

**MOTIVATION OF RURAL STUDENTS IN LEARNING ENGLISH LANGUAGE:
A CASE STUDY ON BANGLADESHI ESOL LEARNERS**

By

Agness Jery Joydhar
19163005

A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of M.A. in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Agness Jery Joydhar

Student's Full Name & Signature:

Student Full Name

Student ID

Approval

The thesis titled “Motivation of Rural Students In Learning English Language : A Case Study on Bangladeshi ESOL Learners” submitted by

1. Agness Jery Joydhar (19163005)

of Summer, 2021 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of M.A. in English on 16 September, 2021

Examining Committee:

Supervisor:
(Member)

Dr. Sabreena Ahmed
Full Name
Designation, Department
Institution

Program Coordinator:
(Member)

Full Name
Designation, Department
Institution

External Expert Examiner:
(Member)

Sidratul Moontaha Mitul
Full Name
Designation, Department
Institution

Departmental Head:
(Chair)

Firdous Azim, PhD

Full Name
Designation, Department
Institution

Abstract

Motivation is a significant factor in learning a second language. Motivation and learning are interconnected with each other. Learners will succeed when they get the right motivation in the classroom. The rural students of Bangladesh face difficulties in learning English because they have less motivation to learn a second language. Research suggests that some factors affect the motivation of rural students in learning English language. To date, limited studies have been conducted on rural students' motivation in an ESOL context such as Bangladesh. Thus, this study explored the factors that affect learners' motivation in learning English as a second language and their perceptions. The researcher chose a qualitative, multiple case study approach where each of the students was considered as a case. The interviews were taken in a semi-structured method via telephone to collect the data from the participants. The findings revealed that some factors affect their motivation in English language learning. The factors are socio-economic background, learners' personality and the learning situation, teacher influence, and teacher biased attitude, exam-oriented learning, suggestion-based learning, fear and anxiety in learning. This study has pedagogical and theoretical implications as well which is recommended for any teacher in a similar ESOL context.

Keywords: Rural school; ESOL; Motivation; English classrooms; ESL/EFL; Higher secondary level

Dedication

I would like to dedicate this dissertation paper to my beloved parents.

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List of Acronyms

ESL- English as a Second Language

EFL- English as a Foreign Language

ESOL- English to Speakers of Other Languages

Chapter 1

Introduction

1.1 Background of the Study

Motivation is an interesting topic to researchers in a variety of fields including psychology, human development, education, sociology, and business. It is a complex part of human psychology and behavior that influences individuals to invest their time and energy in the task (Baker, 2014). Motivation is an important element in getting learners to engage in academic activities.

Undoubtedly motivation is a crucial factor to success in any type of learning. The success and failure of English language learning are associated with the motivations of language learners. Without such motivation, learners almost certainly would not engage in some activities or make the necessary effort to complete an action or to achieve a specific goal. Along with learners' motivation in learning English as a foreign language (EFL), teachers play a vital role in arousing their interest in learning and maintain this state of arousal (Thohir, 2017). However, Filgona et al., (2020) pointed out that the role of teachers in learners' motivation cannot be overemphasized. It is elicited that teachers should create a friendly and active learning environment that provides students a choice to self-directed learning that might increase their feeling of mastery and enhance students' autonomy and competence. In recent years, English as a foreign language has developed rapidly and people take English not only as a tool to communicate with others but also as an opportunity to achieve success in a job, career, or higher education.

Several studies have been conducted on motivation to find out the problems lying behind it. For instance, in English language classrooms students face some problems in learning English such as, different level in mastering English, not having student-centered learning method and being passive in the classrooms (Zuniarti, et al., 2015). In the same way, Aralik (2013) examined the reason for disinterest in learning English which highlighted that students age, a habit of solving multiple-choice questions, syllabus density, overloading, health problems, shortage of materials, traditional teaching methods like expository teaching, boring and colorless lessons, attention distracters like too much noise in the classroom, lack of comprehension, boredom, too many similar types of exercises and questions etc. lead to lack of motivation and enthusiasm are responsible for demotivation in learning.

1.1.1 Motivation in English Language Classrooms

Numerous studies have explored different strategies to motivate EFL learners. For instance, Purmama et al., (2019) found that students' motivation in learning English can be developed by using media, and creative strategies. Similarly, Pintrinch (2008) pointed out that proper instruction, organized curriculum, application of activities depending on their level of understanding, interesting tasks etc. make learners more motivated and engaged in learning a language. In the same way, Bambilra (2017) pointed out that classroom atmosphere and the experience the learners get make them motivated to learn and participate in English. However, several studies have revealed that motivation in learning English also varies depending on gender. In this regard, Shaaban & Ghaith (2008) explored a study and showed that low-proficiency students and mostly female learners are more willing to learn English than male and high-proficiency counterparts. Similarly, another study conducted by Vidak et al., (2013) highlighted that male students seem to be significantly less motivated for learning English than female students.

In some cases, it is viewed that learners are mostly learning English for either intrinsic or extrinsic purposes. In this regard, Inngam & Eamoraphan (2015) explored students' motivation for learning English as a foreign language (EFL) in a selected public and private schools in Bangkok. They showed that intrinsic motivation among public school students is lower than in private school students. This study also suggests incorporating different activities to motivate the students and make a balance between intrinsic and extrinsic motivation. Similarly, a study conducted by Dilshad et al. (2019) revealed that getting a good score is the prime motivation for learning English. Another study was conducted in rural areas on the motivation of students in English learning and this study highlighted the impact of parents, peers, friends, and social groups on students' motivation to learn English (Yunus & Abdullah, 2011). Harde et al. (2009) carried out a study on students' motivation in the U.S.A and it highlighted that supportive classroom environment, learning goals, perceived competence, and performance-avoidance goals are positively correlated with class interest which influences motivation with effort, engagement, and achievement.

In the context of Bangladesh, Hussain & Masum (2016) sought to determine the motivation of students in Bangladesh which showed that instrumental factors of motivation in language have had a direct impact on the student motivation to learn English which makes learners incapable of communicating in the English language. Furthermore, Begum et al. (2014) investigated students' motivation and it elicited that teachers used Bangla most of the time in the classroom despite different types of interactive teaching-learning activities and learners' economic background was poor. Too much emphasis on academic results and variation of teaching techniques demotivate learners (Masum, 2016). These findings are supported by Kabir (2012), Hossain (2016), and Masum (2016). Though Bangladeshi researchers have conducted various research on motivation, some important questions are yet to be solved.

1.2 Statement of the Problem

Motivation is one of the most influential factors enhancing students' English language learning which explains the success or failure of any difficult activity. High motivation in learning will lead a student to succeed in achieving goals; on the other hand low motivation will make it difficult to achieve the goals. Motivation usually can be influenced by several factors such as learning style, learners' personalities, learners' attitudes, and the relationship between languages (Indrani, 2020).

In general, the progression of learning English depends on motivation, and the influence of teachers is discovered to be the main influence in motivating students' second language learning in any ESL context (Al-Zaareer, 2019). However, in Bangladeshi rural higher secondary classes scenario is different because learners are scared of learning English because of classroom environment, method of teaching, teachers, academic success, parental factors (Wimolmas,2013; Ekiz & Kulmeto,2016). A limited study has been conducted on finding out issues related to motivation to learn English among rural students of ESOL contexts such as Bangladesh. There are some other factors also which are greatly affecting the learning process and these reasons might be about the scope and utility of the English language. In this situation, if the learners are not motivated in learning the English language, they will not complete higher education and better jobs, employments (Niazi & Zahid, 2019).

To reverse this situation, teachers must motivate students to learn English well. To inspire students, teachers must know why learners are not interested in learning English. That is why this study aims at finding out the factors which influence the rural students to be motivated in learning English and what the learners think about motivation in English language classrooms.

1.3 Purposes of the Study

This present study describes a qualitative study of the motivation of rural students in Bangladesh. The primary purpose of the study is to find out the factors affecting rural students' motivation in learning the English language at the higher secondary level. This study will also explore their perception and attitude towards motivation in English language learning.

1.4 Research Questions

Central Research Question

The central research question is to find out various aspects of motivation for learning English among rural students of Bangladesh.

The above central research question has been broken into the following two research questions.

They are:

1. Which factors affect the motivation of the rural students of Bangladesh in English language learning?
2. What do the rural students think about motivation in English language learning?

1.5 Scope of the Study

An observation in Gopalganj, especially some of the rural students in higher secondary has been done before conducting the study. The observation was oral-based, the researcher asked whether they like English or not and the reasons behind it. Then, the results of the questions indicated their lack of motivation in English language learning as it is a mostly rural area.

Therefore, the reasons for choosing the topic of this study can be stated as follows: the students of higher secondary level in a particularly rural area is selected based on writers' preliminary study, it was found that some students had problems in learning, some had limited ideas about

English, some had issues in the classroom environment and all indicate the lack of motivation to learn. Motivation refers to learners' willingness to participate in any learning activity. When the learners feel demotivated, they lose their self-confidence or desire to learn English. In addition, different learners have different mental cognitive abilities and personalities so that the methods of motivation education should be different. Thus, the motivation of higher secondary students in rural areas needs great work to be improved.

Most of the rural students are not aware of their learning because they have various issues such as financial problems, classroom facility, and lack of teachers training etcetera. Thus, they still have many issues in adapting themselves to learning English. Sometimes the learners are not aware of the importance of learning English. It depicts the real scenario that the problems in teaching and learning English must be solved both for the learners and teachers as learners have to achieve better understanding. The learners who are not motivated at all, lack self-confidence and fail to learn English.

As a result, the researcher would like to research looking at the factors that affect learners' motivation in learning English among rural students and find out the challenges they face and what they think about motivation in learning English. Moreover, this study will help to solve the reasons to influence students' motivation and apply new strategies that the teachers use to improve their motivation.

1.6 Limitations of the Study

This study may have some limitations and as a researcher, I tried my best to address them. Firstly, it is a small qualitative study that covers a specific rural area, with all participants coming from higher secondary levels. As such the results obtained could not be generalised because the sample size could not exemplify the entire population at large. Secondly, as the

pandemic situation is going on during the research, the researcher collected the data through the telephone, and finally, the teacher's perception was taken from the learners' point of view.

1.7 Significance of the Study

To the best of my knowledge, very little research has been conducted to explore rural students in an ESOL context such as Bangladesh. This study fills this gap of knowledge by highlighting the reasons why students are not motivated in learning English as a second language and their perception of motivation.

As all the participants of the study were rural students at the higher secondary level, this study's findings are useful for them to improve their motivation in English learning. It shows a real picture of the role of motivation in learning English as a second language. The condition of learning and teaching English in this country is not satisfactory at all (Rukanuddin, 2014). As motivational orientation in learning a language is very important for learners of the language, so the findings of the research will help to understand the factors lying behind demotivation which might be helpful for the researchers and academicians in the same field in contributing to the teaching and learning of English in the country.

In addition, teachers can be benefitted from the study's findings and they will learn to apply various teaching strategies to motivate students. As the ways of teaching and learning are changing rapidly, so students may get bored with the traditional way of delivering lectures. Here, teachers have to adopt new teaching techniques to motivate students and this study attempted to pinpoint those new techniques. The findings also help to develop a better curriculum and English materials according to students' motivation towards English language learning.

Moreover, this study is valuable to the field of teaching and learning because it helps learners to make more motivation in learning English and create awareness about its importance.

Implementing proper steps to create more motivation not only helps to learn English but also helps to make them creative thinkers. This finding of the study will provide a guideline for further studies of creating more motivation in learning English among rural students for ESOL/EFL teachers, material designers, and education policymakers around the world.

Furthermore, this study's findings will help in motivating rural students in English classrooms as it highlights students' opinions regarding English language learning. Therefore, this study is significant for both teachers and students as it is about motivation which is very important in learning.

1.8 Definition of Key Terms

Rural School

According to Cromartie & Bucholtz (2008), a place that is located outside of a developed city or has a view of the countryside is called a rural area. In general, a rural area or countryside is a geographic area that is located outside towns and cities. In a rural school of Bangladesh, a majority of its students live in rural places and it is located with fewer than 600 students. Gopalganj, Baniarchar is a rural area which is located outside of the town and cities.

ESOL

ESOL is the initial of English to speakers of other languages. It refers to learning English as a new resident in an English-speaking country. It is also similar to ESL. It can also be compared with EFL as learning and using English as an additional language in a non-English speaking country. According to Cambridge Dictionary, the abbreviation for English for speakers of other languages which is used especially in the UK refers to the teaching of English to students whose first language is not English, but who are living in an English-speaking country. Some ESOL countries are Bangladesh, India, Malaysia, Thailand, and many more. All the participants of this study are from Bangladesh.

Motivation

Motivation is a significant topic in a variety of fields including education, sociology, psychology, human development, and business. According to Cherry (2020), motivation is a process which initiates, guides, and maintains goal-oriented behaviors which causes to act any task. Motivation is defined as a human psychological characteristic that is involved with a person's degree of commitment (Badu, 2005). In English language learning, motivation plays an important factor in explaining the success or failure of any difficult activity. If a learner gets the right motivation, the learner will be successful in second language learning. Due to lack of motivation, some problems may happen for learners. Huitt (2001) claimed that learners need to pay attention to the importance of language that helps learners to improve their motivation to learn. Teachers should be aware of the significance of learners' motivation in English language learning. In Bangladesh, the rural students have lacked motivation in learning English because of some factors and that's why they fail to learn English.

Higher Secondary Level

The recent education system of Bangladesh is broadly divided into three major stages such as primary, secondary, and higher secondary education. Secondary education is divided into two major sub-levels, 1. Secondary education (6-10 as mentioned in the 2010 education policy) and higher secondary policy (Grade 11-12).

1.9 Chapter Summary

This chapter first shows the background of the study to explore the covered areas on motivation by other researchers and the scenario of an ESOL context such as Bangladesh. Then the statement of the problem and purposes of the study are described to find out the problem; after that research question, scope, the significance of the study, and the limitation of the study are

narrated and finally shows the definitions of the key terms. The next chapter will deal with reviewing the literature.

Chapter 2

Review of Relevant Literature and Research

2.1 Introduction

The primary focus is to investigate the intrinsic and extrinsic motivations among the rural higher secondary level students in learning English as a foreign language. This chapter thus deals with the concept of motivation and other relevant variables such as, why motivation needs. It also discusses the past studies on motivation and how socio-economic is related to motivation in learning. This chapter also aims at locating a gap regarding motivation and highlights the Bangladesh perspective and the involvement of teachers, methods, and syllabus that how they generate motivation in learning and define how this study is significant for filling that gap. The chapter is divided into four parts:

Part 1: The role of motivation in Education discusses the concepts of motivation, prominent theories related to motivation, and its importance in the field of education.

Part 2: Motivation in English classrooms discusses past studies on motivation exploring the situation with proper explanation and identify what is lacking in the current situation.

Part 3: Bangladesh Perspective of Motivation in English Classrooms displays how the involvement of teachers, methods, and syllabus put an impact on second language learning. This part also aims at finding the gap in the literature.

2.2. Part 1: Motivation in Education

2.2.1 Concept of Motivation

In general, motivation can be defined as an inner condition that activates, energises, or moves behaviour towards an aim. Similarly, motivation is a process that accounts for an individual's intensity, direction, and persistence of effort toward attaining a goal. According to Filgona et al. (2020), motivation is what makes a person wants to know about something to understand, believe or achieve particular skills. Briefly, motivation is a process of satisfying the individual's needs. Motivation is explained as an individual state which is influenced by beliefs, goals, and wishes that require an effort from students (Madrid, 1999). In other words, motivation is an encouragement or action towards a particular aim where little or no attraction was present towards that goal (Bhatia, 2004). In this regard, Brown (2001) identified motivation from two points of view, one is behaviouristic and another is the cognitive point of view. In the light of behaviouristic view, he defines motivation as foreknowledge which is a powerful and important concept for the classroom. The other cognitive perspective, Brown claimed that motivation exists within us as an internal state which activates, guides, and maintains our behaviour and it also comes from an individual's needs. In addition, motivation is one of the most powerful stimulating factors in teaching-learning situations that lead learners to struggle to attain their goals. In education, motivation is an element that encourages or stimulates learners to dedicate their time to a specific academic activity (Redondo & Ortega-martin, 2015). In short, it influences learners not only to initiate but also to continue till its accomplishment and those can come from the learners themselves or external stimuli. Loewen & Reinders (2011) provide a strong concept of this area of study. They define motivation as a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity.

2.2.2 Motivation in English Language Learning

Many related studies highlight the role of motivation in education especially in second language learning (Kamaruddin, Sha'ri, Hayati, Ghazal, Hamdan, 2017; Othman & Shuqair, 2013; Suryasa & Werdistira, 2017). There are a plethora of definitions of motivation. Gardner (2010) suggests that motivation is human behaviour and it is an abstract and complex concept. He also confirms that learners' motivation in L2 learning is affected by individual attitudes and willingness to engage in the language learning process that is strongly associated with attitude in motivation. Motivation is regarded as a variable factor for L2 learners which varies from different situations and conditions. Hall (2011) describes motivation as an important key factor to accomplish any particular activity. He also claims that without some degree of motivation it is difficult to assume anyone learning a language.

In the same way, Othman and Shuqair (2013) have explored the factors that affect students in learning English as a second language and the study identifies that motivation is one of the most essential aspects determining success in learning English language. For instance, Ekiz and Kulmetov (2016) have found that learners are more motivated when they get support and encouragement from their parents. Furthermore, they also revealed that reinforcing the learners' beliefs also motivates students, especially when they work with friends.

Moreover, language learning motivation covers a broad range of concepts. It does not mean that researchers have just brought forward different accounts on how motivation arises and actualizes. Loganathan & Zafar (2016) have discussed theoretical orientations and different types of motivational materials and language skills used by the teachers while teaching a second language. It is clear that to learn a second language, motivation and self-regulation are very important which affects individual's ability to monitor their learning and make proper changes in the strategies they use. Alizadeh (2016) has found that learners' motivation can

fluctuate depending on the context of language learning. Besides, teachers can play a significant role in motivating students' to learn a foreign language. A plethora of ideas arise from the concepts especially for teachers' concernment to effectively engage the learners' interest and leads their efforts until their goals are achieved.

Motivation is an internal process that initiates with a need and leads to a behaviour that drives an individual towards achieving a goal (Melendy, 2008). Hence, language learners' achievements or failures mostly depend on the absence or presence of motivation. Gardner (1985) proposed Second Language Learning (SLA) as a social psychological phenomenon and motivation organism which integrates the desire and the effort to acquire a goal with positive attitudes towards it. Hall (2011) asserts that the achieved goal can vary according to various activities in a classroom or learning a language for a long time.

2.3 Types of Motivational Orientation

Numerous linguistics have identified and analysed motivational orientation in varied ways. The prominent motivational orientation is the extrinsic and intrinsic orientation (Brown, 1991; Deci, 1975; Oxford, 1996). Similarly, Harmer (1983) also identifies two types of motivational orientations in the same way-extrinsic and intrinsic motivation. Likewise, Gardner (1985), Lambert (1974), and their associates have introduced a socio-psychological model with two leading types of motivational orientations- integrative and instrumental.

2.3.1. Integrative Orientation

Gardner (1985) and Krashen (1988) have made a category on the learners' orientation in learning a second language and it is divided into two types, one is integrative motivation and the other is instrumental motivation. These two types of motivational orientation affect the success of L2 acquisition. Brown (1994) defines integrative motivation as to where learners

have an intention or wish to integrate into the target language community and culture. To be socializing and participating in the target language group learners learn the second language (Savile, 2006). Gardner and Masgoret (2003) have defined integratively motivated learners as open to other communities and they have positive and favourable attitudes in the whole learning process. In addition, more persistence has been found in integratively motivated learners in their second language acquisition mainly when they face any difficulty in their task. Wang (2008) explained that the learners are motivated internally through their self-value system which put learners in language learning and obtain greater achievement in L2 acquisition.

2.3.2 Instrumental Orientation

Ehrman (1996) asserts instrumental motivation as a learning process to accomplish a task, such as getting better pay, passing a course, and so on. In addition, Saville (2006) says that the instrumental goals can create the distance to communicate with the target community, but it increases social status, better career and business scope, self-image, intention to get further higher study or reading technical materials or translation. Instrumental motivation is defined as ‘learning for perceived utility’ (Gardner et al. 1983). Gardner (2010) claims that extrinsically motivated learners, learn the L2 language for some pragmatic gains rather than focusing on social implications with the target language community. Instrumentally motivated learners learn a second language to get only external rewards, for instance, status, power, personal fulfilment, appraisal, etc. Gardner (1985) asserted that integrative motivation replaces instrumental motivation as integrative motivation involves attitudinal factors and goal-oriented behaviours which is very important to the second language learning process.

However, Dornyei (2001) has claimed that intrinsic and extrinsic motivation are not on the opposite aspect, it is like both sides of a coin. They are positively related and supplement each

other to the achievement of language learning. It is claimed that when both instrumental and integrative are applied together in a language study, it creates more positive results for the learners (Wan-er, 2008).

2.4 Importance of Motivation

Motivation plays an important role in learning a foreign language because it provides the first trigger to initiate a successful language learning process. Learning a second language is the most challenging task nowadays. Numerous research has been carried out to find out which variables affect second or foreign language learning. The most relevant variables that affect learners' learning are culture, students' interest, sex, identity, etc. Not only that variables affect the learners' but also syllabus structure, teachers' behaviour, style of teaching, informal interactions with students, classroom environment are also affective factors in second language acquisition. Motivation is an important factor and plays a vital role in second language learning success. Motivation provides the primary dictation to initiate L2 learning and leads the eagerness to sustain for the long and tedious process (Dornyei, 1998). Contrary, lack of motivation leads to learners' lack of effort and lack of success. In sum, motivation is all about personal involvement in L2 learning.

2.5 Part 2: Motivation in English language Classrooms

2.5.1 Past Studies on Motivation in English Language Classroom

Motivation plays an important role in the development of language skills. Many studies show that students' motivation and some factors affect English learning as second language acquisition (Ekiz & Kulmetov, 2016; Nurhidayah, 2020). So far, motivation in English learning can fluctuate depending on the context of language learning and students' perspectives (Alizadeh, 2016). Motivation places an important role in making students successful in English

language learning (Hayikaleng, Nair & Krishnasamy, 2016). Motivation is also influenced by the EFL teachers which help students to grow more eager to learn. In terms of learners' motivations, teachers should help to find motivation in those areas where they do not expect to explore but they try to reach.

Motivation is influenced by different variables such as intrinsic and extrinsic motivation. In the case of second language learning, Niazi & Zahid (2019) found that the socio-educational model, based on motivational theory by Gardner et.al (1985) has been used by most of the studies. Furthermore, they noticed that the investigations were in either instrumental or integrative motivation or in intrinsic or extrinsic motivation in learning English. The studies show that majority of these students are highly extrinsically motivated rather than intrinsically.

On the other hand, Carrió-Pastor and Mestre (2014) have investigated integrative motivation and instrumental motivation that are examined to establish the correlation between the form of motivation and successful second language acquisition; they have found that the pre-conceived beliefs of learners were relevant in certain activities, i.e. collaborative, web-based activities and in the demand for a definite syllabus of the course. In the same way, Hussain (2019) has drawn a comparison between two types of motivation to observe which kind of motivation is most popular among our Pakistani students and the finding reveals that learners' motivation can rise and fall depending on the context of language learning. In this regard, a study has been conducted on the emergence of the international orientation along with other motivational orientations in learning a foreign language may be regarded as a new paradigm of English as a lingua franca in Indonesia (Setiyadi, Mahpul & Wicaksono, 2019). He discovered that integrative motivation is not relevant to Indonesian EFL learners in the era of globalisation. The EFL learners in Indonesia need to integrate with people from other countries by using English as a lingua franca. The international orientation is closely linked to intrinsic motivation which may support the concept that extrinsically motivated learners with more self-

determination are similar to intrinsically motivated ones in the sense that both types of language learners learn autonomously. Similarly, Yusuff (2015) examined the type of learning motivation (instrumental or integrative) and other factors affecting learners' motivation to learn English in Malaysia. He has discovered that students are relatively highly motivated and found to be more "instrumentally" motivated to learn English. Furthermore, Sari (2019) also found out the level of motivation whether integrative or instrumental motivation in learning English in IAIN Bengkulu. It is discovered the majority of students learn English because of integrative motivation. They learn English to understand the people of various cultures around them.

Changes in parental encouragement, teachers' perspectives on motivation, teaching strategies, and learning activities, and friendly classroom atmospheres seem to facilitate L2 learning for students. Mohd Nor et al. (2017) have investigated the factors which contribute to motivation in learning English and they can find out that teachers have the highest influence on a students' motivation, followed closely by a students' attitude towards learning and then parental influence. Teachers are regarded to be the main influence in motivating students' second language learning. They should make an effort to vary their teaching methods and adopt various teaching strategies to attract their students' attention for effective learning. Consequently, students who have positive attitudes towards language learning will be highly motivated and more successful in acquiring the target language. Lastly, it is the responsibility of parents to encourage their children to learn as parents have better opportunities to reinforce learning and give insights into language learning. Accordingly, Daniel, Halimi, & Al Shammari (2018) have showed that how English is learned and taught and which is considered important for students' achievement of success and teachers' awareness of learners' needs is investigated in a study among Kuwaiti students. He found that many students in Kuwait consider English difficult to learn. Having an impact on students' motivation and attitude towards learning English, students are often able to communicate effectively in educational and social settings but struggle with

four language skills. Though the socio-educational model plays a role in L2 learning, parental encouragement is also perceived to play the most significant role during the development of motivational intensity, desire to learn English, and attitude toward learning English. In the same way, Malliki (2017) overviews that teachers should be aware of their actions and behaviours in the classroom because it is very likely that teacher's actions can demotivate learners. Within the classroom, the teacher has control over many of the factors to cultivate student motivation such as cultivating confidence, competence, and autonomy to varying degrees to enhance their L2 learning. In this regard, Riyanti (2019) has also explored the issue of motivation in learning English in a foreign language context, which can be useful for teachers and students to know why motivation is important in learning a foreign language and it also shows the role of motivation in learning a foreign language and the problems of low motivation. It is evident from the study that the problems of low motivation are commonly found such as, in an English classroom, many students do not seem to show enthusiasm in their English classrooms. They just sit on their desks and do the activities that their language teachers instruct them to do with hesitation. Some of them just copy their friends' work. Many of them often sleep in the class while teaching and learning are taking place. These can be some of the indicators that the students have problems with their motivation to learn English even though it can also be triggered by some other reasons. In this situation, teachers can help to motivate them and trigger them to achieve the goal.

Motivation is undoubtedly an important factor but it varies from age to age. In most recent studies, Saheb (2014) has measured the levels and types of motivation among KOMVUX (kommunal vuxenutbildning, literally "municipal adult education) students at basic and upper secondary levels of English in Stockholm. He has shown that attitudinal motivation varies according to the age range of adult learners and there is no significant correlation between adult students' level of English and their degree of socially oriented motivation.

2.6 Part 3: Bangladesh Perspective of Motivation among Students

2.6.1 Motivation in Bangladesh

The scenario of motivation in Bangladesh is different from other countries as the students of Bangladesh who learn English for instrumental or integrative motivation are almost inconsistent due to contextual and cultural reasons (Rukanuddin, 2014). From this view, the larger part of students in Bangladesh learns English through instrumental motivation to get higher education and also get a better job and career opportunities both at home and abroad. However, Rukanuddin (2014) also claimed that Bangladeshi students are mostly studying in Canada, Australia, and the USA with the purpose of settle permanently in those countries and they learn English with integrative motivation though their percentage is not up to the mark. Furthermore, Students learn English language for some practical reasons such as, getting a chance for higher education, securing a job, getting good marks in all exams, and so on (Hussain & Masum,2016). Mostly, a large number of learners are instrumentally motivated as they are very concerned about getting high-paid jobs, studying abroad, and having a good competency in English language. However other students show interest to learn English by the target culture as they are integrally motivated, they are concerned about to adopt modern and wester life style.

The existing scholarly literature on motivation in learning English emphasized on motivation and prominent theories related to motivation and its importance in the field of education (Redondo & Ortega-martin, 2015; Alizadeh 2016; Loganathan & Zafar, 2016; Ekiz and Kulmetov, 2016), and motivation in English language classroom (Nurhidayah, 2020; Hayikaleng, Nair & Krishnasamy, 2016; Niazi & Zahid, 2019; Yusuff,2015; Riyanti, 2019; Malliki, 2017; Daniel, Halimi, & AlShammari, 2018), on the other hand, some authors have tried to show the intrinsic and extrinsic motivation in learning English (Rukanuddin, 2014;

Hussain & Masum,2016) and few other have tried to show the factors affecting motivation in English language learning (Kabir,2015; Rahman et al.,2017).

To date, very few studies have been conducted on factors affecting rural students' motivation in learning English language and their perceptions towards learning. The current study attempts to bridge this gap of knowledge and explore the reasons why rural learners are not motivated in learning English language. In addition, most of the previous studies were set in contexts where students' motivation has been examined in the native English-speaking context and the tertiary level learners in Bangladesh. Moreover, there is limited work on motivation in a qualitative approach. That is why this study aims at finding out the factors affecting motivation and their perceptions towards learning among rural students in an ESOL context such as Bangladesh.

2.7 The Conceptual Framework of the Study

This study has adapted Gardner's socio-educational model (1985) and Ryan & Deci's self-determination theory (1985) to find out the answers to the research questions. Gardner's motivation theory consists of four areas, such as the integrative motive (1975), the socio-educational model (1985), the attitude/motivation test battery (1981), and the extended second language motivation construct (1995). According to Gardner (2001), motivation has three elements — effort (the endeavour to learn a language), desire (desire to achieve a goal), and positive effect (enjoy the task of learning a language). Gardner (1985) defines two types of orientations in particular-integrative orientation and instrumental orientation. Briefly, in integrative factors, students learn a language for superior comprehension and get to know individuals who communicate in the language. On the other hand, Deci & Ryan (1985) defined this kind of motivation as intrinsic motivation wherein learners discover pleasure and enthusiasm for learning a language.

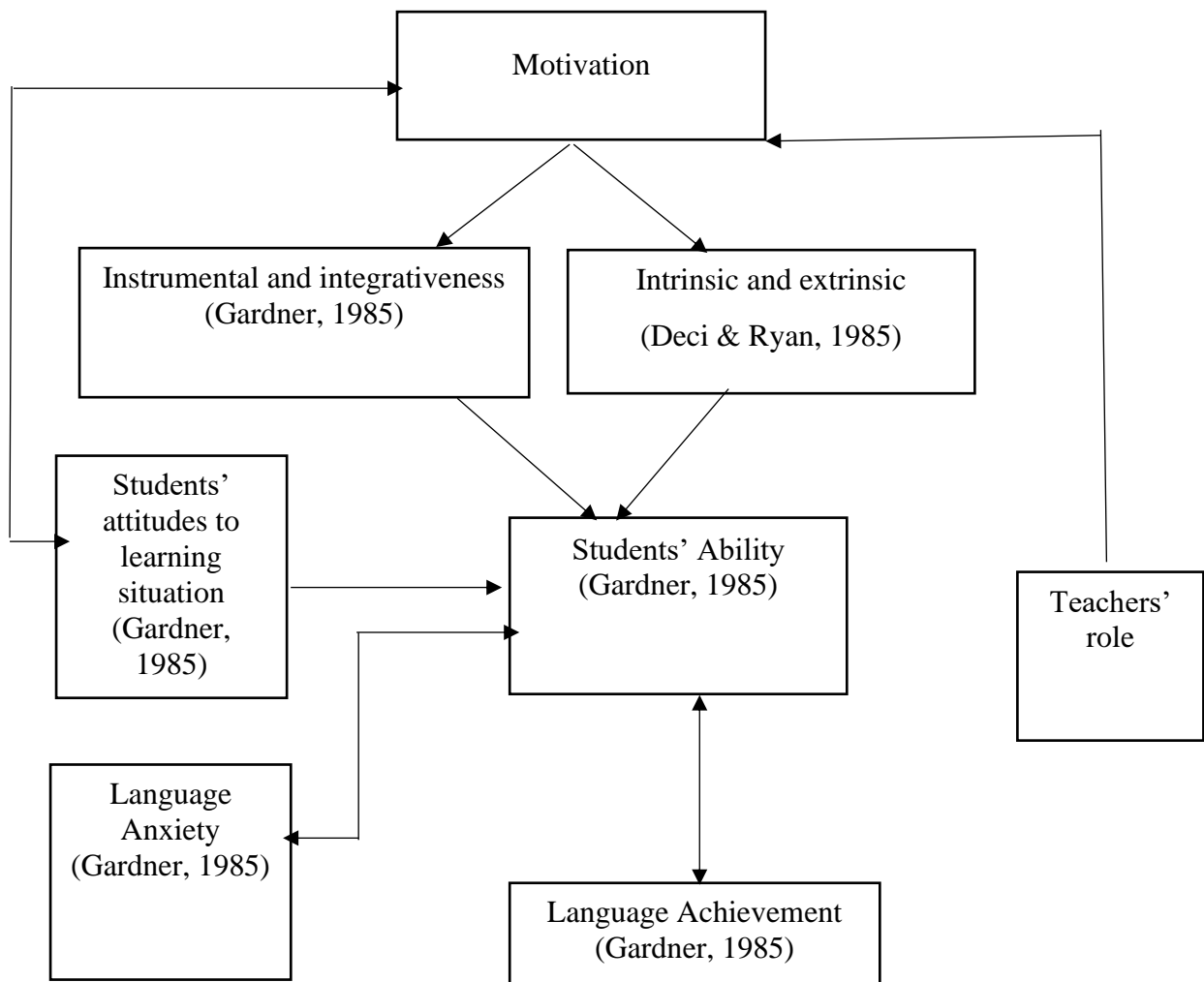


Figure 2.1: The Conceptual Framework

Conversely, instrumental factors also influence language learning ability and learners do always have their reason to acquire a language, for instance, getting a better job or getting a chance for higher studies, or passing examinations. Gardner et al. (1983) defined instrumental motivation as “learning a language because of some or less perceived utility it might have for the learner” (p, 23). Learners are instrumentally motivated for a desire for external reward. In the same way, Deci (1985) claimed that there is no apparent reward for the activity itself. Instrumentally motivated learners engage themselves in the activities for their own sake. In short, intrinsically motivated learners are intended to gain the feel of competency and self-determination. Another variable is language achievement which is influenced instrumentally

and refers to learning a language for practical reasons. Instrumental and integrative are mediated by motivation. Both instrumental and instrumental factors are connected with learners' ability. Again, he asserts that attitudes to the learning situation (attitudes towards the school environment, reactions to the textbooks, evaluation of the language teacher, and the language course), integrativeness, and instrumentality are positively connected with and that influence motivation to learn a second language.

Briefly, high integrativeness indicates a positive learning situation and a high level of instrumentality but these are not linked with motivation to learn the language. Moreover, these variables will not be particularly highly related to achievement. Similarly, a person who demonstrates high levels of motivation that are not supported by high levels of integrativeness toward the learning situation may not show these high levels of motivation consistently. Furthermore, Gardner (2005) has proposed another version of the socio-educational model where he has claimed two major elements, motivation and ability which indicate intelligence and language aptitude, and these are strongly correlated with an individual's achievement in the learning context. Another variable language anxiety is negatively associated with language achievement (Gardner, Tremblay & Masgoret, 1997).

This study has adapted the following variables from Gardner's socio-educational model (1985) and Ryan & Deci's self-determination theory (1985). Teachers play an important role in motivating students to learn English language. Students' opinions regarding teachers' roles must be explored (Seefa, 2017). So, this aspect has been added to this conceptual framework. The diagram shows the conceptual framework of the study.

2.8 Chapter Summary

The first part of the chapter introduced the concepts of motivation, prominent theories related to motivation, motivational orientations, and their importance in the field of education. The second part briefly discussed past studies on motivation exploring the situation with proper explanation. The last part of the chapter described the recent scenario of motivation among Bangladeshi students. At the end of the chapter, the gap of the knowledge that has been found was placed in the light of the current studies of the field. The next chapter will deal with the methodology of the study.

Chapter 3

Research Methodology

3.1 Introduction

This chapter discusses the methodology adopted for conducting this study. As stated in chapter one, the main aim of this study is to explore the factors of motivation for learning English among rural students of Bangladesh at a higher secondary level. The first research question explores which factors affect motivation among rural students in English language learning. The second research question aims at finding what students think about motivation in learning the English language. This chapter further describes the rationale behind choosing a qualitative approach, the conceptual framework, the process of selecting participants and collecting data, the framework of data analysis, and the steps taken to establish the trustworthiness of the study.

3.2 The Qualitative Paradigm and Its Philosophical Assumptions

Research methodology is the systematic, theoretical analysis of the procedures applied to a field of study (Kothari, 2004).

Qualitative research bases its methodological design on philosophical assumptions and a particular research paradigm. It shapes how we formulate our problem and research questions to study and how we seek information to answer the question. There are some philosophical assumptions such as, post-positivism, social constructivism, participatory action frameworks, and pragmatism which have some beliefs like ontology, epistemology, axiology, and methodology (Creswell 2009; Lincoln et al., 2011).

Among all qualitative research paradigms, I have chosen the interpretive framework where I made attempts to see how motivation works in learning English among rural students in an ESOL context like Bangladesh by conducting a series of interviews. In this regard, it is assumed that this interpretive approach is meaningful, trackable, verifiable, and grounded in real-life

contexts and the most efficient way of getting to the end goal of action (Guba & Lincoln, 1982; Guba, 1981; Sandelowski, 1986; Kirk & Miller 1986; Creswell & Miller 2000; Shenton, 2004; Perry, 2011).

Interpretivism has emerged as an opposition to positivism. It seeks to understand the researched phenomenon from the point of view of the people involved and accept multiple interpretations (Elshafie, 2013). This paradigm is inductive and emergent as it does not seek generalization as it is influenced by contexts and values (Guba & Lincoln, 1982; Ernest, 1994; Crotty, 1998; Garrick, 1999; Richards, 2003; Grix, 2004; Owen, 2008; Scott & Usher, 2011; Cohen et al., 2011; Creswell, 2012).

In such a research paradigm a researcher may believe in multiple realities (Guba & Lincoln, 1982; Cohen et al., 2007) because these realities do not exist independently but are socially constructed. Among these forms of perspectives, my research matches with credibility (internal validity), transferability (external validity), dependability or consistency (reliability), and confirmability (objectivity) (Guba & Lincoln, 1982) to verify the knowledge without any intervention of researcher. It is set on the belief that every reality is multilayers and complex and has relevant consequences. I have asked students some questions and engaged them to think those questions. So, on my part as the researcher, multiple interpretations are accepted in particular circumstances in a particular time and the constructing meanings from interviews.

The philosophical assumptions of the study described in the table on the next page are adapted from Creswell's (2007) table of "Philosophical Assumptions with Implications for Practice" (p.6).

Table 3.1: The Philosophical Assumptions of the Study

Research Paradigm	Philosophical Assumptions			
	Ontological	Epistemological (constructivism)	Axiological	Methodological
Interpretivism	Multiple Subjective Views of Participants	studies the multiple realities, subjective view, interaction between subject and the investigator	The researcher's values and biases will be discussed along with participants interpretations	Qualitative Multiple Case Study Approach

According to Guba and Lincoln (1994), ontology is the view of reality that differs from one person to another and believes in multiple realities and that reality is socially constructed. For instance, as a researcher, I have analysed the audio recordings and to find out students' responses about the factors on motivation (RQ1). The data from the students' interview transcriptions served as the means to show their perception about motivation and the challenges they face while implementing the discussion (RQ2). These responses vary from one another.

The second assumption is epistemological (constructivism) where the discussion is understood through the mental process of interpretation that is influenced by social context which is a subjective, interactive mode of data collection (Cantrell, 2001). This study focuses on a specific situation to understand the cultural settings of the participants. In this regard, the question for the participants become broad and specific so that students can construct their meaning of a situation.

The third assumption is an axiological assumption that determines the values and morals of a researcher (Creswell 2009). At last, I have explained my position or role as a researcher. Finally, the methodological basis of my research is the best way for understanding shared

knowledge about the world (Creswell 2009). The following sections will elaborate on the methods adopted in conducting the study.

3.3 Research Design

I have developed the research design for this study by considering previous literature and the research questions. This study followed the interpretive research paradigm that focuses on multiple realities with subjective experiences of individuals. Here, the interviews of the students and the discussion sessions were the actions taken by me and the responses of the participants in the discussion session, and their final perceptions were the implications of that action.

The central objective of the study is to explore the factors of motivation in learning English among higher secondary level rural students in an ESOL context such as Bangladesh. I decided to adopt a qualitative multiple case study approach because qualitative research revolves around a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals with a detailed understanding of human behaviour, emotion, attitudes, and experiences (Tong et al., 2012) and it is very useful for a teacher to know why a student is not motivated in learning English in a language classroom which can be achieved through qualitative data collection approaches such as in-depth telephone interviews (Creswell, 2012) or by analysing the audio recordings of their views. The research design of this study is given in detail in the following sections of the chapter.

3.4 Multiple Case Study Approach

The case study method “explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving

multiple sources of information and reports a case description and case themes” (Creswell, 2013, p. 97). It can be defined as an intensive study about a person, a group of people, or a unit. Usually, this case study research design works well in analysing ‘contemporary events when the relevant behaviour cannot be manipulated’ by the researcher (Rowley, 2002, p.17). Nonetheless, cases are chosen by keeping in mind the accessibility of the researchers. In this regard, a researcher needs to be careful while choosing a single case or multiple case studies according to the incident and context (Yin, 2003).

If a study deals with more than one case that will be multiple case study and it is connected with multiple experiments (Baxter & Jack, 2008; Stake, 1995; Yin, 2003). For instance, in my study, I have analysed multiple cases of Bangladesh ESOL learners regarding their motivation in learning English. A multiple case study is conducted to understand the similarities and differences between the cases ((Baxter & Jack, 2008; Stake, 1995). Furthermore, Baxter & Jack (2008) believe that multiple case study is measured as strong and reliable. It generates stronger theoretical ground with sufficient constructive evidence. Thus, it also allows a wider exploration of research questions and theoretical evolution (Eisenhardt & Graebner, 2007). In my study, I have chosen to collect data by taking interviews and analysing the recordings as multiple views to find out the factors and their perceptions about motivation in English language learning.

3.5 The Researcher’s Role

Being a student of the English department in a private university in Dhaka, Bangladesh, I have been teaching English in different schools and working as a home tutor since my graduation. I have taught many students at school and college level where English is a compulsory subject for each class. While teaching English I have noticed that most of the students are reluctant to

learn English because of their lack of motivation in learning English. As I am working on rural students it is observed that the students are not more interested in learning English due to their inefficiency in understanding the text and often ask the teacher to translate their meaning in their native language as they have been taught English through a grammar-translation method and this method makes them dependent on their mother tongue. Moreover, these students are only thinking about passing exams, they cram the expected questions because they cannot write one original sentence of their own. Furthermore, the rural students do not realize the importance of learning English as a language of communication whereas this is the most important aspect of this global language. For this reason, they lack the confidence to speak in English and the expression in the language is weak. Besides, while doing my graduation at Notre Dame University, I have found many students who did not know how to read or pronounce a word, they faced difficulties when teachers asked them any questions, they felt shy and afraid even in their tertiary level as those come from out of the urban or semi-urban areas. The context of this study is very much important as it will open a new dimension in bringing success in motivation among rural students in a non-native enlist country like Bangladesh. Most of the students say that they do not practice English regularly as they feel afraid to practice English and the teachers do not take regular English classes. Students of the rural area claim that the teachers do not put any emphasis on reading or speaking activities. These can be some reasons for demotivation in learning English. Despite learning English for almost twelve years still they feel afraid in English because they are not motivated and do not find any interest in learning. As a student of English language teaching as well as a teacher, this lacking evoked in me a thought and hence inspired me to choose this as a research topic for my MA dissertation. I believe, in the interviews, they shared their perception to find out the factors lying behind demotivation to increase motivation in English learning.

Throughout this study, ‘I ‘ has been used to narrate and describe the findings. It may seem that ‘I ‘ is representing personal views, but in reality, the study is free from any personal or cultural biases because the themes of the analyses data were checked by an expert to make it trustworthy. The interview transcriptions were sent to the participants for member checking to make the data credible. So, ‘I’, reflects my endeavour to explore how Bangladeshi ESOL learners get motivated in learning the English language by analysing the factors and perceptions on it. Therefore, this study will facilitate both the teachers and students to find out the exact problems and their solutions motivating students in learning English accordingly. Throughout the writing sessions, I have played the role of a facilitator and did not impose my opinions on the participants.

3.6 Setting

This study is set in Gopalganj, Faridpur. I conducted the study in the year 2021, the year of the pandemic. Everyone was in lockdown, and it was difficult to conduct this study by going outside. So, I had to collect data online. I chose 5 participants from the secondary level aged between 15-18. Moreover, when deciding on a study design, I think of how data saturation can be fulfilled. This study is saturated as there is enough information to replicate the study (O’Reilly & Parker, 2012; Walker, 2012). All of them are living in Gopalganj. All of the participants are ESOL learners from a rural school who belong to a non-native English-speaking country. The main purpose of my study is to find out the factors that affect learners' motivation in learning English and the perception behind this. Thus, an online platform serves as a saviour and convenient way to conduct this study.

3.7 Selecting the Participants

To conduct a study, an appropriate sampling technique is necessary for obtaining relevant data. Non-probability sampling is applied for the selection of the participants for the sake of extracting a rich amount of data. Patton (2001, 2002), highlights a feasible sampling technique named purposive snowball sampling where one or a few individuals are solicited to participate and share their experience and help to contact additional study participants. (Bernard 2002, Garcia 2006, Gustad et al. 2004, Jarvis et al. 2004, Lyon & Hardesty 2005). Moreover, the researcher uses purposive snowball sampling to gain a deeper understanding of those particular types of cases (Neuman, 2009).

For the study, I have chosen the purposive snowball sampling method as an interpretation of results is limited to the population under study and provides reliable and robust data (Tongco, 2007). This purposive snowball sampling method helps me to analyse the data as it is time and cost effective.

3.7.1 Participants' Profiles

In the table below, the participants' profiles are shown according to the level of motivation in English among rural students.

Participants' Profile

No	Name and gender	Education and medium of instruction	Attitudes towards English language learning	Attitudes towards English language learning in the classroom	Difficulty in English language learning (language skill)	Problems in English language learning in the classroom	Perceptions regarding English language learning
01	Afsana 17 (F)	Intermediate 2 nd year student of Govt. Bangabandu College, medium of instruction is Bangla	Likes to learn English language as it is an international language and is necessary to learn to pass the examination and getting good jobs in future, but she does not get any encouragement from her parents. She does not read any English short stories, novel or magazines except textbooks.	Due to fear of English language learning, she does not like English classes. She likes the class when a teacher uses L1 in the whole class, but feels very difficult in grammar-based items and does not understand anything, and then she feels boring in language class.	She feels lacking in speaking and listening skills because of using fully L2 makes her less understanding in class and cannot speak anything while asking questions in class. She feels fear of making mistakes and being scolded by teachers and thus she loses confidence in writing as well as speaking. She feels afraid and nervous while speaking and learning English.	The main problem she faces is the continuous use of L2 in class.	She thinks that she will do well if their teachers give them more effort to understand except following the selected items which will appear in the exams only. Moreover, they need a multimedia classroom as well as a facility for getting access to the library.

02	Mosabber (16)M	Intermediate 2 nd year student of Goplagonj Ideal College and the medium of instruction is Bangla	From childhood, there is no interest in English language learning as he is confined only in the syllabus. He does not read any books or short stories in his leisure time. However, at the intermediate level, he feels its importance as English is an international language and it is necessary for communicating with others in situation like facing a job interview and going abroad. He does not get any encouragement from his parents.	He feels good when his teacher teaches him in Bangla and explains each line in one or two ways and he understands easily. His other teacher forces them to go for tuition and does not teach seriously in class. There is another teacher from his class who is not actually from English background, but teaches them English and takes a lot of time to explain any topic. The teachers follow activities from various books and follow the grammar translation method.	Mostly he faces problems in speaking and writing skills and he does not feel any improvement because only selected topics are covered for the exams. He also feels nervous and afraid while speaking and learning English language.	The main problem he faces while the teacher uses L2 fluently in the classroom and he does not understand anything. The teacher insisted to go for tuition.	He thinks that he will be motivated more to learn English if teachers would be more cooperative and stop insisting to go for private tuition. And buy sheets. Another problem he faces about library facilities where they cannot access all the time and cannot read other books.
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03	Rubaiya (17)F	Intermediate 2 nd - year student at Bongorotno college, medium of instruction is Bangla	As English is compulsory in every sector, so she likes to learn English language. She had a fascination to learn English language from childhood and dreams of higher education in English. She does not read any short stories or books in English and does not get enough encouragement from her parents. She learns English to know the language and culture and it gives her pleasure and comfort.	As their teachers confine them only within the syllabus, she cannot ask questions outside of the syllabus as sometimes they get annoyed though she likes the English classes. In her class, the teacher uses L1 mostly and hardly uses L2 in teaching and does not follow any extra activities in class, and follows the grammar-translation method.	Mostly she faces problems in listening and speaking, though she improves a little in writing. She feels nervous and afraid while speaking English.	She feels a problem with the timing because there is limited time for each class and the intermediate session. So, teachers give them short suggestions and they just follow them. In the classroom, she does not ask any questions and thus lacks in skills.	She thinks that she will be motivated more if the teachers help them more in learning. She thinks about creative thinking skills which help them a lot in learning English. She does not like to confine in textbooks only.
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04	Tisha (16)F	Intermediate 2 nd year at Gopalganj Ideal college, medium of instruction is Bangla	She likes to learn English language because it is an international language. She also thinks that English is important to get a good job as well to communicate successfully. As she has problems with vocabulary and reading, she does not understand the meaning. That is why she does not read any English-related books. Furthermore, her parents do not encourage her that much to learn English.	In her college, two teachers take their classes. She feels comfort when one teacher teaches in L1 and she understands that easily but using L2 puts her in trouble. When the teacher asks anything she cannot reply to him. In those classes, she feels afraid and nervous. The teacher always follows the grammar-translation method and adds more activities from other books.	She feels problems in speaking mostly. She can answer the 'WH' questions and can write simple sentences. As she is getting suggestions from the teacher, she cannot learn all the grammatical items or passages in the class. Because of doing mistakes, she cannot try to speak and lose her confidence.	The main problem she faces is focusing only on selected items in the class. She memorizes but forges the learning throughout the time. She has to memorize only to pass the examination.	She knows that English is important. She points out the unequal teaching in class. She feels that teachers involve only those who are good at English in class. If the college provides an opportunity for extra class with those students who are weak in English would be better to learn English well. She as well as other students cannot even get proper library facilities. She thinks that she will do good if
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							the teachers motivate her more in the classroom.
05	<u>Uzzal</u> (17)M	Bongorotno degree college , Intermediate 2 nd year, medium of instruction is Bangla	As English is an international language, so he feels the necessity of learning English. He used to read English books or Encyclopaedia and also downloaded books from the internet, though he does not get any encouragement from his parents. He wishes to learn English to interact with the people and also know about the culture.	He likes to do English classes to know the language and also for getting jobs. The teacher in his class uses L1 mostly and follows the grammar-translation method. The teachers inspire them to talk in English inside or outside of the class. The teacher involves in role-play activities in class and creates new exercises for practice.	He feels lacking in speaking and listening when a native speaker speaks as he cannot understand their accent. He feels nervous while speaking in English also.	He thinks that less timing is a big issue in language learning especially if the class is held at noon. At noon, they cannot concentrate on learning. Overall, teachers try to give their best in class like giving extra worksheets, etcetera.	He thinks that to create more eagerness, we have to read more books. As we have lacked in the library facility, so cannot read books. If students take books for a long time, they have to renew it which is costly and causes them to lose interest in reading books. He also thinks that a multimedia classroom helps to increase more motivation in

							learning English.
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3.8 An Overview of Data Collection Procedures

Barrett & Twycross (2018) show that there are a variety of methods of data collection in qualitative research including observations, textual or visual analysis (from book or videos), and interviews (individual or group). Among them, I have collected my data through telephone interviews. In terms of interviewing the participants, Barbie (2007), has proposed three categories such as structured or standardized interview, semi-standardized interview, and unstandardized interview. As it is a more flexible approach to interview the participants, I have selected a semi-structured interview technique to collect data as semi-standardized or semi-structured interviews allow for unanticipated responses and issues to emerge through the use of open-ended questioning (Tod, 2006).

3.8.1 Telephone Interview and Audio Recording

A telephone interview is a tool that involves participants orally in interview questions and it facilitates by providing a collection of detailed personal data with a high degree of response quality. It is argued that a telephone interview provides a balanced distribution between powers between interview participants and encourages interviewees to share their opinions freely. Sometimes interviewees tend to be busy and they agree to do a telephone interview because it is easier to cancel and reschedule (Holt, 2010, Cachia & Millward, 2011). For this study, I have adopted telephone interviews to collect the data from the participants. For analysis of the data, it is important to record the discussion with full accuracy and their responses may be recorded generally in two ways such as taking notes and audio recording. In this regard, Rice & Ezzy (1999) advise recording the discussion in an audio form as it is the most important and suggested way of recording, though it is time-consuming. For this study, I have chosen telephone interviews and record those consciously with their full of consent.

3.9 Designing the Interview Protocol

Interview protocol is significant to get good qualitative data. It is a process that facilitates the interview process in a systematic, consistent, and comprehensive manner (Patton, 2015). Moreover, it increases the effectiveness of an interview process by ensuring information within the allocated time. It helps to get a better understanding of the participants' experience and identify the relevant elements to the subject matter. Yeong et al. (2018) proposed a four-step interview protocol. They are as follows-

Phase 1: Aligning Interview Questions with Research Questions

Phase 2: Constructing an Inquiry-Based Conversation

Phase 3: Receiving Feedback on Interview Protocols

Phase 4: Pilot Test the Interview Protocol

Phase 1: Aligning Interview Questions with Research Questions

The first phase aims to create an alignment with interview questions and the research objectives which begin with the introductory questions (background information). These interview questions are followed by open-ended questions to facilitate conversational interaction.

Phase 2: Constructing an Inquiry-Based Conversation

In the second phase, the interview questions are formulated differently from the research question (Castillo-Montoya, 2016). The interview started with introductory questions which alleviates anxiety and rapport building (Yeong, 2018).

Phase 3: Receiving Feedback on Interview Protocols

The third phase requires feedback and the purpose of obtaining feedback from other experts through a close reading of the questions enhances its reliability and trustworthiness (Patton 2015; cited in Castillo-Montoya, 2016).

Phase 4: Pilot Test the Interview Protocol

Finally, the last stage of the framework assimilates the expert's feedback towards practical implementation or piloting.

3.10 Piloting the Interviews

After receiving the expert's suggestion on the interview questions, I piloted the interview questions (phase four of the protocol) with one of my participants. I chose to pilot with one participant because of his availability. The researchers use pilot studies to evaluate the adequacy of their planned methods and procedures (Polit & Beck, 2017). Piloting is considered as important as it helps to find out the mistakes and shortcomings in the process (Teijlingen & Hundley, 2001; Watson, Atkinson & Rose, 2007). Thus, this pilot study aimed to check the validity and adequacy of the questions and to get a glimpse of the final interviews.

3.11 An Overview of Data Analysis Procedures

This section of the chapter will discuss the steps I had taken to analyse the data obtained from telephone interviews and audio recordings. For answering research questions, I have used qualitative thematic analysis. "Thematic analysis is a method for identifying, analysing and reporting patterns within data." (Braun & Clarke p. 79). Data analysis shows the credibility of the researched data. It starts with a question, and data is nothing but an answer to that question. Data analysis in qualitative research consists of preparing and organizing data, reducing data

into themes through a process of coding, and finally representing the data in a discussion. Creswell (2013) has proposed these six steps in the data analysis procedure. They are described below:

Phase 1: Managing and organizing the data

Phase 2: Reading and memoing the emergent ideas

Phase 3: Describing and classifying the codes into themes

Phase 4: Developing and assessing interpretations

Phase 5: Representing and visualizing the data

Phase 1: Managing and organizing the data

This phase is important and it provides a general sense of the information. It organizes and prepares the data that was collected. The data is to be sorted depending on the information from the source. To organize the data, typing notes, transcribing interviews, scanning materials, etc. becomes necessary (Creswell, 2014).

Phase 2: Reading and memoing the emergent ideas

This phase has to be achieved after managing and organizing the data. This step takes the narrative form of writing and the researcher generates and builds the themes. The researcher summarizes the narrative explanation given by the interviewee of the subject matter and this will help in developing themes. The researcher uses memos which means the short phrases, ideas, or key concepts that occur in the interviews which is just a narrative summary of data to synthesize them into higher-level analytic meanings (Miles, Huberman, 2014). After hearing

the audio, the researcher writes memos. In this step creating a digital audit trail is used as a validation strategy for documenting the thinking process that clarifies understandings over time.

Phase 3: Describing and classifying the codes into themes

The third phase consists of memoing ideas and preparing for describing, classifying, and interpreting the data. The researcher builds detailed descriptions, creates codes, and develops themes or dimensions. The process of coding is the main to qualitative research and the researchers create those codes from interviews and documents. Themes are broad units of information that consist of several codes. While working with data, the researcher writes the memos and includes details about relevant codes which helps to create a thematic idea.

Phase 4: Developing and assessing interpretations

After creating the themes, researchers engage in interpreting the data. Interpretation involves the codes and themes to a larger meaning of the data. Developing and assessing interpretation is a process that begins with the codes and then the codes are formulated into themes, and finally, the themes are described into larger units to make sense of the data.

Phase 5: Representing and visualizing the data

In the last phase, the researcher represents what was found from the text. The researcher will provide the findings with the information.

3.12 Analysing Interviews

For analysing students' interviews, Otter.ai software was used to transcribe the audio recordings in a verbatim way of the interviews. The audio recordings were coded with a seven-

column coding template (Ahmad, 2017). In the first coding cycle, I coded the entire transcribed interview of each participant. In the second cycle of coding, I selected prominent codes from the transcripts (see appendix). After that, I analysed the codes and identified the emerging themes in each case. Finally, all the themes of the multiple cases were compared to create a thematic pattern for answering the research questions (see appendix sample theme generation template).

3.13 Ethical Considerations

The ethical issues of conducting the current study were taken into account before proceeding with the data collection procedures. Piloting the interviews and the collection of data both are for the students to find out the reasons and perceptions behind their demotivation and on that day the participants were asked to read the “consent form” carefully and sign. The consent form works as evidence of participation is a part of the study. The participants are informed that their responses in the discussion are recorded during the whole interview. Thus, the participants were ensured that I (as a researcher) would maintain their privacy and in keeping my promise. I used pseudo names for each participant in this study.

3.14 Trustworthiness of the Study

The trustworthiness of qualitative research is significant for the usefulness and integrity of the findings (Cope, 2014). According to Pilot & Beck, 2014, the trustworthiness of a study indicates the confidence in data, the methods that apply to ensure the quality of a study, and the way of interpretation. Trustworthiness is necessary, so to make the research trustworthy, researchers should establish protocols and procedures for a study that is considered to be worthy of consideration by readers (Amankwaa, 2016). Lincoln & Guba (1985) proposed a set

of criteria for the trustworthiness of qualitative research such as credibility, transferability, dependability, and confirmability.

To prove the credibility of the data, I followed member checking, triangulation, and writing a thick description of the study. According to Patton, 2002, credibility depends on the richness of the data. The credibility establishes between the research findings drawn from the participants' original data and the correct interpretation of the participants' original views (Lincoln & Guba, 1985). To make the data credible, I employed a member-checking strategy and I emailed the transcribed interviews to the participants and the participants must feel that their opinions have been represented. (please see appendix E)

To make the study more credible, I adopted a triangulation strategy which has been viewed as a qualitative research strategy to test the validity of the information from different sources. Denzin (1998) and Patton (1999) proposed four types of triangulation: method triangulation, investigator triangulation, theory triangulation, data source triangulation. Among these categories, I have followed method triangulation and investigator triangulation, and theoretical triangulation for this study. I collected data from telephone interviews and recorded them as an audio clip. Besides, investigator triangulation is concerned with using more researchers to make coding, analysis, and interpretation, and finally, this study is conducted by using more than one theory as a conceptual framework. In addition, a set of interview transcripts were emailed to an expert from the field of English language teaching who has 11 years' experience of teaching at a tertiary level to rate the themes and the raters' agreement on the themes of the transcription was calculated in percentage (see Appendix D.3).

To ensure transferability, a thick description is provided of the participants and the research process to enable the reader to assess whether the findings are transferable to other settings so that the behaviours and experiences become meaningful to another reader. (Lincoln &Guba,

1985). This thick description can be transferred at a different location and time to another researcher's time conducting the same studies.

To establish dependability and confirmability of the study's findings, finally, I have employed an electronic audit trail (see appendix F). Audit trails are performed to keep the record that has been done in research. Akkerman et.al (2006) represents audit trails as a means of assuring quality while Koch (2006) suggests that a study's trustworthiness is established if a reader can audit the events of the researcher.

The above steps have been taken to establish credibility, transferability, dependability, and confirmability that helped towards gaining the trustworthiness of the study.

3.15 Chapter Summary

At the beginning of this chapter, I have described the philosophical assumptions, pragmatic research paradigm, the rationale behind choosing a multiple case study research approach for conducting this study, and my role as a researcher. Next, I discussed the data collection procedure with the rationale behind choosing participants' recordings and students' interviews as sources of my collecting data as well as the participants' profiles. The final section of the chapter described the data analysis framework adopted for the study. At last, I had taken measures for establishing the credibility and trustworthiness of the data. The next chapter will focus the results and discussions of the study.

Chapter four

Results and Discussion

4.1 Introduction

The main objective of this study was to explore the factors that affect motivation and the perception of motivation in English language learning among rural students in an ESOL country like Bangladesh. In addition, as a researcher, I also attempted to find out the factors that affect their English language learning and their perceptions about it.

This chapter will present the findings of the study based on the following research questions:

1. Which factors affect the motivation of the rural students of Bangladesh in English language learning?
2. What do the rural students think about motivation in English language learning?

The first section of the chapter will briefly depict the factors affecting motivation in English language learning among rural students in Bangladesh. Section two discusses the perceptions towards English language learning. Lastly, the final section analyses the generated themes or findings from interview sessions occurred individually with each participant about their opinions and struggles.

4.2 Section One: Factors Affecting Motivation in English Language Learning among Rural Students in Bangladesh

In this section, I will describe the factors that affect students' motivation in English language learning among rural students and the challenges they face in the classroom. It is very important to understand the response of the participants and what factors affect English language learning to answer research question 1.

4.3 Social Context

4.3.1 Socio-economic Background

There is a correlation between socio-economic background and the learners' motivation. Gardner & Lambert (1959) highlights the significant effect of parental encouragement and students' motivation. Similarly, a strong connection is found between parents' level of education and student's achievement in language learning (Nikolov, 2009). From the interview, it is seen that their parents are mostly farmers and uneducated and they do not give any encouragement to them. Even, they are not aware of the importance of learning English. Moreover, socio-economic status does not affect only language learning outcomes but also influences motivation to learn (Fan, 2011). Uzzal said,

Umm... my parents never encouraged me in learning English as they are not educated, and they earn their lives by farming. So, they are not aware of the importance of English, not even my parents, others also think the same. (Du Uzz12)

You know we are rural people and my parents do not force me to learn English. They do not understand the importance of learning English. They just emphasize it like other subjects. My parents do not say to me that it is important and you have to learn it. I do not get this type of motivation from my parents. (DU AFS 16)

Similarly, other participants also admitted that their parents did not encourage them in learning English. Even the parents did not inspire them to read English-related books, stories, etc. for these reasons, the learners did not get any motivation in learning English at home. If they felt any problem or need extra tuition, they did not get. So, the learners did not get any cooperation from their parents and they lack in English learning.

4.4 Learners' Motivational Orientation

4.4.1 Extrinsic Motivation for Learning English

(Higher studies and getting good jobs stimulates to learn English (Extrinsically motivated)

A majority of the respondents indicated their desire to learn English for getting higher studies, jobs, and passing examinations only. This multiple case study indicates that the rural students are more instrumentally or extrinsically motivated in the learning process. This finding corroborates with Wong's (2011) study where the Chinese learners only learn English for instrumental purposes. Similarly, most of the learners in rural areas learn English for passing the exam, getting a better job in the future, and knowing English is important to their success and achievement. Students are mostly instrumentally or extrinsically motivated when comes to learning a second language (Warden & Lin, 2000). Tisha stated,

I learn English only to present myself good in communication and to get a better job.

(DU Tis 16)

... I just learn English to get a good job only and to pass the examinations. (DU Afs 20)

As I have to face university exams in the future, so I learn English. Even in future, I have to face job interview where English is necessary to communicate with other....

(DU Mos 16)

However, it is showed that extrinsically motivated learners do not commit much to their English language learning. This indicates that learners are aware that English is important to them, they have to learn it but do not give much effort and time to practice it. This result corroborates with Zhigang wang (1993), instrumentally motivated students do not give much effort and time compared to integratively motivated students. Even, these participants do not

read any extra books like English short stories or novels or any articles. The participants are mostly extrinsically motivated, and they learn English only for an instrumental purpose.

4.4.2 English is an International Language

First of all, English is the common foreign language in the world. This means two people from different countries usually use English as a common language to communicate. The findings of the study revealed that most of the students learn English as it is an international language. Uzzal said,

I like to learn English as it is necessary for me as it is an international language.

As it is an international language so it is important to learn English. Besides, to get a good job it is important to learn as well as it also helps us to do a successful communication. That's why I like to learn English. (DU Tis 10)

That's why the students need to learn the language to be in touch on an international level. It is seen that the majority of ESOL students in Bangladesh particularly from rural areas considers English as mysterious (Nishanthi, 2018). Therefore, learning English is important to the learners to enable to communicate easily with their fellow global citizens. Mosabber, Rubaiya, and Afsana also thought the same and they learn English as it is an international language.

4.4.3 Intrinsic Motivation for Learning English

(Interested to learn English to be able to understand the culture of English speakers)

This section shows participants' results about intrinsic or integrative motivation (for learning English where only two students have a high level of intrinsic motivation for learning English in this context. Furthermore, the respondents indicated their desire to interact with the native speaker of the English language and the culture of English-speaking people. This finding also showed a positive attitude in interacting with native speakers and the culture. Uzzal stated,

I like to know the language and if I know English I can interact with people easily as well as come to know about their culture. I wish to go abroad and I know that if I go to that culture, I need to know their language. (DU Uzz 20)

Yes, I learn English because I want to know the language. Learning English can help me to know about culture and it gives me pleasure and I feel comfort. (DU Rub 20)

This finding also supports Zubairi and Sarudin (2009) where students in Malaysia learn L2 because they want to meet people of different cultures and languages. They want to take part in cross-cultural activities besides enjoying the experience of learning L2. This can be verified by the findings of Burcu & Carol (2012) where it is found that learners are mostly motivated instrumentally for learning English. However, integrative motivation is another strong factor in learning English. In the rural context, learners are mostly instrumentally motivated than integrative motivation. Though they learn English to know the culture and the language, they have limited opportunities to communicate with target native people. They also do not get daily interaction with the native speaker so they feel the problem in accent while the natives speak in English, which might be the plausible reason of facing difficulty to learn English through integrative motivation. As such, learners are mostly instrumentally motivated in English language learning. Here, the rural students do not learn English for integrative purposes except a few.

4.5 Learners' Personality and Learning Context

4.5.1 Anxiety in Learning

Anxiety is one of the affective factors and it has a great impact on second language learning. These factors include lack of confidence, fear of mistakes, fear and nervousness, fear of negative evaluation, and so on. In terms of rural learners, the students are anxious in English language learning mostly.

4.5.2 Lack of Confidence in Language Skills

Based on the results of the participants' interviews, it can be seen that several factors influence students' confidence in speaking English. Some of the factors are: teachers' way of teaching in front of the class, the way of explaining any answers from the teacher and the students' factors are fear of mistakes, fear and anxiety in mind, believing that English is difficult, pronunciation problem, lack of vocabulary, lack of understanding in grammar, no support from peers. Few of the participants asserted their views such as Rubaiya asserted,

.....I feel very afraid and nervous while speaking English. I think that I can but I cannot speak. (DU Rub 42)

Seriously, I feel very low while speaking because I know I cannot speak properly and I will do mistakes. (DU Tis 40)

I do not feel confident while speaking English as it is difficult for me. (DU Mos 40)

I am trying and practicing to speak in English inside the classroom but outside the classroom, friends are not interested to talk. (DU Uzz 42)

A similar result was found by Fatmawati et al (2020) in Banjarmasin where learners lack confidence due to these factors: speaking in English in front of the class, fear of mistakes, incomprehensible unit, and students' attitudes towards language learning. Due to a lack of confidence, the learner cannot speak English. This finding is similar to Tridinanti (2018), where the Indonesian learners feel a lack of confidence and they fail to achieve speaking skills or speaking achievements. Confidence is the most influential factor of speaking achievement in learning English. Due to fear of mistakes, the participants lack confidence and cannot speak in English. Sometimes the learners are ridiculed by their peers and as a result, they lose confidence. Afsana said,

...If I try and if it gets wrong, others will laugh, that's why I cannot say anything. Another fear is that if I get wrong, the teacher will scold me and I lose confidence. From these lacking, I cannot write properly. (DU Afs 38)

The participants feel a lack of confidence because they fear negative evaluation from their teachers. As they have less confidence, they cannot write and speak properly. This also affects their motivation in learning.

4.5.3 Incomprehensible Unit

According to the participants, unclear explanations can also increase their confusion in learning English. The learners showed that the participants do not understand the grammar topic. They shared that they feel uncomfortable when they did not understand what the teacher was saying. Few teachers used only English in class and they do not understand anything. Some added that they felt intimidated when teachers teach fully in English which increased their chances of failure. Afsana described,

but when it is grammar related topic I do not feel interested to learn as I do not understand the topic so it makes me boring. (DU Afs 24)

..the other teacher who speaks in English continuously and asks questions to us and we do not understand anything so we remain silent. In those classes, we feel afraid and do not like to attend those classes even sometimes we flee away from there (DU Tis22)

The other participants are afraid of fluent speaking English in the classroom. As grammar item is a matter of memorization the learners feel fear and cannot produce any single sentence in the class and do not understand anything.

4.5.4 Afraid and Nervous in Learning English Language

Rural students feel that English is a difficult subject. As they have low esteem, they think that they cannot speak properly or understand a lesson, as a result, they feel less competent. They think of English as a difficult subject because most of the learners have problems with vocabulary and they believe that to understand what is being said in English they have to understand every word. For this reason, the observation showed that the students were afraid in class and feel nervous about learning. This finding is similar to Horwitz et.al (2006) where learners felt too much tension in English learning in the classroom. Tisha explained,

While learning English, I feel very anxious as English is difficult for me. While our teacher teaches a new topic, we do not feel very nervous. I feel anxious in the writing part. For example, our teacher tells us to write something on a particular topic, and then he tells few students to read loudly what we have written, then we feel very anxious because we do mistakes and we feel ashamed of it. (DU Tis 44)

...then he tells few students to read loudly what we have written, then we feel very anxious because we do mistakes and we feel ashamed of it. (DU Tis 44)

..... I feel very afraid and nervous while speaking English. I think that I can but I cannot speak (DU Afs 46)

Yes. I always feel anxious while learning English. It feels like what is the topic about, is the topic easy or hard, etc. This type of anxiousness I feel. (DU Rub 46)

This finding reveals language anxiety among the learners where language learners express their anxiety, apprehension, afraid and nervousness when learning English language. The participants felt stressed and nervous because they thought that they were going to have to speak in English, and while they speak their peers might laugh at them and they also got worried

to know that their teachers will evaluate them badly, especially if they did not answer in English. This fear of negative evaluation makes the learners demotivated and they failed to achieve their language skills. Furthermore, there is a strong connection between the fear of mistakes with the learners' concern to create a positive face in the mind of their teacher and peers. This part of the finding corroborates with Sabbah (2018) where the learners in Qatar felt language anxiety due to fear of negative evaluation and nervousness in language learning. Another problem that is seen among participants, they feel afraid and nervous while taking the interview and none of them utter any single word in English which is disappointing.

4.6 Educational Context

4.6.1 Teacher Influence

The learners' motivation was also affected by external factors such as teachers and peers. It can be seen that the respondents have both positive and negative attitudes toward their English teachers. The majority of the respondents were satisfied with their English teacher because the teacher uses mostly L1 in the classroom and they understand easily. Uzzal asserted,

Our teacher mostly used Bangla, rarely did he use English as most of the students did not get English properly. (DU Uzz 26)

.....One teacher comes and gives his best effort like he translates the passage in Bangla and then explains it in two or three ways so that we can understand easily...(DU Mos 22)

Furthermore, some of the teachers use good examples and extra activities from other books while they teach English which shows a positive attitude that increases learners' motivation in learning. Uzzal said,

Besides following the textbooks, our teacher adds some extra exercises in class.

From the findings, it is seen that the teachers mostly use the grammar-translation method and the learners enjoy it in class. Tisha explained,

In our class, the teacher teaches the rules first and then gives examples to make them clear and then he asks us to create a new example by ourselves and we make it. Then the teacher asks one or two students and tells them to answer. If we do any wrong, he makes those correct. (DU Tis 26)

The participants were asked whether the teachers involve them in classroom activities or not. They showed a positive attitude towards it and the way of learning. The teachers involve them in dialogue practice, storytelling, reciting poems, solving puzzles, etc. which the learners enjoy a lot and motivate in learning. Uzzal said,

Yeah, sure. In our English classroom, sometimes teachers involve us in the game such as solving puzzles, short story reading, and reciting poems etcetera. I enjoy those role-play activities. (DU Uzz 46)

However, the respondents showed some negative attitudes toward their teachers. Likewise, for knowing the attitudes toward their teachers, students were asked whether their teacher encourages them to speak in English both inside and outside the classroom, and most of the participants indicated that English teachers do not emphasize encouraging their students to speak in English and students have negative attitudes towards their teachers. Furthermore, the use of L2 fluently in class makes the participants boring and do not understand anything in the class. And the learners do not have good attitudes toward their teachers.

Our teachers do not encourage us to speak in English in class. Even we ask questions in Bangla and he answers in Bangla. So we lack speaking skills. (DU Rub 30)

The findings indicated that English teachers do have a high influence in motivating students in learning English among rural students. Mostly the teachers focus only on selected items and

private tuition which is a big problem for students as they belong to rural areas they cannot afford to go for private tuition for learning English. Another problem is that a few teachers are not from English language background and so they cannot teach very well. Mosabber asserted,

Another teacher tells us to go for private tuition. Another teacher who is not from English background but he tries to make the topic easy though it takes a lot of time to explain.

.....one teacher came and speak fully in English so that we do not understand anything and we go for private tuition to him. Even he has forced us to use only his written book named "Anupoma" (DU Mos 24)

Most of the students agree that the teachers' influence is necessary to learn as they encouraged them to learn the language. And this showed that they are highly dependent on their teachers in learning. This section aims to investigate the factors that affect English language learning, so teachers' influence on students showed that teachers do not encourage their students properly rather they force them to go for private tuition and confined them in selected items in the exam. That is why learners lack English language skills and cannot learn English language.

In this regard, Gardner and Lambert (1972) explained that teachers' behaviours, way of teaching and teachers; the way of considering students' interests could change the attitudes towards learning English language into positive and negative ones. Concerning the findings, Sternberg & William (2002) stated that students are not motivated to learn if the teachers follow traditional methods of teaching. They need to create a positive and student-centered learning environment for the learners to teach English language in rural areas.

4.6.2 Teacher Bias and Learner Achievement in Learning

Some of the participants complained about teachers' biased attitudes. They feel demotivated when the teachers ask only those students who are good at English. Others just felt inferior in the classroom. These attitudes make them inattentive and make them indulgent to learn. This biased attitude results in less achievement for the students. Afsana explained,

...another who comes and speaks very fluently in English and involved some target students who are good in English. So other students like me just sit but do not understand anything. (DU Afs 50)

...The difficulties I face in vocabulary and writing. When I face problems I ask them but few teachers get angry with us. (DU Afs 52)

This finding shows that the students who get care from their teachers, will do good, on the contrary, the students who cannot get teachers care, feel a lack of confidence and lose the desire in learning.

4.6.3 Tuition Based Learning Environment

Tuition-based and exam-oriented learning is increasing both in urban and rural areas in Bangladesh (Hossain, 2018). Based on the findings it is evident that learners are mostly dependent on private tuition and exam-oriented learning. Most parents provide their children with private tuitions as the learners did not get properly the learning in the classroom and the learners want to get higher grades in English as it is very necessary for future expectations and a better career. So, the learners take tuitions after school. Mosabber (34) said,

...Yes, we need tuition. The situation is if I want to pass, I have to take tuition from that teacher and buy his book. (DU Mos 34)

Yes. I need extra tuition because there are some reasons. As we have limited timing and it is only 30 minutes, so we cannot ask all the problems in a short time. Another problem is that as there are lots of students, the teacher cannot answer all of them. If I say, ‘modifier’ is a new term in our level, so in class, we do not get it and for this reason, we go to extra tuition after school so that we can get more time to understand. (DU Tis 34)

I need tuition after school because I face problems with vocabulary and grammar. As I do not understand anything in class, so I need extra tuition to understand them better. Briefly, few teachers try to give their best and few are not, but we feel afraid to ask questions to them. (DU Afs 36)

Truly speaking, we cannot ask any questions in class if I face a problem while studying own. I marked the problem and ask him in private tuitions. Even if we ask any question in class, he may feel bored and scold us sometimes. (DU Mos 50)

There is a close connection between tuition-based learning and exam-oriented learning system. It may seem that private tuition helps them to learn very well but there are some negative effects too. Most of the students tend to rely on their private teachers for everything. Learners do not pay adequate attention to their lessons in class as they cover all the important topics with the help of teachers and they are not satisfied with the teaching process of a school teacher as they cannot tell all the answers due to the short time of the class. Finally, nonparticipation in the teaching-learning process results in poor quality teaching and a lack of confidence among learners in learning English. This finding is similar to Hossain (2018) where the author showed the effects of private tuition, it provides a learning environment where learners can improve their English learning and get more time to ask and understand, on the contrary, it puts negative effects also.

4.6.4 Exam-oriented Learning Context

Based on the findings, it is evident that exam-oriented learning affects learners learning achievement. In this context, teachers only emphasized learners' cognitive ability which enables learners to pass the examinations instead of providing a holistic educational experience. Furthermore, learners are mostly dependent on teachers because of teacher-centered learning and the students practice only past examination papers of some selected and famous schools to reproduce the acquired knowledge during national examinations. The main task of a teacher is to make the learners acquire a good result in the examinations. Rubaiya claimed,

....we have a short time to cover a vast syllabus. So our teacher gives us short suggestions (DU Rub 50)

.....teachers focus only on a few items which are important only for exams. For example, the teacher gives some selected passages or paragraphs or essays and tells us to memorize them only as we have to pass the examination (DU Tis 48)

It is evident that the recent teaching approaches applied but the teachers focus the examination-oriented learning. Teachers are imparting their knowledge in a traditional manner where theoretical concepts are concentrated. The learners remain passive in learning and they just cover only selected things to pass the examinations. So they lack language skills. The findings corroborate with Mackatiani (2017) in Kenya where the effects of exam-oriented learning are examined and it suggests changing the existing exam-oriented learning model to quality-oriented learning where learners develop themselves through the recognition of special skill, individual cognitive ability, and creativity. So, instead of covering elected items for passing the exam, the teachers should emphasize developing the learners' skills and make them more creative in learning which will motivate them to learn English and create an eagerness to learn it easily.

4.6.5 Rote Learning Approach

The rote learning approach enables learners to memorize the information based on repetition. Based on the findings, it is evident that teachers follow the grammar-translation method where learners memorize the selected items only to pass the examination. They just drill the selected item till the board exams. As a result, the traditional pedagogical approaches do not provide holistic approaches to educational learning. The learners forget the memorized item after passing the examinations and they cannot use it in later educational experiences. Tisha asserted,

...the teacher gives some selected passages or paragraphs or essays and tells us to memorize them only as we have to pass the examinations. After the exams, we forget those items. The real problem we face before our board exam. When we are asked to solve different famous schools and we cannot solve them as we are taught only limited things. (DU Tis 48)

He showed us a structure first then gave some exercise to understand the topic. (DU Uzz 30)

I cannot write any English sentences to maintain proper structure. (DU Afs 40)

All the participants claimed that their English teachers follow the traditional method in teaching English in class. For this reason, the learners cannot create simple sentences and cannot communicate in English and they also lack confidence. Due to rote learning, learners are not motivated to learn English.

Section 2: The Perception about the Motivation of Rural Students in English Language Learning

In this section, I will describe the learners' perceptions and attitudes towards English language. It is important to know what they want to improve their learning and what they think about it.

4.7 Need Proper Library Facilities

The school library is one of the most powerful places to learn. Learners can get extra learning facilities in the library. Based on the findings, every participant emphasized library facilities but they did not get any facilities from them. The participants think that the proper facility of a library can motivate them more in learning English. During, leisure periods, they can go to the library and read some additional books. However, they cannot have access to a library. Mosabber narrated,

Another problem is library facilities where we cannot go and read English-related books. (DU Mos 52)

We have no multimedia classroom and we have no access to the library. (DU Afs 54)

We can read more books but the problem is the scarcity of library facilities. We cannot access any books at any time. Sometimes we have to pay for it for renewing. This is costly and we lose interest to go the library. (DU Uzz 28)

Filson & Agyekummr (2012) have shown that the learners of Ghana use the library to prepare their class notes, assignments and prepare themselves for examination. The learners of rural environments do not have access to a library and do not have enough books for reading.

4.9 Need multimedia classroom facilities

The multimedia classroom is nowadays getting huge importance in learning a language. Learners are seen to be more motivated when using multimedia in the classroom. Teachers can use multimedia to enable students interested in learning English with visual illustrations, realia, etc. If the teachers shift the traditional teaching methodologies to the multimedia classroom, the learners will be more motivated and create more eagerness to learn English language. Most of the participants agree with this idea that having multimedia facilities can increase more motivation and eagerness to learn English. Afsana (54) claimed,

We have no multimedia classroom and we have no access to the library. If we have access we can be motivated more if our teachers motivate us to read books and dictionaries. (DU Afs 54)

Another problem that we face we don't have a multimedia classroom. If we get acquainted with technologies we get more information and it grows more interest to learn, I would say. (DU Uzz 58)

Singh (2014) also suggests that a multimedia classroom helps to create an effective environment in language learning and the teacher should involve learners cooperatively during the use of multimedia in the class. Learners will be motivated more if they get multimedia facilities in class which makes the class more interactive.

4.10 Cooperation from Teachers to Inspire Creative Thinking

Based on the findings, only one participant who is talking about creative thinking and creative thinking people are said to be intrinsically motivated. There is a strong correlation between creative thinking and motivation. Rubaiya (54) narrated,

...when we are taught any grammar items, our teachers should give us to create something own so that we can increase our creativity. We should not confine ourselves to textbooks. We also want our teachers to be cooperative with us to learn English language. (DU Rub 54)

I think our teachers should be more cooperative like they insist us to go for private tuitions and force us to buy sheets which are not affordable sometimes. If they give their best, we will learn more about English language. (DU Mos 52)

Alzoubi et al. (2015) has conducted a study in Saudi Arabia and showed a positive relationship between creative thinking and cognitive motivation where creative thinking enhances learners' confidence in their creative abilities. When they are taught any topic, the teachers should let them think creatively so that they can make a new example by themselves. By creative thinking, learners will be motivated more in learning English.

Figure 4.1 on the next page depicts the emergent themes of the study. The next chapter will summarise the major themes of the study in light of the factors affecting rural students' motivation and their perceptions about learning English language.

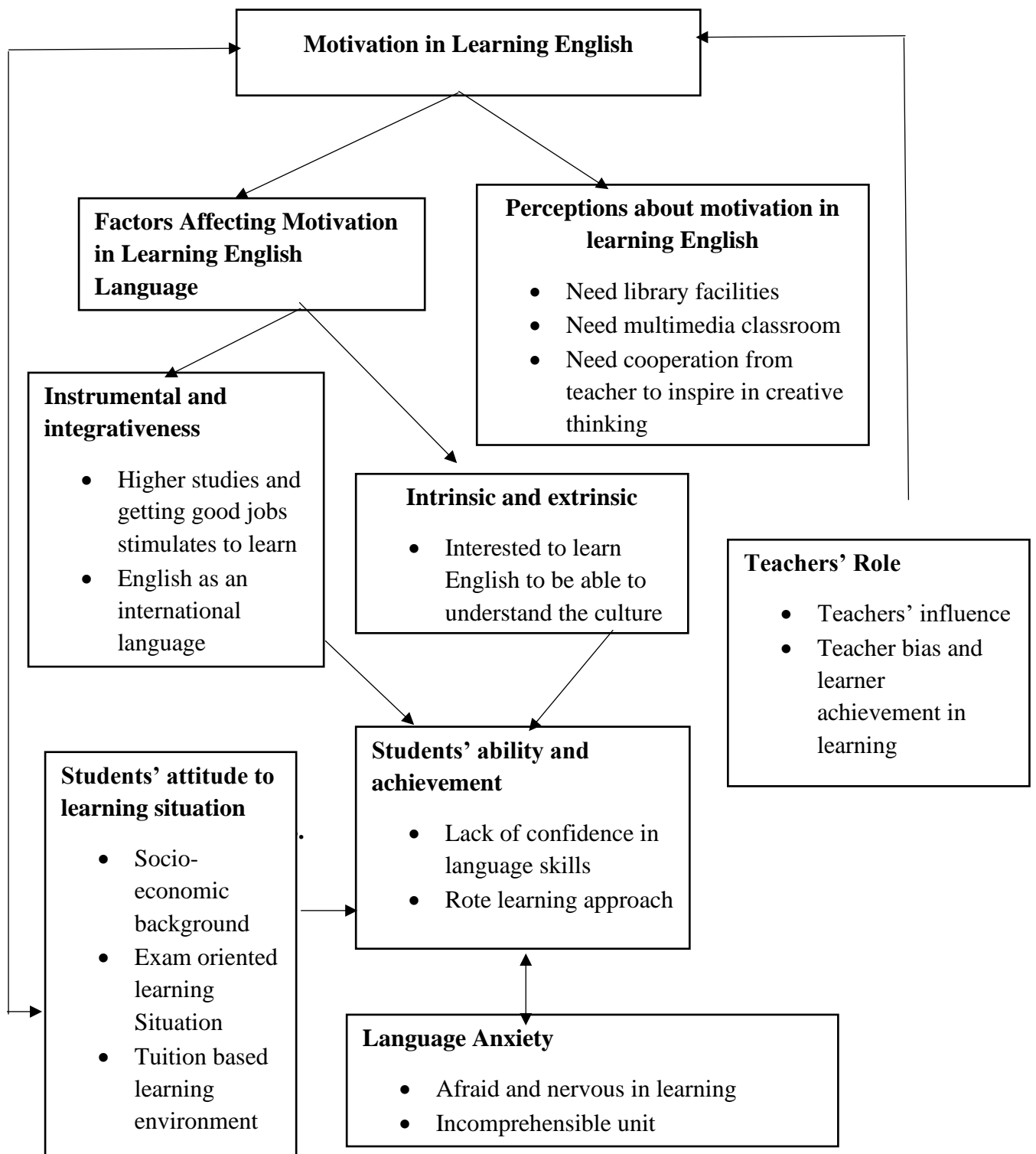


Figure: 4.1 Emergent Themes of the Study

From the findings, these themes come out which shows the factors affecting motivation in learning English. It is seen that learners are mostly instrumentally motivated than integrative. The participants mostly admitted that they learn English only for getting good jobs and higher studies and few participants admitted that they learn English for their learning. This motivational orientation affects their language learning ability where it is found that learners lack confidence in all language skills. The participants of the rural areas are not motivated because they do not get any parental encouragement from their parents and they do not read any books except textbooks. As it is a compulsory subject and an international language, they are bound to learn this but they do not learn the language from their motivation. As, in this context, learners are mostly dependent on the suggestion and tuition, so learners are just memorizing only a few items that lack them later. The participants also admitted that they feel nervous and afraid in learning English language and the teachers are not that cooperative with them. So, they lack motivation in learning a language. These themes of the findings show a real picture of their motivation. Though the learners want to improve in learning English If they get proper facilities such as multimedia aid, library access, and cooperation from teachers to do creative thinking tasks in the classroom.

4.11 Chapter Summary

This chapter discussed the results of the findings and the emergent themes of the study which showed the factors affecting their motivation and their perception of English language learning. The next chapter will discuss the conclusion and the implications of the study.

Chapter 5

Conclusion

5.1 Introduction

This concluding chapter aims at summarising the major findings of the study and discussing the implications and recommendations for Bangladesh ESOL learners to motivate them in English language learning. The study attempted to fill the gap of knowledge regarding the factors of demotivation and their perceptions in learning language. In addition, it explored why the rural learners are not motivated to learn English and what are the hindrances behind it, and what they think about it.

The two research questions of the study were:

1. Which factors affect the motivation of the rural students of Bangladesh in English language learning?
2. What do the rural students think about motivation in English language learning?

5.2 Major Findings in Brief

5.2.1 The Factors Affecting Rural Students' Motivation in English Language Learning

The English language plays an important role in recent communication and the use of English is increasing due to the rapid growth of globalization. Learning a second language helps students to communicate with the whole world but the learners of rural areas are not getting that motivation in learning English. In Bangladesh, the English language has been taught throughout all levels of education. Though learning English throughout these years does not show any improvement among rural students. Learners are not motivated because some factors affect learners to learn English. The affecting factors are parental encouragement, socio-economic background, teacher influence, learners' personality, afraid and nervousness in

learning, lack of confidence in learning, exam-oriented learning system, and teacher bias in learning. These factors are affecting and the learners cannot improve their learning and ultimately they failed to produce English language.

5.2.2 The Perception of Motivation in English Language Learning

Motivation must play a significant role in language learning and learners need to motivate towards learning English. The matter of concern is that the rural learners are not motivated enough. The learners think that they will be motivated and increase their eagerness to learn if they are inspired to creative thinking, provided them library facilities, enough cooperation from their teachers, and a multimedia-based classroom.

5.3 Contributions of the Study

5.3.1 Implications for Knowledge

Numerous studies have been conducted on motivation in learning English language (Othman and Shuqair, 2013; Ekiz and Kulmetov, 2016; Melendy, 2008; Nurhidayah, 2020). However, very few studies have explored rural Bangladeshi ESOL learners' motivation finding out the factors that affect their English language learning and their perception about this. This study thus bridges the gap of knowledge in the field of learning through motivation. Also, this study focuses on the fact of their demotivation in learning is due to not providing the proper facilities. This study emphasizes that teachers must encourage learners in creative thinking and involve in discovery learning methods so that learners can create and discover and communicate in English language.

5.3.2 Implications for the Theories

This study has found some unique facts regarding motivation in learning English among rural learners which gives an insight a new light upon the theory. The rural learners shared their problems in learning English language and they also gave their perceptions where they were interested to learn if they get some facilities. Moreover, getting library facilities and multimedia classrooms and more cooperation from teachers make them motivated in English language learning. Teachers play an important role in motivating students. Thus, future research can be conducted on this area based on these findings. Sometimes motivation is overlooked by some of the ESL teachers in urging their learners to learn more. Teachers should help their learners to find motivation among learners. So, teachers' roles should be added in the theories to motivate learners where the teachers can apply multiple strategies to motivate the learners. Moreover, from the findings, it is found that teachers' role is very important to motivate learners and the learners want more cooperation from their teachers. Thus, future research can be conducted on this area based on these findings.

5.3.3 Implications for Teaching Strategies

The global demand of learning English language has made English teachers rethink about their teaching strategies of English language classroom. In the case of learning English language, often learners struggle to come up with ideas on a specific topic given by the teacher because they do not understand the language when the teachers use fully L2 in class. Sometimes they try to come up with ideas but cannot express them in writing and speaking due to their lack of proper vocabulary and grammatical knowledge.

At this point, learners may require time to develop their English language skills. Furthermore, learners feel afraid and nervous in learning, and also fear of doing mistakes. That is why this study proposed to motivate the learners in critical thinking for learning English language. The

findings showed that the participants are in support of creative thinking and they think that the strategies of stimulating the creative thinking task instead of doing the selected topic in the exam enhance the learners learning English language not only in ESOL contexts but also in the native English-speaking classroom as well. The participants assumed that teachers' cooperation is needed more in learning. Learners will be motivated more if the teachers avoid rote learning and minimize teacher talk time and apply communication-based learning methods which make the learners competent in all language skills. As they are rural students, they need to talk more than teachers which means they will be putting their language knowledge to work and teachers should cover all the topics so that the learners can get an idea of all the topics instead of focusing on the selected item only to pass the exam.

5.4 Recommendations

Referring to the findings of the study, I would like to provide several recommendations:

- This study urges policymakers of Bangladesh to bring a transformation in the syllabus of their colleges. If the college curriculum triggers the students' interests by implementing creative activities from the beginning, they will become more motivated in learning English language.
- English language teachers are advised not to follow grammar-based learning rather they should apply communication-based learning in the class.
- Tuition and suggestion based learning should be stopped in the classroom
- Discovery-based learning and creative thinking should be implemented to motivate learners in the classroom.
- Integrating technology in the classroom should be encouraged to enhance the learners' interest in learning.
- Implementing student-centered learning situations.

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APPENDIX A
LETTER OF CONSENT FOR PARTICIPANTS

Dear participants, I am Agness Jery Joydhar. I am pursuing my post-graduation study in ELT & Applied Linguistics at the Department of English & Humanities, BRAC University, Dhaka, Bangladesh. My research title is “Motivation of Rural Students in Learning English: A Case Study on Bangladeshi ESOL Learners”. This study aims to explore the factors that affect motivation among rural students and their attitudes towards learning English language. For being a part of the study, you must sit for a day in a telephone interview. Furthermore, your interview will be recorded and only be used for the study. It will be completely private and not to be disclosed to anyone. If you would like to be a part of this study, please read the details given in the consent form on the next page and sign it. Your kind cooperation will be highly appreciated in conducting the study.

Thanking you.

Agness Jery Joydhar

M.A. student in ELT & Applied Linguistics at the Department of English & Humanities, Brac University, Dhaka

Phone No. 01316987614

E-mail: agnessj08@gmail.com

Research Participation Consent Form Please read the following statements and tick in the box.

1. I have read the description and understood the information given which describes what this study is about and data collection methods will be taken
2. My participation is voluntary and I feel free to withdraw at any time
3. I agree to take part in telephone interview sessions of the study
4. I agree to be audio taped for my voice recording.
5. The researcher has my permission to contact me through the following phone number or email address for any clarification after the completion of data collection

.....
.....

Name

1. Date:
2. Phone.
3. E-mail Address:

APPENDIX B
INTERVIEW QUESTIONS FOR PARTICIPANTS

Sl. No	Interview Questions (IQs)	Background info	RQ1	RQ2
1.	Please share your educational background. What do you study at present?	X		
2.	In which institution are you in now?	X		
3.	What was the medium of instruction in your school/high school?	X		
4.	When was English introduced as a subject in your school?	X		
5.	Do you like to learn English language?	X		
6.	Do you like to read English books or short stories or any pieces of articles?	X		
7.	Do your parents encourage you to learn English?	no	X	
8.	In your opinion, Why do you learn English? Such as learning English for job acquirement, passing the examinations, getting higher studies, getting rewards and praise (as instrumental motivation).		X	
9.	Do you learn English to understand the people who speak the language and its culture (integrative)? Why?		X	
10.	In your class test or final examination, how did you do? What was the score in English?		X	
11.	Do you like English classes?		X	
12.	How does your teacher teach English in class?		X	
13.	Does your teacher follow the grammar-focused method or communicative method?		X	
14.	Does your teacher encourage you to use English in the classroom or outside regularly?		X	

15.	Does your teacher follow activities from the book or add any new?		X	
16.	Does your teacher provide any worksheets?		X	
17.	Do you need extra tuition after school to learn English?		X	
18.	In your opinion, what are the four most difficult English skills do you think?		X	
19.	Do you feel any improvement regarding English language?		X	
20.	Do you feel confident while speaking English?		X	
21.	How frequently do you use English in the classroom?		X	
22.	Do you feel anxious while learning English?		X	
23.	Do you like to participate in classroom activities e.g. role-play, reading aloud, and so on?		X	
24.	What problems do you feel in the classroom while teaching English language?		X	
25.	What are the difficulties that you experience while studying English on your own?		X	
26.	What do you think about learning English?			X

APPENDIX C

SAMPLE INTERVIEWS OF PARTICIPANTS

Notational Conventions of the Interview Transcripts

Notation Meaning

Notation Meaning

1. DU	Discourse Unit
2. I	Interviewer
3. []	For showing action [Laughs]
4. ,	Small pause
5. ...	Long pause (if in the middle of the sentence) Incomplete sentence (if at the end of sentence)
6. Umm/uh	Hedging in speech
7. DU AFS 42	DU student name's first three alphabets DU number DU AFS 42 refers to Afs's DU number 42

Sample Interview of Afsana

Afsana's Full Interview		
DU	participants	Questions and answers
1	I	Hello Afsana. Hope you are doing well. I am doing research on motivation among rural students. Hope you will cooperate with me in this conversation with your precious information.
2	Afsana	Yes, I will try my best.
3	I	Okay, do you have any idea about 'motivation'?
4	Afsana	Yes, I heard about this. It is like inspiration when we are doing something
5	I	Yes. You get the point. Now I am going to ask you about your educational background.
6	afsana	Sure.
7	I	Okay, Afsana, what do you study at present, and in which institution are you now?
8	Afsana	I am an intermediate 2 nd -year level student at govt. bangabandhu college, gopalganj.
9	I	Thanks. When English was introduced as a subject in your school?
10	Afsana	I couldn't remember properly but it was class two probably.
11	I	Now I would like to ask you do you like to learn English language
12	Afsana	As it is an international language, it is obvious to learn English. Even the use of English language in every sector is increasing day by day. So I like to learn English to prepare myself for the competitive world
13	I	Do you like to read English books or short stories or any pieces of articles or have u ever read any of these?

14	Afsana	No, I did not read any English books or stories except English For Today. I was confined to textbooks only.
15	I	Do your parents encourage you to learn English?
16	Afsana	You know we are rural people and my parents do not force me to learn English. They do not understand the importance of learning English. They just emphasize it like other subjects. My parents do not say to me that it is important and you have to learn it. I do not get this type of motivation from my parents.
17	I	In your opinion, Why do you learn English? Such as learning English for job acquirement, passing the examinations, getting higher studies, getting rewards and praise (as instrumental motivation).
18	Afsana	Frankly, I would like to say that I learn English only to pass the examinations and to get a job in the future.
19	I	Do you learn English to understand the people who speak the language and its culture (integrative)? Why?
20	Afsana	No, I just learn English to get a good job only and to pass the examinations.
21	I	In your class test or final examination, how did you do? What was the score in English?
22	Afsana	I could remember that I got 70 in my last exam.
23	I	Do you like English classes and why?
24	Afsana	Truly, I have fear in English classes as it is difficult for me. So, I do not like English classes that much. One thing is that when our teacher teaches any short stories or essays we enjoy it but when it is grammar related topic I do not feel interested to learn as I do not understand the topic so it makes me boring.
25	I	How does your teacher teach English in class?

26	Afsana	Our teacher used to teach both in Bangla and English language so that we can understand easily any topic.
27	I	Does your teacher follow the grammar-focused method or communicative method?
28	Afsana	Our teachers write the structure at first and then explain elaborately with one or two examples.
29	I	Does your teacher encourage you to use English in the classroom or outside regularly?
30	Afsana	They have encouraged us to speak but we do not practice it anymore among friends or outside. In class, our teachers tell us to try to speak in English but we do not do that.
31	I	Does your teacher follow activities from the book or add any new?
32	Afsana	No, our teacher follows only books.
33	I	Does your teacher provide any worksheets?
34	Afsana	No worksheets are given
35	I	Do you need extra tuition after school to learn English why?
36	Afsana	I need tuition after school because I face problems in vocabulary and grammar. As I do not understand anything in class, so I need extra tuition to understand them better. Briefly, few teacher tries to give their best and few are bot but we feel afraid to ask questions to them.
37	I	In your opinion, what are the four most difficult English skills do you think and why?
38	Afsana	I have some lackings in speaking and listening. I do not know so many vocabularies. Sometimes our teacher teaches in English and we do not understand anything and we remain silent. As I do not understand anything, so when the teacher asks me anything I

		could not answer. If I try and if it gets wrong, others will laugh, that's why I cannot say anything. Another fear is that if I get wrong, the teacher will scold me and I lose confidence. From these lacking, I cannot write properly.
39	I	Do you feel any improvement regarding English language and why?
40	Afsana	Truly, I do not feel that much improvement in learning English language as I do not understand the grammar items clearly and cannot remember properly. So I cannot write any English sentences to maintain proper structure.
41	I	Do you feel confident while speaking English?
42	Afsana	Not actually, I do not feel confident while speaking English.
43	I	How frequently do you use English in the classroom?
44	Afsana	In the classroom, I do not use English frequently.
45	I	Do you feel anxious while learning English?
46	Afsana	No apu, I feel very afraid and nervous while speaking English. I think that I can but I cannot speak.
47	I	Do you like to participate in classroom activities e.g. role-play, reading aloud, and so on?
48	Afsana	Yes, our teacher involves us in classroom activities, particularly in dialogues conversation activities. even sometimes we are asked to read a passage. When we do mistakes, the teacher stops us and corrects that, and passes the next para to another student.
49	I	What problems do you feel in the classroom while teaching English language?

50	Afsana	As we have two teachers to teach English, one teacher who teaches us very nicely, he involves us in pair and group work and another who comes and speak very fluently in English and involved some target students who are good in English. So other students like me just sit but do not understand anything.
51	I	What are the difficulties that you experience while studying English on your own?
52	Afsana	The difficulties I face in vocabulary and writing. When I face problems I ask them but few teachers get angry with us.
53	I	What do you think about learning English?
54	Afsana	As we are rural students, so I think our teacher should give effort properly so that we all can understand the topic. We have no multimedia classroom and we have no access in library. If we have access we can be motivated more though our teachers motivate us to read books and dictionaries.

Appendix D

Sample of Coding Template by the Researcher:

1. Which factors affect the motivation of the rural students of Bangladesh in English language learning?

Sample of Coding Template by the Researcher

Interview Question (1)	Subordinate key word of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as key word(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Do you like to learn English language and why? Probing question: Did you find it interesting to learn or feel it difficult?	reasons for liking to learn English language	*no interest from childhood *confined only syllabus *later feel the importance of English *get interested in English now *necessary for communication *getting job *going abroad	From childhood, I have no interest to learn English because we are confined only to our syllabus but at the intermediate level, I feel its importance and get interested in English language as it is an international	*no interest from childhood *confined into syllabus only *feel the importance of English *get interest in English *need for communication with others *getting job	1 1 1 1 1 1	Mosabber 10

			language and it is necessary for communication with another especially in job sectors and going abroad.	*going abroad	1	
In your opinion, Why do you learn English? Such as learning English for job recruitment, passing the examinations, getting higher studies, getting rewards and praise (as instrumental motivation).	reasons for learning English	*facing university exams *facing job interview *good communicate	As I have to face university exams in the future, so I learn English. Even in future, I have to face job interview where English is necessary to communicate with other. For these reasons, I learn English.	*facing university exams *facing job interview *good communicate	1 1 1 1	Mosabber 16
Do you learn English to understand the people who speak the language and its culture	reasons for learning English	*learn English for jobs *going abroad *communicating with others	No, I learn English for those above reasons	*learn English for jobs * going abroad *communicating with others	1 1 1	Mosabber18

(integrative)? Why?						
Does your teacher encourage you to use English in the classroom or outside regularly?	encouragement from teachers	*influence to use English *speaks fluently in English in class *cannot answer *not encourage sometimes	One teacher influences us to practice in English. But in class he speaks fully in English and when he asks me anything I cannot answer. Other teachers do not encourage that much.	*influence to use English *speaks fluently in English in class *cannot answer *not encourage sometimes	1 1 1 1	Mosabber28
Do you need extra tuition after school to learn English?	reasons for tuition	*need tuition *want to pass, take tuition *force to buy his written books	Yes, we need tuition. The situation is if I want to pass, I have to take tuition from that teacher and buy his book.	*need tuition *want to pass, take tuition *force to buy his written books	1 1 1	Mosabber34
Do you like English classes and why?	reasons for liking English classes	*teaches good in class (2) *translates in Bangla *explains in a various way	Three teachers take our English classes. I like two teachers. One teacher comes and gives his best	*teaches good in class (2) *translates in Bangla *explains in a various way	1 1 1	Mosabber22

		<p>*force to go for private tuition (2) * take more time to explain (3)</p>	<p>effort like he translates the passage in Bangla and then explains it in two or three ways so that we can understand easily. Another teacher tells us to go for private tuition. Another teacher who is not from English background but he tries to make the topic easy though it takes a lot of time to explain.</p>	<p>*force to go for private tuition (2) * take more time to explain (3)</p>	<p>1 1</p>	
<p>Do you feel any improvement regarding English language?</p>	<p>improvement regarding learning English</p>	<p>*do not improve *given selected items to learn *focus particular topic</p>	<p>Truly, I do not feel any improvement because we are given some selected things to learn. So, we focus on that particular topics.</p>	<p>*no improvement *given selected items to learn *focus particular topic</p>	<p>1 1 1</p>	<p>Mosabber38</p>

Do you feel confident while speaking English?	confidence in speaking English	*do not feel confident *difficult to learn	I do not feel confident while speaking English as it is difficult for me	*no confidence *difficult to learn	1 1	Mosabber 40
Do you feel anxious while learning English?	anxiousness in learning English	*feel anxious *feel afraid	Yes. I feel very anxious while learning English because I feel afraid.	* feel anxious *feel afraid	1 1	Mosabber 44
Do you like to participate in classroom activities e.g. role-play, reading aloud, and so on?	participation in classroom activities	*involve in classroom activities *involve in storytelling, dialogue conversation	Yes. Our teacher involves us in classroom activities like storytelling, dialogue conversation, etc.	*involve in classroom activities *involve in storytelling, dialogue conversation	1 1	Mosabber 46
What problems do you feel in the classroom while teaching English language?	Problems in classroom teaching	*insisted for private tuition *speak fluently in English *cannot understand anything in class	The main problem is that one teacher came and insisted to go for private tuition to him. He spoke fluently in English so that we cannot understand anything in class.	*insisted for private tuition *speak fluently in English *cannot understand anything in class	1 1 1	Mosabber 48

Research question 2: What do the rural students think about motivation in English language learning?

Interview Question (1)	The subordinate keyword of question (2)	The subordinate main point from the conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as a keyword(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you think about learning English?	perception of learning English	<ul style="list-style-type: none"> *more cooperative *stop insisting to go on private tuition *stop forcing to buy sheets *not affordable to buy sheets *not available of library facilities *cannot read English books in the library 	I think our teachers should be more cooperative. They should stop insisting on us to go for private tuitions and force us to buy sheets that are not affordable sometimes. If they give their best, we will learn more about English language. Another problem is library facilities where we cannot go and read English-related books.	<ul style="list-style-type: none"> *be cooperative *stop insisting to go private tuitions *bring to an end to buy sheets *unaffordable to buy sheets *scarcity of library facilities *unable to go to the library and cannot read English books or others. 	<ul style="list-style-type: none"> 1 1 1 1 1 1 	Mosabber 52

Appendix D.1

Sample Theme Generation Template

R.Q.1	Which factors affect the motivation of the rural students of Bangladesh in English language learning?					
Interview question	Do you like to learn English language? Probing question: Do you find it interesting to learn or feel it difficult?					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub themes	Themes
international language and increasing its demand in every sector, prepare for the competitive world (Afs12)	international language, get e better job and helps to do successful communication (Tis10)	feel the importance of English, get interest in English, need for communication with others, getting job and going abroad (Mos10)	compulsory to learn as International language, have interest to know and prefer higher education (Rub12)	necessary to learn for good communication as an international language (Uzz14)		English is an international language getting good jobs, going abroad, Good communications skill
Interview Question	In your opinion, Why do you learn English? Such as learning English for job recruitment, passing the examinations, getting higher studies, getting rewards and praise (as instrumental motivation).					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub themes	Themes
passing the examination	good communication	facing university exams and job interview,	Not learn English for passing examination,	not learn English for getting higher studies , passing examination		Passing examination Good communication

and getting a job in future (Afs18)	skill and getting a good job (Tis16)	good communication (Mos16)	getting good jobs, or higher studies (Rub18)	(Uzz18)		Getting good jobs Facing university exams Facing job interview
Interview Question	Do you learn English to understand the people who speak the language and its culture (integrative)? Why?					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub themes	Themes
learn English only passing examination just get a good job and not interested in knowing the culture (Afs20)	learn English for getting a good job only (Tis18)	learn English for jobs, going abroad and communicating with others (Mos18)	interested to know the language and the culture, gives pleasure and feels comfort (Rub20)	like to know the language, culture and interaction with people (Uzz20)		Interested to know the language Eagerness to know the culture Feels pleasure and comfort
Interview Question	Do you like English classes? Probing Question: Do you enjoy English classes or feel boring?					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub themes	Themes
difficult to understand English and dislike English classes and feels boring (Afs24)	use of L1 in the classroom helps to understand easily but reluctant to speak English because of fear (Tis22)	translates in Bangla and force to go for private tuition and cannot understand anything while speaking English	confined in syllabus only, teachers feel annoyed while	like English class interesting		Use of L1 in English class and fear of learning in fluent speaking in English Confined in syllabus only

		(Mos22)	asking question but like to learn English language and English classes (Rub24)	because to know the language (Uzz24)		Like to learn English language and classes (integratively motivated)
Interview Question	Does your teacher encourage you to use English in the classroom or outside regularly?					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub themes	Themes
influenced by the teachers but do not practice anymore (Afs30)	encouragement from teachers but less practice, inspired in debating club (Tis28)	influence to use English but speaks fluently in English in class makes barrier and cannot answer not encourage sometimes (Mos28)	no encouragement in speaking in English and ask questions in Bangla and provide answers in Bangla, thus lack speaking skill (Rub30)	inspire to talk in English but no practice because of fear and nervousness (Uzz32)		Getting encouragement from the teachers but no practice No encouragement sometimes Fear and nervousness Inspired in debating club Lack speaking skill as L1 is used mostly
Interview Question	Do you need extra tuition after school to learn English? Probing Question: If you need, then why you need extra tuition or what makes you feel for extra tuition?					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub themes	Themes

need tuition as feel problem in vocabulary and grammar, do not understand anything in class as feel afraid to ask in class (Afs36)	need extra tuition, limited time in class and cannot ask all questions and cannot get all answers (Tis34)	need tuition to pass and force to buy his written books for suggestion (Mos34)	need tuition for getting suggestion (Rub36)	not necessary for all but some take tuitions (Uzz38)		<ul style="list-style-type: none"> Need tuition as limited time for English class Problem in grammar Feel afraid in class Suggestions
Interview Question	Do you feel any improvement regarding English language? Probing Question: Do you feel improve in grammar or any of skills in English language (reading, Writing, speaking, listening)?					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub themes	Themes
no improvement, difficulty in grammar specially in writing (Afs 40)	no improvement as limited time in secondary level, covered selected topic only, suggestions, weak in grammar, aim to pass the exams only (Tis38)	no improvement, given selected items to learn, focus particular topic (Mos38)	a little improvement, can write something in a simple sentence (Rub40)	improve in reading and writing but lack in speaking and listening (Uzz52)		<ul style="list-style-type: none"> No improvement in English learning Covered selected topic Lack in grammar Lack in reading, speaking and listening Improve in writing a little Suggestion based

Interview Question	Do you feel confident while speaking English?					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub themes	Themes
no confident (Afs42)	feel very low, cannot speak properly, fear of mistakes (Tis40)	no confidence, difficult to learn (Mos40)	feel very afraid and nervous, seems to talk but cannot produce (Rub42)	no interaction outside and no participation from peers, lack of confidence42		Lack of confident Feel afraid and nervous No interaction and participation from peers Fear of mistakes
Interview Question	Do you feel anxious while learning English?					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub themes	Themes
feeling nervous and facing difficulty to understand (Afsana46)	feeling fear of mistakes, anxious and nervous, ashamed of doing mistakes , anxious in writing (Tis44)	feel anxious and afraid (Mos44)	feel anxious in learning and about the topic (Rub46)	feeling nervous and anxious (Uzz43)		Feeling nervous and anxious Fear of mistakes

Interview Question	Do you like to participate in classroom activities e.g. role-play, reading aloud, and dialogue conversation and so on?					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub themes	Themes
<p>involves in-class activities such as practicing dialogue, reading passage</p> <p>doing mistakes and teacher helps to correct</p> <p>(Afs48)</p>	<p>involvement in class activities such as story reading, dialogue practice, asking vocabulary</p> <p>enjoy activities</p> <p>(Tis46)</p>	<p>involve in classroom activities such as storytelling, dialogue conversation</p> <p>(Mops46)</p>	<p>involve in dialogue practice</p> <p>(Rub48)</p>	<p>involve in class activities such as game solving puzzles, short story reading, reciting poems, dialogue practice)</p> <p>enjoy role –play activities</p> <p>(Uzz46)</p>		<p>Involve in class activities and enjoy the activities(dialogue practice, storytelling, reading aloud passage, reciting poems, game solving puzzles, short story reading,)</p>

Interview Question	What problems do you feel in the classroom while teaching English language?					
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub Themes	Themes
<p>facing problem in fluent speaking English, involves only good students, other do not understand</p> <p>involvement in pair and group work</p> <p>(Afs50)</p>	<p>focus selected passage or grammatical items and solving famous schools questions; memorising but forget learnt items and exam oriented learning</p> <p>(Tis48)</p>	<p>insisted for private tuition and speak fluently in English; cannot understand anything in class (Mos48)</p>	<p>short time to cover the syllabus, gives short suggestion and cannot ask all questions (Rub50)</p>	<p>timing problem</p> <p>*held class at noon</p> <p>*tiredness in learning</p> <p>*lacking concentrate in learning</p> <p>*give more effort to the students</p> <p>*making worksheets</p> <p>*taking quizzes (Uzz48)</p>		<p>Fluent speaking English in class leads to no understanding</p> <p>Focus selected grammatical items or passage and famous schools</p> <p>Exam oriented learning and short suggestions</p> <p>Short time and insisting for private tuition</p> <p>Timing problem and lack of concentration</p> <p>Memorizing and forgetting</p>

R.Q.2						
What do the rural students think about motivation in English language learning?						
Afs C(1)	Tis C(2)	Mos C(3)	Rub C(4)	Uzz C(5)	Sub Themes	Themes
<p>need proper effort, no multimedia classroom and no access in the library</p> <p>need teachers' motivation and motivate to read books and dictionaries</p> <p>(Afs54)</p>	<p>learners are not equal so need extra class after school; no library facilities for difficult subject</p> <p>feel fear in learning and need family encouragement</p> <p>(Tis52)</p>	<p>need more cooperation from teachers and stop insisting to go private tuitions</p> <p>bring to an end to buy sheets as it is unaffordable; scarcity of library facilities and cannot read English books or others.</p> <p>(Mos52)</p>	<p>need more motivation and inspire to be creative; increase creative thinking and should not confine in textbooks; needs more cooperation from teachers</p> <p>(Rub54)</p>	<p>need to read more books but scarcity of library facilities and cannot read books at any time;</p> <p>have to pay for renewing books which is costly and loose interest in library reading</p> <p>no multimedia classroom</p> <p>(Uzz58)</p>		<p>No multimedia classroom</p> <p>Scarcity of library facilities</p> <p>Stop for private tuition and buying sheets</p> <p>Need more motivation, cooperation and inspiration from teachers for creative thinking</p> <p>Stop biasness among learners and need extra class</p> <p>Motivate to remove fear in learning</p> <p>Family encouragement</p>

						dialogue carefully.
Need tuition as limited time for English class	Need tuitions because of limited time in class, not understand the grammar and vocabulary items, feel afraid to ask questions in class and cannot get all answers from the teachers and finally to pass the examination	Afs36 Tis34 Mos34	<p>“I need tuition after school because I face problems in vocabulary and grammar. As I do not understand anything in class, so I need extra tuition to understand them better....</p> <p>“Yes. I need extra tuition because there are some reasons. As we have limited timing and it is only 30 minutes, so we cannot ask all the problems in a short time. Another problem is that as there are lots of students, the teacher cannot answer all of them. If I say, ‘modifier’ is a new term in our level, so in class, we do not get it and for this reason, we go to extra tuition after school so that we can get more time to understand.”</p> <p>“Yes, we need tuition. The situation is if I want to pass, I have to take tuition from that teacher and buy his book.”</p>	/	/	/
Exam-oriented learning and short Suggestions	To pass the exam the learners go to private tuitions to get the suggestion based learning, even forced to buy their	Mos34 Rub36	<p>“Yes, we need tuition. The situation is if I want to pass, I have to take tuition from that teacher and buy his book.”</p> <p>“Yes, I also take tuition after school to learn English. Even we have to run for suggestions in the exam. So we need tuition.”</p>	/	/	/

	written books for selected items to learn	Tis48	<p>“Yes, there are some problems we face in the classroom like teachers focus only a few items which are important only for exams. For example, the teacher gives some selected passages or paragraphs or essays and tells us to memorize them only as we have to pass the examinations. After the exams, we forget those items. The real problem we face before our board exam is when we have to solve different famous schools and we cannot solve them as we are taught only limited things.”</p>	/		
No improvement in English learning	No improvement in English learning especially in grammar, even learners learn selected items as suggestions in the examination.	Afs40	<p>“Truly, I do not feel that much improvement in learning English language as I do not understand the grammar items clearly and cannot remember properly. So I cannot write any English sentences to maintain proper structure.”</p>	/		
		Mos38	<p>“Truly, I do not feel any improvement because we are given only selected things to learn. So, we focus on that particular topic.”</p>	/		
		Tis38	<p>“I feel if I want to improve I have to start from the beginning in grammar. But that is not possible because in our higher secondary level the time duration is very short, so I cannot recover all the items and that is why I am facing problems in English language learning. Even we are given suggestions at the end of the term and we just follow those for passing exams.so I do not feel any improvement in any skills.”</p>		/	

Lack of confidence because of fear of mistakes	Lack of confidence because they fear of doing mistakes	Afs42	“Not actually, I do not feel confident while speaking English.”	/		
		Tisha40	“Seriously, I feel very low while speaking because I know I cannot speak properly and I will do mistakes.”	/		
Feel afraid and nervous	Feel afraid and nervous in speaking and learning thinking about the topic whether it is hard or easy.	Afs46	“No apu, I feel very afraid and nervous while speaking English. I think that I can but I cannot speak.”	/		
		Rub46	“Yes. I always feel anxious while learning English. It feels like what is the topic about, is the topic easy or hard, etc. This type of anxiousness I feel.”	/		
		Afs36	“Briefly, few teachers try to give their best and few are not but we feel afraid to ask questions to them.”	/		

Appendix D.3
Inter-Rater Reliability Calculation for Students’ Interviews
Calculation of Inter-Raters’ Reliability

Percentage of agreement: $(14/15) * 100 = 93.33\%$ 12 stands for


[15= Total number of verbal supports


14= Inter-rater’s agreement with the verbal supports]


Appendix E

Sample of E-mail for Member Checking

Member-checking Inbox x ✕ 🖨 🔗

 **agness j** <agnessj08@gmail.com>
to afsana.lima25 ▾ 📧 Aug 23, 2021, 1:07 PM ☆ ↶ ⋮


W afsana.docx

 **Afsana Ali**
to me ▾ 📧 Aug 23, 2021, 1:14 PM ☆ ↶ ⋮

Dear Apu, I am fine. I have read the document that you have sent. What I said is accurate and I agree with that.
Thank you

On Mon, Aug 23, 2021, 1:07 PM agness j <agnessj08@gmail.com> wrote:

Activate Windows
Go to Settings to activate Windows

Appendix F
Audit Trail of the Study

Date	Activities	Record
15 th February	Approval of topic from the supervisor	Approval E-mail
20 th June	Contacting the supervisor for the permission of data collection procedure	Email
13 th July	Interviews of participants	Telephone recording
20 th July	Transcribing interviews.	Telephone recording
23 rd August	Member checking	Email
30 th August	Contacting rater, sending documents for rating, and receiving inter-raters' feedbacks.	Email & soft copy of the documents