

A Study on Motivation of the EFL Learners at Higher Secondary Level in Bangladesh

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Abstract

Motivation is a major socio-psychological factor to draw much attention of linguists and English Language Teaching (ELT) specialists in this decade. But most of the studies, conducted by ELT researchers at universities, basically deal with urban learners, which do not present sufficient findings in this field of research. This study primarily attempted to focus on the differences in motivational orientation of learners of English as a Foreign Language (EFL) in urban and rural areas in Bangladesh. It also aimed at an investigation into the correlation among other socio-psychological factors and motivational intensity. Both qualitative and quantitative approaches were followed to elicit data from 120 respondents of four urban and four rural colleges. The findings of this research demand a more suitable and updated national language policy and planning for reducing the gap between urban and rural EFL teaching-learning conditions and modify current syllabuses and ELT methodology to suit the motivational orientation of the EFL learners at Higher Secondary level and also for a large-scale teachers' training program for an effective implementation of the policy.

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1.0 Introduction

It is an established fact that the learner should be at the central point of focus in Second Language (SL) or Foreign Language (FL) teaching/learning and nowadays many a linguist, applied linguist or researcher is found to undertake researches to explore the socio-psychological variables which strongly influence Foreign Language (FL)/ Second Language (SL) learning. Even most of the influential linguists consider FL learning as a socio-psychological phenomena and 'motivation' as the key to the learning process. It is found through research that learners with high motivation perform better than those with less motivational intensity to learn English as a Foreign Language (EFL). There are some other factors which are closely related to motivation and a discussion on it must include the interrelationship among them and their combined role to motivate EFL learners. Attitude, syllabus, methodology, socio-economic background, sex, quality and training of ELT staff, and 'classroom factors' including anxiety are the most important variables of them.

With the expanding dominance of English in present age of globalization, the growing necessity of effective EFL teaching and learning has forced concerned persons including linguists and researchers to 'do' something both effectively and urgently to increase the level of competence and performance of learners at all levels in the use of English language. The areas of Attitude and motivation have attracted many researchers round the globe as they are closely related with Second Language Acquisition (SLA). Many a researcher has been following Gardner's (1985) Attitude and Motivation Test Battery (AMTB) for more than two decades. Other relevant models and theories suggested by Schumann (1978, 1986), Krashen

(1981), Dornyei (1990), Oxford and Shearin (1994), Agnihotri & Khanna (1997), and Ellis (1994, 1997) also are followed by recent researchers.

Being predominantly a monolingual developing country, Bangladesh needs extensive research for successful implementation of a stable and farsighted national language policy to remove 'English-phobia' and thus to motivate the EFL learners. But our national language policy makers are excessively busy with methodology, ignoring all other variables. Scattered and weak short-term national plans were carried out to deal with the complex matter of SL/FL teaching and learning by mass pupils at national level. Specially, very little has been done in the field of learner-motivation at Higher Secondary level in Bangladesh. Success in any step in national language policy requires repetitive examination of the theories and their practice or implementation through extensive researches. The scarcity of 'real' researches in the field is caused by many complex factors including lack of both commitment and competence of concerned authorities and prospect of individually undertaken researches.

Now it has become a primary need to analyze how and to what extent the EFL learners at mid level, between Secondary School level and undergraduate level, are motivated. Those who pass the Secondary School Certificate (SSC) examination are expected to possess the minimum command of English and those who take admission into undergraduate courses are likely to have more than average command of English. Hence, the EFL learners at Higher Secondary level are taken to have command of an average standard of English in the country. Moreover, the rural colleges of that level are found to be ignored in comparison with urban ones in researches. Therefore, the present study is undertaken for an investigation into the motivational orientations of EFL learners at the Higher Secondary level at rural and urban areas in Bangladesh.

1.1. Historical Background

Language of a speech community is closely related to its historical background. This statement is more pertinent to Bangladeshi context. Bangladesh is predominantly a monolingual country. Before independence, the country, experienced the British colonial rule of two hundred years preceding Pakistani reign of more than two decades.

Kachru (1983) divided the introduction of bilingualism in English in Indian subcontinent into three periods. At first, the missionaries and traders introduced English to the Indians in the first decade of the 16th century. In the second phase, the local educated Indians, even the best ones who wished to promote Indian language and literature, took English as the superior language which would lead them to western scientific knowledge (Agnihotri and Khanna quoted in Rahman 2006: 12). At the final step, the British took initiatives to establish English firmly in the middle of the 19th century turning it into a way for the educated Indians to enter into the privileged class. A national education policy, proposed by a committee led by Lord Macaulay, was passed in 1835. Macaulay's controversial Minutes states:

We must at present do our best to form a class who may be interpreters between us and the millions we govern; a class of persons Indians in blood and color, but English in tastes, in opinions, in morals and in intellect. To that class we may leave to refuse the vernacular dialects and to render them fit vehicles for conveying western knowledge (Kachru 1996:21-22).

In the British colonial period, the colonial rulers and their local representatives, official servants, highly educated persons, and other elite persons used English for

administrative, educational and commercial works, job, and for communication between rulers and their representatives (Mannan et. al., 1998).

After the partition in the subcontinent between India and Pakistan, English became more influential in commercial and educational activities in the Pakistan period although only 3.12% of total population of Pakistan had some command of English, according to the 1951 census, and in unprivileged East Pakistan (present Bangladesh) the percentage can be assumed to be lower than the other part of Pakistan (Musa 1996:66-67). The rulers, high govt. officials, and high class people used it as a prestigious foreign language for beneficiary purpose. It was also the medium of instruction in academic works at higher levels (ibid).

But Bangla language was the force that kept the people of East Pakistan united in many movements. The Bangalee is one of the very few nations that fought for mother tongue. The naming of the country at its birth in 1971, as the consequence of many movements including the language movement in 1952, may indicate to the importance of Bangla language in its socio-economic background (Islam 2000). After the liberation war in 1971, the first government overemphasized the use of Bangla in every sphere of socio-economic and administrative sectors.

Still, none can deny the fact that the middle class had a soft corner for English. Added to that, the roles of English language and English speaking countries in international arena inspired Bangladeshi people, its government and policy makers to face the challenge of English language as the medium of communication in the new global political settings of super powers in the 1980's. The situation was more challenging after the fall of the USSR from its dominating position in the 1990's. The importance of English language grew rapidly in all the spheres in

Bangladesh, also. As English is the most dominating language used for communication in the western economic block and the dominance of the USA and the WTO over the world politics is gaining strength fast since the fall of the USSR, the importance of English is increasing with it in national and international spheres of Bangladesh.

1.2. Present State of English Teaching & Learning in Bangladesh

Overemphasis on Bangla in the new born state of Bangladesh was a very important milestone in the national language policy. Though English continued to be the medium of instruction at university level due to scarcity of books and other materials in Bangla, the learners at Secondary and Higher Secondary levels were left attended to grew up with weakness in English. The standard of English Language Teaching (ELT) and learning also was going downwards very fast.

There were at least six Education Commissions since independence, but none could be implemented so far. The report of the first Education Commission of Bangladesh was published in 1974 which recommended:

It is not necessary to learn any language other than Bangla up to class V. From class VI to class XII, however, a modern and developed foreign language must be learnt compulsorily. For historical reasons and for the sake of reality, *English will continue as a second compulsory language.*

(Bangladesh Education Commission Report 1974:15 as translated in Rahman 2006)

But Bangladesh can no longer be considered as a genuine ESL situation. Neither does it qualify as a purely EFL one. As Bowers (1986) in his study on ELT observes that ESL is lapsing into EFL and this is, in fact, the present status of English in Bangladesh (Begum 1999 : 215).

Though few educated professionals felt the need of English to cope with other nations and for scientific advancement, the emotional and political factors influence the subsequent governments to ignore the importance of effective steps to increase the standard of teaching and learning of English as a foreign language (EFL) and the use of English in official jobs. The Report of the English Teaching Taskforce 1976 shows, 'At least 70% of the trainees at the Teacher Training Colleges are not proficient in material beyond that used in the textbooks for class 7 , yet they are expected to teach up to class 10' (Rahman 1999: 15).

Most of the school teachers have studied only a full unit course at degree level and are not subject-teacher in almost all of the cases. They have the scope to attend course or training programs like 1-year certificate course from Primary Training Institutes or 1-year Bachelor of Education (B Ed) course from Teachers' Training Colleges. But college teachers have hardly any scope to take a long term leave for training because of shortage of English teachers in colleges. It is a very strange fact that they usually find the scope to attend daylong workshop only to understand and adopt new methodology, for example to shift from Grammar Translation Method to Communicative Language Teaching Approach (CLTA).

Even fourteen years after the first Education Commission Report, another report on a baseline survey undertaken by National Curriculum and Textbook Board in 1990 proves that no improvement was made so far:

... .. In non-government rural schools where over 95% students at class 6 and 8 are failing to reach the expected standards of proficiency ... over 70% of these students at class 6 and 80% at class 8 have a command of language which is close to non-existent (ibid: 16).

Despite the status of Bangla in national constitution as the only official language of the country, Bangladesh Government announced The Bangla

Introduction Law in 1983 and *Bangla Procholon Ain* (Bangla Implementation Act) in 1987 to make the use of Bangla compulsory everywhere except foreign missions and defense sector. Thus, 'English lost its previous status as a second language and came to be treated as a foreign language' (Rahman 2006: 24). The drastic fall of the standard of command of English of university graduates. This forced the Government to introduce English as a compulsory subject at Degree (pass course) level.

The Education Commission 2003 (Maniruzzaman Miah Education Commission) states:

This may sound odd to know that even after 30 years of independence, Bangladesh government failed to form a 'National Language Policy', except various Education Commissions recommended few suggestions on language policy. Because of this reason, we do not have any particular 'uniform language policy' in the country...it was found that even in Dhaka University, different departments under same faculties were following different language policies on language issue (Ibid:104).

Now English is a compulsory subject from Primary level (class I to v) to Degree level (non-honors) including Secondary (VI to X) and Higher Secondary (XI to XII) levels. The EFL learners show poor level of motivational intensity mainly due to scarcity of skilled teachers and inappropriate syllabus-design, which have a direct negative effect on their proficiency in it. Bangladesh Educational Statistical Book 1995 shows that about 90% examinees failed in English in the two public examinations, SSC & HSC (Begum 1999:215).

Because of unstable and inappropriate national language policy and ineffective steps there is a mass English-phobia among common EFL learners of all ages. The two facts, whether English should be a compulsory subject and at what level it should be initiated, have been reviewed and changed several times. Again, the adoption of an appropriate methodology and a suitable syllabus has been

changed several times within a decade is enough to frustrate the English teachers. Though the teachers are instructed to follow CLTA in classrooms, the findings of a research conducted by Rahman (1999) shows, '73% of the interviewers put grammar as the first priority for learning a language' and '69% mentioned that the students expected them to teach seriously, and not have fun'. Even 85% of respondents claimed that their teachers still followed Grammar Translation Method (Rahman 2006: 231).

However, with the increasing pace of globalization, English is given more importance in educational, commercial and other official activities in the country nowadays. More initiatives are being taken to produce both English teacher-trainers and trained teachers. Motivation of EFL learners has been changed to some extent with their more positive attitude to English. The government and non-government institutions including private universities pay much attention to heighten the standard of EFL teaching and learning now.

1.3. Purpose of the Study

The purposes of the study is to detect and analyze why, how and to what extent the EFL learners at Higher Secondary or the HSC level are motivated to learn English as a Foreign Language (EFL) in Bangladesh. Primarily, it is a comparative study between the types of motivation of the EFL learners at the colleges of Higher Secondary level in rural and urban areas in the country. It seeks to find out correlation between socio-economic background of the learners and the types of their motivation – integrative, instrumental or resentful.

This study purports also to ascertain the impact of English course and quality and training of ELT staff. The research also examines the relations of motivation with classroom anxiety.

1.4 Research Questions

- Q1: What is the major type of motivational orientation of the EFL learners at Higher Secondary level in urban areas?
- Q2: What is the major type of motivational orientation of the EFL learners at Higher Secondary level in rural areas?
- Q3: Do the learners find their teachers to be motivating enough?
- Q4: Is the ELT course motivating enough to the learners?
- Q5. What is the attitude of learners towards the British or the American people?
- Q6. Is there any significant difference in motivational intensity due to sex difference?
- Q7. Are the learners in rural areas equally motivated to those living in urban areas to learn English?
- Q8. Is there any significant negative impact of classroom anxiety on motivational anxiety according to learners?
- Q9. Does the economic condition of the family of an individual EFL learner influence his/ her motivational intensity?
- Q10. Is the relation between educational qualification of family members of the learners and their motivational intensity significant and positive?
- Q11. Do the teachers think present ELT methodology and syllabus to be appropriate for the EFL learners in Bangladeshi context?
- Q12. Can the teachers follow CLTA in language classrooms?

Q13. Is the marking system in board examinations (SSC/ HSC) too flexible being directed by concerned national authority?

2.0. Introduction

This chapter deals with definition and types of motivation and other relevant variables such as, attitude, 'classroom factors', teacher, method and syllabus, that are presumed to play significant roles in SL/FL learning. It will discuss the relationships among these socio-psychological and individual learner variables.

2.1. Motivation

2.1.1. Defining Motivation

Microsoft Encarta (2004) defines motivation as 'the biological, emotional, cognitive, or social forces that activate and direct behavior' or, as 'a feeling of interest or enthusiasm that makes somebody want to do something, or something that causes such a feeling'. An FL learners' motivational orientation is the psychological situation which indicates to his/her needs, desires and goals to learn a target language which may be expressed through particular actions.

Multifaceted explanations of the term 'motivation' are found in the study of SL/FL learning. Many linguists have focused on motivation as a central concept on their theories in the field since the 1980s. It is one of the key factors that determine

why, how and to what extent an FL learner learns a language. Being a psychological term, 'motivation' is a complex concept. According to Brown (2000), 'motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task'. Ellis (1997) puts it, 'Motivation is dynamic in nature; it is not something that a learner has or does not have but rather something that varies from one moment to the next depending on the learning context or task'.

Gardner is the leading figure in the area who defines motivation as 'the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity' (Gardner 1985b: 10). He also states that 'motivation involves four aspects: a goal, an effort, a desire to attain the goal, and a favorable attitude toward the activity' (Qashoa 2006).

Dorneyi (1994) unequivocally claims motivation to be one of the main determinants of second/ foreign language learning. Qashoa (2006: 2) analyzes –

Interestingly, motivation is perceived by Dorneyi (2001) as cyclic, going up and down, affecting language achievement and being affected by it. He also claimed that a demotivated person is someone who initially has had motivation to fulfill a goal or to engage in an activity and has lost the motivation to do so because of negative external factors which related it to the environment in which learning takes place such as the classroom and school.

Crookes and Schmidt (1991), however, point out the necessity of considering four motivational determinations of Keller's (1983) educational orientation theory (Kudo1999:12). They are (a) interest; (b) relevance; (c) expectancy; and (d) satisfaction. Crooks and Schmidt (1991) state that these four elements of motivation should be taken into consideration when teachers try to understand students' motivation for learning; because each of them may influence students' learning.

According to Gardner and MacIntyre's (1991) distinction between 'orientation' and 'motivation', the former can be measured by means of "a self-report questionnaire in which learners respond to statement such as 'Studying French can be important because it is useful for one's career'" and "They equate 'instrumental motivation' with giving students a financial reward for performing a task successfully" (Ellis 2001: 513). That is, 'orientation' or 'motivational orientation' can be taken as the types of motivation or the causes to learn EFL whereas 'motivation' refers to the desire to learn EFL.

2.1.2. Types of Motivational Orientation

2.1.2.1. Intrinsic and Extrinsic Orientation

Different linguists identify and analyze the motivational orientations in varied ways. One of the most well known categorization is the extrinsic/ intrinsic orientation (Deci, 1975; Oxford, 1996; van Lier, 1991; Brown, 1991 quoted in Sheyholislami 2001). Harmer (1983) also identifies these two types of motivational orientations following educational psychology this way – intrinsic orientation refers to what takes place in the classroom while extrinsic orientation is related to the factors outside classroom.

According to Sheyholislami's views (2001: 4):

Intrinsic motivation is present when one does something such as learning an additional language for the fun of it, intellectual stimulation, or its worth-doingness, or for what Deci (1975) terms "feeling of competence and self-determination". One is said to be *extrinsically* motivated when he learns the language for the sake of external rewards such as getting a better job or passing an exam, or the fear of punishment. In this approach, extrinsic motivation includes both integrative and instrumental types of motivation.

As Dörnyei (1994) defines them, intrinsic orientation indicates to a desire to receive internal reward, such as joy or satisfaction of learning while extrinsic

orientation is concerned with a desire to receive extraneous reward, such as good marks or to avoid punishment.

2.1.2.2. Integrative and Instrumental Orientation

Gardner, Lambert and their associates introduced a socio-psychological model with two major types of motivational orientations – integrative and instrumental. It shows the positive impact of integrative motivation, which involves an interest in the people and culture represented by the other language group, on Second Language (L2) learning. (Gardner 1985, 1979; Gardner & Lambert 1975, 1972, 1959). On the other hand, instrumental orientation reflected a utilitarian value placed on language learning, such as to improve one's career potential (Gardner 1985, 1979; Gardner & Lambert 1975, 1972, 1959). According to Gardner and Lambert (1972), "instrumental orientation is characterized by 'a desire to gain social recognition or economic advantages through knowledge of a foreign language' whereas integrative orientation reflects the learner's "willingness or a desire to be like representative members of the 'other' language community" Gardner's finding regards the importance of integrative motivation as being more influential in providing learning opportunities than other kind of motivational orientation.

2.1.2.3. Criticisms of Gardner's Model

In criticism of Gardner's points of view, in an influential paper, Sheyholislami (2001: 2-3) raises three issues. One issue is that, it is not necessary that everyone, who values another community positively, wants to learn its language and vice versa. Another one is in relation to learning a foreign language as opposed to a second language. As Dornyei (1994) suggests, in the case of learning a foreign language it may not even be plausible to talk about integrative motivation since the learners have no or little chance of being exposed to the target language culture and values. Referring to Crookes & Schmidt (1991), he analyses that 'even within an ESL

context the relationship between different factors and motivation on the one hand, and language learning, on the other, cannot be generalized since they may change from one context, individual, and learning tasks to the other' (Ibid). These concerns put Gardner's approach to motivation as a basis for interpreting language development from a motivational perspective into questions. The point to be considered is that it does not furnish any room for the teacher as someone who could, for better or worse, influence learners' motivational orientation.

Oxford and Shearin (1994) also show that there are some socio-psychological variables other than instrumental and integrative ones, for example, receiving intellectual stimulation, seeking personal challenge, enjoying the elitism of taking a difficult language, showing off etc. They think Gardner's definition rather limits the way motivation is defined in respect to variables (Rahman 2006: 43). Ellis (1985) also points out that these two kinds of motivation are not mutually exclusive. The research findings of Burstall (1975) indicate that in pupils' achievement in the NFER primary French project, their performance was closely associated with both the instrumental and integrative motivation (Rahman 2005: 10).

The findings of Lukmani's (1972) investigation shows strong correlation between instrumental motivation and English proficiency scores of EFL learners in the multilingual setting of India (Ibid: 50). Das (2001) and Rahman (2006) also found instrumental orientation to be the most important one, but in the monolingual setting of Bangladesh. Shahed (2001) also has found that the strongest motivation learning EFL in Bangladesh is instrumental in nature (Rahman 2006: 61).

2.1.2.4. Resentment Motivation

Very few studies have focused on 'resentment motivation' so far. Gardner and Lambert (1972) counted 'resentment motivation' and 'manipulative motivation' as insignificant types of orientation. But Kanfer (1998) states that motivation refers

to some psychological mechanisms, governing the direction, intensity, and persistence of actions not due solely to individual differences in ability but also for the overwhelming environmental demands that 'coerce or force' action. Agnihotri and Khanna (1998) have highlighted resentment motivation in a study which concerns a further realistic approach in apprehending public attitude the 'English issue' in South Asia. The term is indicated to be the system of education which compels even the unwilling learner to learn English (Rahman 2005:11).

To Rahman (2006: 61), the views of Agnihotri and Khanna (1997) about EFL in Indian context can be applicable to Bangladeshi context:

People in India learn English for variety of reasons but all of them have an unmistakable instrumental color: some are integratively instrumental, some instrumentally instrumental, some manipulatively instrumental and some instrumental despite resentment.

Brown (2000) also claims that learners rarely select one form of motivation when learning a second language, but rather a combination of them.

2.2. Attitudes and Motivation

As Allport (1937) defines 'attitude' in general terms, it is an mental or neural condition of readiness that influences an individual's response to certain objects or situations. In language learning context, it is claimed that attitudes control an individual's motivation and are especially relevant for language learning, because language learning includes many different aspects besides simply learning skills (Gardner and Lambert 1959; Gardner and MacIntyre 1991 quoted in Kudo 1999). Spolsky (1989) claims that attitude "influence the development of motivation". According to Ely (1986) also, fostering learners' attitude and enhancing their motivation for language learning may ensure language achievement. Hence, attitude is taken to be a very important factor in language learning.

Schuman (1978) mentions attitude as a social factor and stresses that ‘when someone possesses favorable attitudes toward, ‘when someone possesses favorable attitudes toward the people of the target language (TL), more precisely toward the TL community, he will desire learning the language efficiently as compared to normal settings’ (Rahman 2005). Baker (1992) emphasizes that positive attitude toward the language are one of the essential factors in the language learning situation, where language is the subject to be learnt.

2.3. Classroom Anxiety and Interaction

The collection of papers by Horwitz and Young (1991) on anxiety in classroom settings shows that “learners frequently experience ‘language anxiety’- a type of situation-specific anxiety associated with attempts to learn an SL and communicate in it” (Ellis 1994: 480). Horwitz, Horwitz, and Scope (1986) developed a French Class Anxiety Scale, on the basis of questionnaires to identify three general sources of anxiety: communication apprehension, test, and fear of negative evaluation (Ibid: 481). If the number of students in a classroom is too large then it also contributes to anxiety. That is why classroom anxiety is believed to affect an FL learner’s motivational intensity.

Oxford (1992) claims that attitude is closely related to the idea of ‘cultural shock’. According to her analysis, the affective states are associated with these sources of anxiety – “emotional regression, panic, anger, self-pity, indecision, sadness, alienation, ‘reduced personality’....” (Ibid: 480).

MacIntyre and Gardner (1991:103), in a comprehensive analysis of some researches, states: ‘... anxiety negatively affects performance in the second language. In some cases, anxiety provides some of the highest simple correlations of attitudes with achievement’.

Adequate classroom interaction, in the form of peer work, group presentation etc., increases the confidence level to avoid 'language anxiety' of EFL learners and can motivate them to use the foreign language to a great extent. Rahman (1999) and Sultana observed that because of the authoritative role of teacher in classroom students are afraid of English teacher specially (Rahman 2006: 230). Ellis (1994) also claims, 'the most effective way of developing successful second language competence in a classroom is to ensure that the learners have sufficient opportunities to participate in discourse directed at the exchange of information'. Researches in this field also show that learners can learn 'naturally' in a communicative classroom setting' (Hammond 1988, Terrell, Gomez, and Mariscal 1980, Prabhu 1987, Lightbown 1992 quoted in Ellis 1994:602-603).

2.4. Teacher, Method and Syllabus

Nikov (1999, in Dornyei 2001) asserts that the most important demotivating factor for all the age groups were related to the learning situations such as materials, the teacher or teaching methods and these factors had great effect on language acquisition and achievement. The first explicit attention to teachers' role regarding learners' motivational orientations is given by Dornyei (1994): "I believe that the question of how to motivate students is an area on which SL motivation research has not placed sufficient emphasis in the past" (274). Teachers' input in student's motivational orientations has been considered implicitly since teachers are a part of the "classroom" and the "syllabus" level. Thus, understanding the students' goals and motivation for learning English in addition to the demotivating factors help the teachers, educational policy makers and curriculum planners to improve the students' proficiency.

Training programs for FL teachers to learn how to motivate learners in an appropriate methodology is very important. An appropriate method of ELT should be based on the socio-cultural variables of learners. Language being a skill-based subject, ELT methods must also provide scopes for skills training and skills getting (West 1963 in Shahidullah 1999:48). Studies show that matching teaching methods to learners' needs, expectations, and learning styles can significantly enhance achievement and student attitudes and motivation (Oxford et. al. in Begum 1999:216). Hence, a mismatch between syllabus/curriculum and learner' attitude and motivation has a strong negative effect on foreign language learning.

2.5. Socio-economic Background

An individual learner's socio-economic background, which includes level of education of family members, occupation, living place and income, has a close relation with his/ her desire of foreign language learning. According to Preston (1989:117), there is a clear parallel between socio-linguistic phenomena ... and interlanguage development (Ellis 1994:204-5). Burstall (1975; 1979) also claims a strong correlation between socio-economic status and achievement in second language learning. Skehan (1990) also finds moderate correlation between the family background and achievement in foreign language learning (Ibid).

3.0. Introduction

The study is both qualitative and quantitative in nature. Data tools and sampling were adapted from similar type of earlier researches. Likert scale was used for scoring in the questionnaire. Informal interviews of teachers and students were taken to elicit qualitative data.

3.1. Research Hypotheses

H1. The type of motivation of the EFL learners at the colleges of Higher Secondary level is majorly instrumental in urban areas and resentful in rural areas.

H2. The motivational intensity of EFL learners depends on the ability of their language-teachers to motivate them.

H3. The present CLTA based English course has measurably failed to motivate the learners.

3.2. Participants

The participants of the study include 120 students of Higher Secondary level and 10 teachers who teach them. All the students are with Bangla medium background, who have received at least 10 years of formal teaching of English courses up to Secondary School level. 6 teachers have passed from colleges under

National University and other ones from public universities with MA in English Literature. Only two of them attended short term training-courses on ELT.

3.3. Sampling

Out of total students, 60 students were selected from 4 rural colleges and other 60 from 4 urban ones in order to compare the motivational orientations of the EFL learners at urban areas with that of other ones at rural areas. Though the sample was selected from three districts, Dhaka, Kishoregonj and Narshingdi, the colleges are situated at distant places from one another.

3.4. Materials and Procedure

3.4.1. Tests Items

Three major independent variables were selected for the pilot study – types of motivational orientation, location of the college (urban/ rural) and motivational intensity. The other variables include classroom anxiety, teacher's quality, English course and parent's educational qualification.

3.4.2. Questionnaire

It was divided into three parts. The first part was designed in multiple-choice format to elicit data on motivational orientations and classroom anxiety, the second part in scaled format for evaluation of teachers and course, and the last one in filling-gaps format to elicit social/family background.

Each item was translated and explained before the respondents. Again, before collecting the questionnaires they were asked to take help from the researcher to complete them.

3.4.3. Classroom Observation

Classrooms were observed as a participant and non-participant observer. Care was taken about observer's paradox. Audio recording was also used to collect data during class hour.

3.4.4. Interviews

Informal and semi-structured interviews were taken to elicit the opinions of teachers on currently implemented methodology, English course, teacher-training, national language policy, class size, and how and to what extent students are motivated.

3.4.5. Rating Scales

The Questionnaire was adapted from Rahman's (2006) questionnaire which was based on Gardner's (1985) AMTB (Attitude Motivation Testing Battery) and a rating scale was designed after it to measure the variables.

Many items were included to find out correlation between instrumental motivation and urban learners and resentment motivation and rural learners. Several items under each variable were designed in it. A score in relevant items under each variable was taken to indicate to a specific type of motivational orientation of the learner. There are items also to measure motivational intensity of individual respondent. A maximum score of 50 indicates to strong intensity of motivation while a score of 30 refers to low level of motivation.

3.5.5. Limitations

1. Only non-government colleges were selected for data collection because more than 85% of all schools and colleges are non-government in Bangladesh.
2. In all the selected colleges, Bangla is the only medium of instruction at HSC level. No English medium college was included in the study in order to concentrate on a specific area.
3. Only eight colleges were taken under this study due to shortage of time and money.
4. The researcher could only expect and guess but not ensure the correctness of the answers from the respondents even after much precaution about it.
5. It is hard to justify original competence and performance of learners and teachers exactly through classroom observations.

4.0. Introduction

The chapter presents the results of the research-survey and analyzes and interprets the findings according to the order of Research Questions at first. Then an overall discussion was included in it. The softwares used in data analysis include MS Office 2007 and SPSS 11.5.

4.1. Test Administration and Data collection

Both quantitative and qualitative approaches were applied to elicit data simultaneously. The following things were taken care of during data collection to ensure validity and reliability of the research:

Firstly, the time of data collection from the students at colleges were set in free periods within class hours.

Secondly, each of the items were translated in Bengali and discussed elaborately to the respondents.

Thirdly, arrangements were made to keep away respective teachers while answering the questions as it might have influenced the responses.

Fourthly, the students were selected randomly to be respondents.

Fifthly, they were helped to complete the questionnaire without any anxiety.

Sixthly, one trained assistant helped the students to fill in the questionnaire.

Seventhly, informal interviews of the teachers were taken separately.

Eighthly, it was tried to reduce the effect of ‘observer’s paradox’ during classroom observation.

Ninethly, audio-recording was used to review the activities in the classroom after returning from colleges.

4.2. Results and Discussion

Responses of the EFL learners to eleven independent variables, integrative motivation (4), instrumental motivation (5), resentment motivation (6), urban area (7), rural area (8), sex (9), classroom anxiety (10), teachers’ motivational ability (11), English course (12), economic background (13), and educational background of family members of the learners (14), and three dependent variables, motivational orientation (1), High Motivational Intensity (HMI) (2) and Low Motivational Intensity (LMI) (3) will be presented and analyzed here.

4.2.1. Q1: What is the major type of motivational orientation of the EFL learners at Higher Secondary level in urban areas?

This question was designed to find out how EFL learners are motivated in urban areas in Bangladesh.

Table 1.0: Motivational Orientation in Urban Areas

Motivational Orientation	Urban	Percent
Integrative	8	13.33
Instrumental	40	60.67

Resentment	12	20.00
Total	60	100

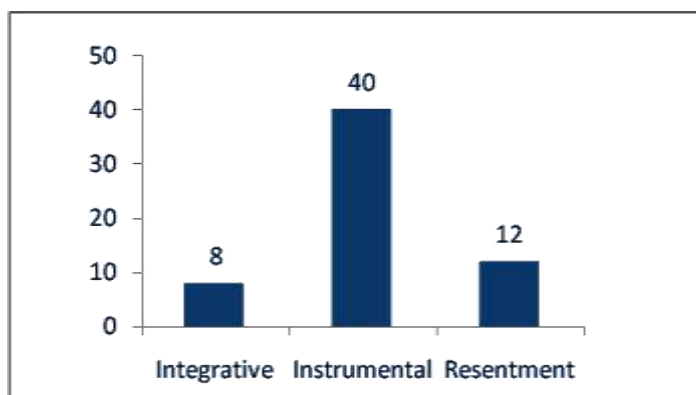


Figure 2.0: Types of motivational orientation in urban areas

Table 1.0 shows that as high as 60.67% urban respondents chose instrumental motivation for learning EFL. Figure 1.0 clearly presents the differences among the numbers of subjects who are motivated by the three types of orientation. The findings show that the EFL learners at the colleges of Higher Secondary level in urban areas are highly motivated by instrumental reasons.

4.2.2. Q2: What is the major type of motivational orientation of the EFL learners at Higher Secondary level in rural areas?

The research question is intended to know how the learners are motivated in rural areas.

Table 2.0: Motivational Orientation in Rural Areas

Motivational Orientation	Rural	Percent
Integrative	6	13.33
Instrumental	21	35.00
Resentment	33	55.00

Total	60	100
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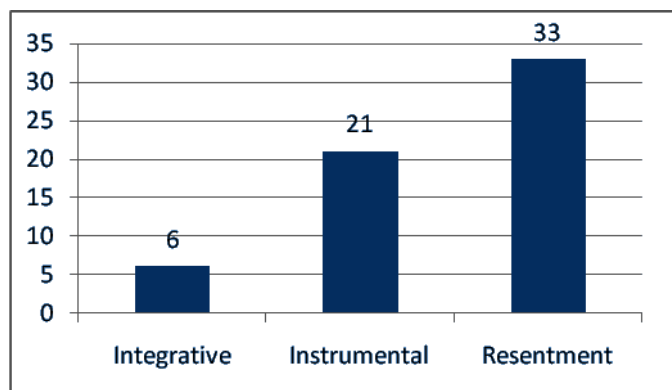


Figure 2.0: Types of motivational orientation in rural areas

Table 2.0 indicates that 6 out of 60, that is, 13.33% respondents are instrumentally motivated, whereas 21 (35.00%) participants are instrumentally motivated, and the rest 33 (55.00%) ones chose resentment motivation for learning EFL. Figure 2.0 shows, most of the learners are motivated by resentment forces and a significant number of them are instrumentally motivated. Moreover, the scores to measure the types of orientation show marginal differences in the two scores in instrumental and resentment orientations. Hence, both the types are important for the rural learners.

4.2.3. Q3: Do the learners find their teachers to be motivating enough?

According to the responses of the learners to the variables, 40 and 18 learners, from urban and rural background respectively, found their teachers motivating. That is, only 48.33% learners found their teachers to have the quality

to motivate them for EFL learning. It was also found that the lower their motivational ability the lower to be the strength of motivational intensity of the students of urban and rural areas.

4.2.4. Q4: Is the ELT course motivating enough to the learners?

Again, only 33% EFL learners find the English Course to be attractive and rewarding enough to motivate them. Different respondents showed varied degree of motivational intensity caused by the syllabus. But almost all of them suggested that it should be changed.

Moreover, all of the English teachers expressed their strong opinion to modify present ELT course which has a negative impact on motivation of the learners.

4.2.5. Q5. What is the attitude of learners towards the British or the American people?

Strangely, in spite of being motivated to learn English for resentment orientation, 52% of the rural learners feel an urge to follow the British or the Americans not for language but for their shining economic condition. But only 22% of urban subjects showed positive attitude to them. That is, 63% of all the respondents showed negative attitude towards them.

4.2.6. Q6: Is there any significant variation in motivational intensity due to sex difference?

**Table 3.1: Frequency Distribution of Responses to Sex Differences
with Respect to Variables 2 (HMI) & 3 (LMI)**

Strength of Motivation	Male	Female
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High	34 (42.5%)	29(72.5%)
Low	46 (57.5%)	11(27.5%)

According to table 3.1, 42.5% male respondents were highly motivated whereas 72.5% female showed strong inclination to learn EFL. That is, female learners were much more motivated than male ones in this respect. Hence, a significant difference was found in learners' motivational intensity due to sex difference.

4.2.7. Q7: Are the learners in rural areas equally motivated to those living in urban areas to learn English?

**Table 3.2: Frequency Distribution of Responses to Location
with Respect to Variables 2 (HMI) & 3 (LMI)**

Strength of Motivation	Urban	Rural
High	43 (71.67%)	20 (33.3%)
Low	17 (28.33%)	40 (66.7%)

The ratio (71.67%) of highly motivated learners at urban areas seemed to be double of the learners (28.33%) with low motivational intensity which is exactly the opposite to the condition at rural areas(33.3% and 66.7% respectively). The output clearly indicates the direct influence of location or social background on the strength of motivation.

4.2.8. Q8: Is there any significant negative impact of classroom anxiety on motivational anxiety according to learners?

**Table 3.3: Frequency Distribution of Responses to Classroom Anxiety
with Respect to Variables 2 (HMI) & 3 (LMI)**

Strength of Motivation	Yes	No
High	15 (22.72%)	48 (88.89%)
Low	51 (77.27%)	6 (11.11%)

Table 3.3 shows, as high as 77.27% learners of those who feels classroom anxiety were poorly motivated whereas 88.89% of the learners with no classroom anxiety were highly motivated to earn EFL. The findings claim that classroom anxiety has a negative correlation with strength of motivation.

In classroom observation, the teachers were found to be pedantic and most of the learners were afraid of them. Commonly, the learners were not free to respond due to classroom anxiety, especially in the classes of senior English teachers. Most surprisingly, a young teacher was found to be repentant for not taking a cane, what he usually takes with him, to the class just observed. To most of them, the learners should be kept in pressure in classroom to control them.

4.2.9. Q9: Does the economic condition of the family of an individual EFL learner influence his/ her motivational intensity?

Table 3.4: Frequency Distribution of Responses to Economic Influence with Respect to Variables 2 (HMI) & 3 (LMI)

Strength of Motivation	Average Income	Low Income
High	43 (79.62%)	20 (31.75%)
Low	14 (20.37%)	43 (68.25%)

As more as 79.62% respondents with average standard income, in contrast with 31.75% subjects with low income group, are highly motivated. The above

statistics show a strong positive correlation between learners' motivational intensity and economic solvency.

4.2.10. Q10: Is the relation between educational qualification of family members of the learners and their motivational intensity significant and positive?

Table 3.5: Frequency Distribution of Responses to Educational Background of Family with Respect to Variables 2 (HMI) & 3 (LMI)

Strength of Motivation	Graduate	No Graduate
High	46 (74.19%)	17 (29.31%)
Low	16 (25.81%)	41 (70.69%)

Table 3.5 presents, 74.19% of the EFL learners, with one or more graduates in there families, showed higher motivational intensity than 29.31% of those with no graduate.

4.2.11. Q11: Do the teachers think present ELT methodology and syllabus to be appropriate for the EFL learners in Bangladeshi context?

As it was found through informal interviews, none of the ten teachers feels comfortable with present ELT methodology. They suggested that National Curriculum and Textbook Board (NCTB) should bring out a change or modification in syllabus and implement a Grammar Translation Method-based situational syllabus or a Communicative Language Teaching Approach (CLTA) based syllabus with more emphasis on grammar.

In fact, none have clear concept about different types of syllabus. But the complain of each of them is that the present learners have entered into colleges with poorer command of English than those who had studied a GT Method based-syllabus years back before the implementation of present CLTA-based syllabus.

In informal interviews with students, they were found to be much inspired to learn grammatical items, to make up their grammatical competence, from the teachers. The content of the English syllabus or textbooks also are tough enough for the learners as they do not have the minimum aptitude in English required to read the textbook at HSC level. The teachers were found to be bound to teach the grammatical items of class eight at class eleven in classroom observation.

4.2.12. Q12: Can the teachers follow CLTA in language classrooms?

Almost no English teachers can follow CLTA in language classroom, though few of them try to adopt the new methodology. In the cases of young teachers, the causes behind it include lack of training on or basic knowledge of the methodology and traditional authoritative role of teachers in classrooms in Bangladesh. In the cases of older and more experienced teachers, major point is that they are accustomed to teach in GT method for many years and it is very tough for them to change their authoritative attitude to learners and the way of teaching. Let alone the senior teachers the young teachers and recent graduates did not have ELT methodology in the syllabi, they have studied at Honors or Masters level.

4.2.13 Q13: Is the marking system in board examinations (SSC/ HSC) too flexible being directed by concerned national authority?

The Education Boards who arrange the SSC and HSC examinations direct the examiners to give pass marks to the candidates to increase passing rate to such an extent that even the students with highest grade/ GPA 5 at SSC examination fail to

show the minimum standard of competence in English. An English teachers of one of the top most colleges informed that 500 out of 1200 students failed to get the pass marks in English in college first-term-examination. But the college authority keeps the teachers under pressure to produce very easy questions and give pass marks almost anyway, because those students are expected to pass in the HSC examination due to the instructions of the Education Board to examiners to give them pass marks as much as possible. The most affected learners are from rural areas, who learn EFL for resentment motivation.

4.3. Overall Discussion

4.3.1. Discussion on First Hypothesis

Table 4.1: Significance of Relationship of Motivational Orientation with Location

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.004(a)	2	.000
Likelihood Ratio	16.495	2	.000
Linear-by-Linear Association	10.288	1	.001
N of Valid Cases	120		

Two testing procedures were be used to see whether there is a relationship between the two variables – motivational orientation and location.

Chi-square Test:

Using SPSS 11.5, we get the calculated chi-square value 10.288 and chi-square with 0.01 probability and 1 d.f. is 6.634. Since the calculated value is greater than the tabulation value it can be said that there is a positive relationship between the two variables.

Correlation Test:

Using SPSS, we get the value of Pearson's correlation $R=0.294$ which indicates that there is a positive correlation between motivational orientation and location.

Table 4.2: Frequency Distribution of Responses to Variable 1 (Motivational Orientation)

Motivational Orientation	Location		Total	Percent
	Urban	Rural		
Integrative	8	6	14	11.67
Instrumental	40	21	61	50.83
Resentment	12	33	45	37.50
Total	60	60	120	

Table 4.2 is an indicator of how the learners are motivated in total – 50% of them are instrumentally motivated while 37.50% of them show resentment motivation. The significance of the second number can not be denied. That is, both instrumental and resentment motivation are important to motivate the EFL learners.

According to Table 1 and Table 2, though a high portion (61%) of urban learners show one type of orientation (instrumental), the rural students are found to be motivated by mainly two types of orientations (instrumental and resentment). Hence, the first hypothesis, 'The type of motivation of the EFL learners at the colleges of Higher Secondary level is majorly instrumental in urban areas and resentful in rural areas', can not be completely accepted. Rather, it is partially accepted.

4.3.2. Discussion on Second Hypothesis

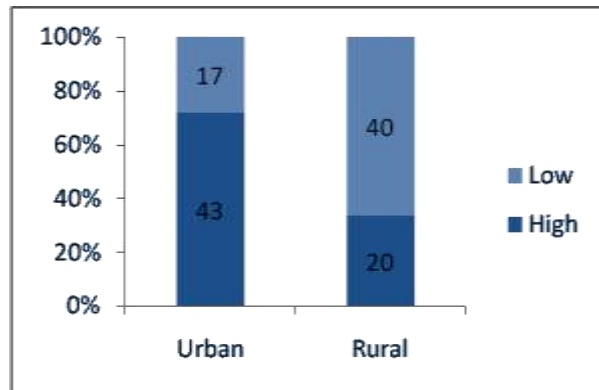


Figure 3.0: Frequency Distribution of the responses of urban and rural learners with respect to HMI nad LMI

The calculated data-output indicates that 40 out of 60 urban learners and only 18 out of 60 rural students found their teachers to have the qualities enough to motivate them. Almost in similar proportion, as Figure 3.0 presents, 43 urban subjects and 20 rural ones were found to show High Motivational Intensity (HMI). That is why, the second hypothesis, ‘The motivational intensity of EFL learners depends on the ability of their language teachers to motivate them’, is accepted.

4.3.3. Discussion on Third Hypothesis

As high as 67% of the respondents think that present ELT course at Higher Secondary level has failed to motivate them up to their expectations. As it was found through the Questionnaire Part II, most of them had expressed their strong opinion to modify the course. Hence, the third hypothesis, ‘The present CLTA based English course has failed to motivate the learners’, is accepted.

4.3.4. Discussion on Correlation of Motivational Intensity with Other Variables

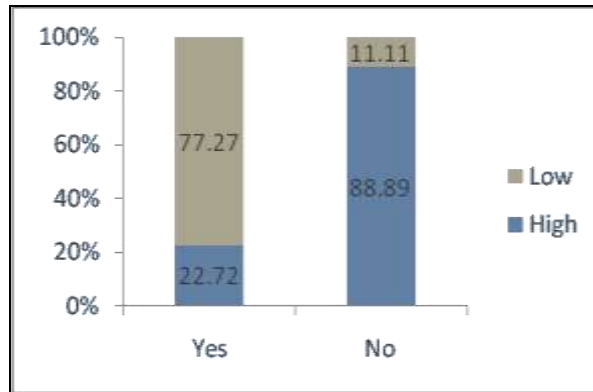


Figure 4.0: Effect of classroom anxiety on motivational intensity

Figure 4.0 indicates that only 22.72% of these who suffers from classroom anxiety show high motivational intensity in contrast with 88.89% of those who do not feel classroom anxiety. That is, classroom anxiety has a strong negative impact on strength of motivation or motivational intensity towards EFL learning.

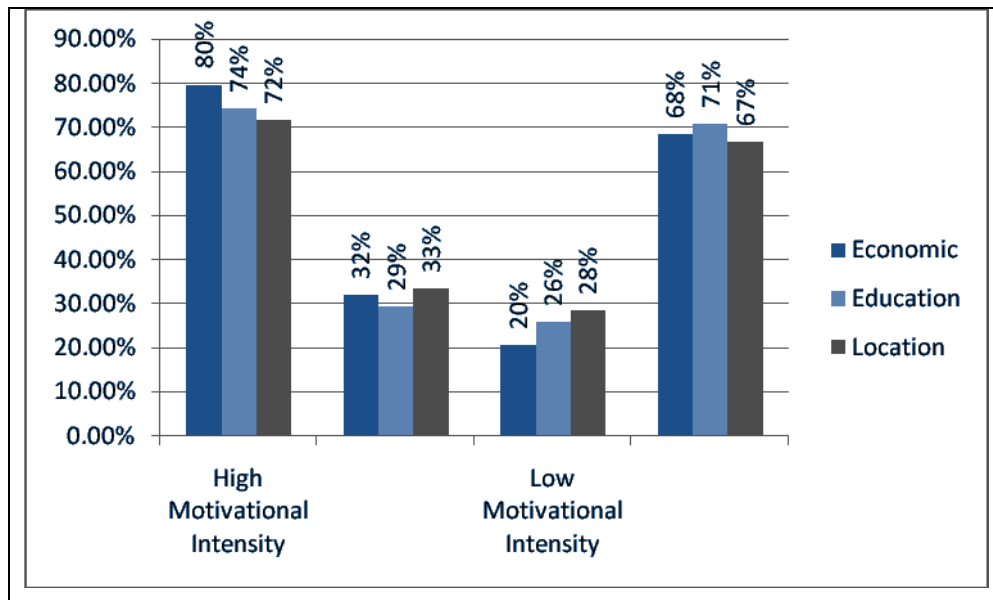


Figure 5.0: Effect of economic, educational and social background on motivational intensity

As above figure shows, the two factors, economic and educational background have very positive effect on student-motivation to learn English. More than 80% of the learners from the families with higher monthly income and 74% of

those with one or more graduates in their families showed high motivational intensity. The strength of motivation of around 70% of those who have lower economic and educational backgrounds is comparatively at much lower level than the earlier respondents. Similarly, 72% urban learners showed high motivational intensity and 67% of rural respondents showed low intensity of motivation to learn English.

4.3.5. Discussion on Informal Interviews

Informal interviews were taken to elicit qualitative data. They were asked their opinions on syllabus and methodology. The suggested immediate modification of present ELT syllabus and methodology and also emphasized teachers' training programs.

In addition, the teachers raised two points to be very important – one was their poor amount of salary with which it was tough to maintain their families and the other was too flexible script marking at SSC examination. Due to poor salary, they do not feel to be motivated and sincere in classrooms. Rather they have to be busy with giving private tuition to their students for financial solvency.

5.0 Introduction

There is no end of research on a socio-psychological topic like motivation. But there should be a conclusion of a research presenting its results and few suggestions for further research and implementation.

5.1 Summary

5.1.1. Research Objectives and Methodology

The objective of this study has been to find out whether there is any significant difference in orientation and motivation between EFL learners at Higher Secondary level in urban and rural areas. It was designed also for investigation into the effects of syllabus, methodology, quality of teachers, sex, economic and educational background, and classroom anxiety on motivational intensity to learn EFL.

The research was carried out with 80 male and 40 female students of four urban and four rural colleges. The questionnaire for students included four parts – the first part on orientation, motivation and classroom-factors, the second part is on quality of teachers, the third one on English Course, and the last one on socio-

economic background related variable such as location, economic and educational background. A significant amount of information was gathered through informal interviews with teachers and students from college and hostels and few data through classroom observation. Quantitative data was analyzed with MS Office 2007 and SPSS 11.5. As the data was in ordinal scale, frequency distribution and Chi-square test was used to justify correlation between variables.

5.1.2. Research Findings

Firstly, the most important orientation of urban learners at Higher Secondary level is highly instrumental while the rural subjects showed two types of motivational orientation – resentment and instrumental motivation, which is similar to what Agnihotri and Khanna (1997) termed as ‘instrumental despite resentment’. A significant point to raise here is that the rural learners showed positive attitude to the British or the American people not due to love for their mother tongue, English, but for their economic prosperity which is an instrumental reason.

Secondly, most of all the learners think that their teachers do not have required abilities to motivate them. Thirdly, present ELT course is found to fail measurably to meet their expectations.

Thirdly, the research output on the correlations of different affective factors and motivational intensity claims that sex difference, location, economic and educational background have positive correlation with motivational intensity whereas classroom anxiety has a very harmful effect on strength of motivation for

learning EFL. Only one out of eight colleges was found to provide sufficient space in classrooms for comfortable 'class-size' to ensure adequate classroom interaction.

Fourthly, one of the most important fact found through interviews and classroom observation is that none of the English teachers were trained to teach present course according to prescribed CLTA. Two of them attended daylong workshops only. That is why the teachers find it to be tough to teach EFL following CLTA which demotivates the learners. Hence, most of the teachers and learners suggested major changes in present ELT methodology at HSC level.

5.1.3. Conclusion

The findings of the present study strongly demand for evolutionary changes in national education policy and planning regarding ELT stream to save next generations from being helpless due to communication problem in the competitive world. Concerned national authority should take an emergency and firm step to recast education policy as a whole to implement the following suggestions:

- Concerned national authority should set up a national body to feed, undertake and co-ordinate necessary research in the area.
- English Language Teachers' Training Centers have to be set up to produce sufficient number of both trainers and trained teachers for all levels of learners.
- The present communicative method-based syllabus has failed to be successful up to the level of expectation. The content and context of the syllabus should suit the aptitude of the learners at Higher Secondary level. The teachers may follow a nationally adopted flexible and modifiable method which will be

particularly suitable for his/ her students with specific socio-economic background and goal.

Hence, there is a crying need of further extensive research on how a suitable methodology can be implemented effectively with limited teaching resources and also on how an attractive and pragmatic syllabus can be designed to motivate the EFL learners without any coercive force of teachers, parents or education system on them.

- The present testing/ marking system, instructed by Education Boards do not show measurably beneficial backwash to ensure the standard of teaching EFL as well as learners' aptitude in English. As the rural learners are found to learn EFL due to resentment orientation, they do not study English at Secondary school level attentively. But they easily pass out in SSC examination with very poor competence in English and enter into Higher Secondary level which turns out to be a major problem in future student life and working life.

It happens due to too flexible script marking by the examiners being directed by concerned authority to show a high rate of success in SSC and HSC examinations. But it is a false indicator of quality of EFL teaching and learning which ultimately affects motivational orientation and intensity of rural learners. For this reason, extensive studies are required to analyze present testing system at SSC and HSC level.

- As this study was conducted only on non-government educational colleges, the government colleges should be undertaken in further research.

- The non-government teachers can not maintain their family with the poor amount of salary. Although the government has recently banned the practice of private tuitions for only non-government teachers, they could not but do it for earning livelihood. As the practice induces the teachers to be less mindful in

classroom activities, special incentives have to be ensured on the basis of their classroom performance.

- Keeping the history of about four decades and present socio-economic condition of Bangladesh in mind, it can be assumed that translation of innumerable books and other materials, used at tertiary level, is almost impossible in near future. Although people's emotion is closely related to mother tongue, the reality and the degree of importance of English should not be ignored.

The world is becoming smaller and smaller. The ability to communicate with the international community and to keep pace with the globalised world requires more competence and performance in English. Hence, it is high time to take necessary steps to establish English as the second language in the country and to motivate the EFL learners of all ages to acquire the abilities to face the challenges of the competitive world.

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Appendices

Questionnaire

General Instruction

Dear participant,

This questionnaire is a part of a research work conducted to know about your motivation to learn English. Thus you can help educators to know more about the problems what you face to learn English.

Take it easy as it is NOT a test and there is no RIGHT or WRONG answers. As it is essential to know your real problems, feelings, and thoughts, please answer all the questions as freely as possible. Traditionally, individual answers are kept secret in almost all the research works. *Your individual answers also will be kept unknown to your college authority.* SO, ENJOY AND COMPLETE IT FREELY.

Thank you

Sincerely Yours

Saleh Ahmad Razib.

Personal Details:

Code no.: _____ . Age: _____. Sex: _____ .

College: _____

Class: First/ Second Year. Group: Science/ Arts / Commerce.

Questionnaire : Part I

Please use tick mark (✓) to select your option

1. We should follow the English speaking nations like the British or the American people.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
2. I am interested in the history and culture of English speaking countries.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
3. Speaking English fluently is a part of smartness.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
4. I like learning English.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
5. Learning English language is important but the English people are not ideal for us.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
6. I learn English because it is important to achieve good result in the HSC examination.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
7. I learn English because it is essential for major tests or examinations.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
8. I learn English because it is a must to get a good job.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
9. I am forced to learn English.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
10. My parents give much attention to my learning English.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
11. Learning English is very difficult to me.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
12. I am inspired by my parents/ guardians.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
13. If English were not a compulsory subject, I would not have read it.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
14. Enjoying English movies, reading novels and listening songs are my main purposes of learning English.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree
15. I like to attend English classes.
A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree

16. I do not like to answer in English classes.

A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree

17. The number of students is too many in English classroom.

A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree

18. I often forget things when the English teacher asks me a question in classroom.

A) Agree B) Slightly agree C) Neutral D) Slightly disagree E) Disagree

Questionnaire : Part II

This section gives you the scope to share your ideas and impression with us about your English Course and English teacher. You can use the scale (from 5 to 1) to reflect your rating about English Course and English Teacher(s). Please encircle the number indicating to the rating of each point.

Friendly ___5___:___4___:___3___:___2___:___1___ unfriendly

Very High = 5 ; Moderate High= 4 ; Neutral (undecided) = 3 ; Moderate Low = 2 ; Very Low =1

Please do not hesitate to encircle the numbers (from 5 to 1) promptly and spontaneously.

Questionnaire : Part II - A

MY PRESENT ENGLISH TEACHER(S) AT COLLEGE

1. helpful ___5___:___4___:___3___:___2___:___1___ unhelpful
2. sympathetic ___5___:___4___:___3___:___2___:___1___ hard
3. disciplined ___5___:___4___:___3___:___2___:___1___ undisciplined
4. cheerful ___5___:___4___:___3___:___2___:___1___ cheerless
5. efficient ___5___:___4___:___3___:___2___:___1___ inefficient
6. competent ___5___:___4___:___3___:___2___:___1___ incompetent
7. sincere ___5___:___4___:___3___:___2___:___1___ insincere
8. smart ___5___:___4___:___3___:___2___:___1___ unsmart
9. trusting ___5___:___4___:___3___:___2___:___1___ suspicious
10. friendly ___5___:___4___:___3___:___2___:___1___ unfriendly
11. exciting ___5___:___4___:___3___:___2___:___1___ dull
12. dependable ___5___:___4___:___3___:___2___:___1___ unreliable
13. imaginative ___5___:___4___:___3___:___2___:___1___ unimaginative
14. patient ___5___:___4___:___3___:___2___:___1___ impatient
15. intelligent ___5___:___4___:___3___:___2___:___1___ unintelligent
16. interesting ___5___:___4___:___3___:___2___:___1___ boring

Questionnaire: PART II – B

MY PRESENT ENGLISH COURSE (S) AT COLLEGE

- | | | |
|----------------|---------------------|--------------|
| 1. meaningful | _5_:_4_:_3_:_2_:_1_ | meaningless |
| 2. easy | _5_:_4_:_3_:_2_:_1_ | difficult |
| 3. enjoyable | _5_:_4_:_3_:_2_:_1_ | boring |
| 4. nice | _5_:_4_:_3_:_2_:_1_ | awful |
| 5. interesting | _5_:_4_:_3_:_2_:_1_ | boring |
| 6. good | _5_:_4_:_3_:_2_:_1_ | bad |
| 7. simple | _5_:_4_:_3_:_2_:_1_ | complicated |
| 8. creative | _5_:_4_:_3_:_2_:_1_ | mechanical |
| 9. necessary | _5_:_4_:_3_:_2_:_1_ | unnecessary |
| 10. useful | _5_:_4_:_3_:_2_:_1_ | useless |
| 11. rewarding | _5_:_4_:_3_:_2_:_1_ | unrewarding |
| 12. satisfying | _5_:_4_:_3_:_2_:_1_ | unsatisfying |
| 13. clear | _5_:_4_:_3_:_2_:_1_ | confusing |
| 14. colorful | _5_:_4_:_3_:_2_:_1_ | colorless |

Questionnaire : PART III - A
Please fill in the following gaps:

Academic background:

- A. My result in SSC: CGPA _____ ; GPA in English: _____
- B. Name of my school _____
Location _____
It is situated in (urban/ rural) _____ area.
- C. Name of my college _____
Location _____
It is situated in (urban/ rural) _____ area.

Questionnaire : PART III - B
Please fill in the following gaps:

Family information:

- *Father's/guardian's(in case father expired) academic qualification:*
SSC/HSC/BA/ MA/ MBBS/Engineering / MPhil/PhD/ Others_____ (please specify)
 - *Father's/guardian's job/ profession:*
Govt Service / NGO / Teaching/ Business (local)/ Business (abroad)/
Multinational Company/ others_____ (please specify)
 - *Mother's academic qualification:*
SSC/HSC/BA/ MA/ MBBS/Engineering / MPhil/PhD/ Others_____ (please specify)
 - *Mother's job/ profession :*
House Wife/ Govt Service / NGO/ Teaching/ Business (local)/Business
(abroad)/ Multinational Company / others_____ (please specify)
 - *Other family members with graduation (BA/ BSc./ BCom.etc.) (if any)*

 - **Parental / Family Income (monthly):**

<input type="checkbox"/> Below Tk 5,000.	<input type="checkbox"/> Tk 5,000 to 10,000.	<input type="checkbox"/> Tk 10,000 to 15,000
<input type="checkbox"/> Tk 15,000 to 20,000	<input type="checkbox"/> Tk 20,000 to 25,000.	<input type="checkbox"/> Above Tk 25,000.
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