her group members she took the responsibility of her own. Her self-governing behavior promotes her autonomic motivation.

6. Through the learners' statements it has been noted that sometimes learners set up a goal to get a good result and detach themselves from all sorts of distractions when they have exam pressure. For example, in the interview segment, P1, P4, P7 stated that they detach themselves from all sorts of distractions such as video games, playing outside and so on. They also said they make a routine to cover up the syllabus and try to follow them. Here the researcher observed the learners are autonomous and self - governed, because autonomy is the motivation to take one's own responsibilities. They also followed a routine to cover up their syllabus which shows their responsibility toward learning. The majority of them stated that they want to carry good marks in exams either for family expectation or to carry a good impression in the classroom.

Research Limitations

- The major obstacle of this research was the online class. The researcher was not able to make one-on-one interaction with the students. As a result, it was difficult for her to observe their behavior through the computer screen. Moreover, the online classroom could not give the actual essence of a physical classroom.
- The researcher faced some fact of validity while interviewing the learners, because when they were aware of being observed their behavior automatically changed.
- It was challenging for the researcher to work undercover, because she had only to observe and not record in front of the learners. Hence she had to rely on her memory which can be faulty at times.
- Some learners were not ready to speak up openly and this was a limitation in case of observation method.

Chapter SIX

Conclusion

There is countless research all over the world on the impacts of a teacher's interaction on learners' motivation in the classroom. Teachers' role in learners' academic life will not be worthy to be described in one study. It has been proved that children with low academic achievements are the same children who have poor relationships with their teachers. As a result, students who perceived a more benevolent relationship with their teachers tended to perform better academically and often perform better than their peers who did not have the same support system. Though there are some teachers who still have misconceptions about their role in the classroom. They have a wrong belief that learning can happen forcefully. Whereas, every learner has his / her own learning style, competence level and also choice, they need to be focused on learners' desire, their weaknesses and also their strengths. An autonomous classroom is where a learner gains knowledge by interacting not only with teachers but also the learners. Therefore, a teacher's target should be to create an autonomous classroom where the learners know the importance of those learning in their own life. Moreover, the teacher's encouragement helps the learners to overcome their fear and face the challenges.

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