

Let Us Listen to Our Students: An Analysis of Demotivation to Study English in Bangladesh

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ABSTRACT

In the area of second/foreign language learning, learner demotivation is a relatively recent issue, and less investigated individual difference compared to learner motivation. This paper reports a study attempted to identify the sources of demotivation experienced at higher secondary (HS) level in the context of Bangladeshi education, and the impacts of those demotivators on their subsequent academic performance at university level. To collect qualitative data an interview guide was developed based on the L2 demotivation factors listed by Dörnyei (2001). The original set of items, however, was modified in order to adjust with Bangladeshi context of education. A total of 36 students from three different universities were interviewed to understand the underlying sources of demotivation. From the analysis seven factors were indicated, in descending order: *Teachers, Students' past experiences, Private tutors, Attitude of group members, School facilities, Textbooks, and Students' and their family members' attitude towards English study*. Among these factors, *teachers and students' past experiences* were found to affect students' performance in academic activities at tertiary level more strongly than the other factors. Finally, this paper discusses some recommendations based on the findings.

KEYWORDS: demotivation, English, higher secondary level, performance at university, Bangladeshi context

Introduction

Despite the perceived importance of English language proficiency at tertiary level in Bangladesh, a large number of students are not motivated enough to study English at the previous academic level, that is at higher secondary (HS) level. Learner demotivation is a constant concern of many teachers in L2 contexts (Kikuchi, 2009). The consequences of student demotivation at HS level imposes additional burden on university teachers, as due to huge study pressure, their students have little time to spend for improving L2 skills. It becomes a matter of practical frustration when teachers perceive that their students are already disinterested towards learning English, while students' linguistic proficiency is inadequate to engage effectively with their academic activities (Alam, 2001). Therefore, it is necessary to understand the sources of demotivation to study English as a school subject, and how the demotivation factors affect students' performance at the tertiary level. To investigate these issues we need to listen to our students who directly learn English in the classrooms, and subsequently experience the consequences of demotivation at the tertiary level.

Dörnyei (2001) defines demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (p. 143). He further explains that demotivation does not result from (1) powerful distractions or a more attractive option; (2) gradual loss of interest, or (3) an internal process of deliberation without any specific external trigger. In Dörnyei's definition the term *external forces* has become questionable at times in many researchers' views (Falout & Maruyama, 2004; Kikuchi, 2009; Sakai & Kikuchi, 2009). In subsequent works many researchers, however, have included both internal (e.g. self-efficacy, attitude towards the L2, attitude towards the L2 community) and external (e.g. teaching methods, teachers' competence, school facilities, textbooks, classroom activities) factors in their studies (Arai, 2004; Falout & Maruyama, 2004; Kikuchi, 2009; Sakai & Kikuchi, 2009). Research findings clearly indicate that demotivation factors differ from context to context (Dörnyei, 2001; Falout & Maruyama, 2004; Kim, 2015), and therefore it is important to identify the sources of demotivation in a particular context.

Both the external and internal demotivating factors seem to be prevailing in many Bangladeshi English classrooms. Whereas English is the medium of education at tertiary level as the indigenous language is practically inadequate to meet the demands of study materials (Khan, 2000; Selim & Mahboob, 2001). Despite the prevailing needs of proficiency, many students seem to have developed little interest in English, or if they have, they seem to have lost that interest for some reasons, in other words, they have become demotivated. The problem becomes more complicated when these students need to perform most of the academic activities in English at tertiary level (Alam, 2001). These issues require critical look at the underlying causes of learner demotivation and the consequences they experience in higher education.

Background of the study

English education in Bangladesh

In the context of Bangladesh, the English language proficiency is considered instrumental for developing human capital, which is believed to contribute to their economic development and participation in the global economy (Hamid, 2011). Two recent English language teaching (ELT) policy initiatives taken by the National Curriculum and Textbook Board (NCTB) are: introducing English at the earliest grade possible (since 1991) and ‘going communicative’ (p. 38) (since 1997). in order to upgrade English education, and thereby to develop human

capital in Bangladesh (Hamid, 2005). Despite all these initiatives, research findings clearly indicate that our students' English language skills are far below the expected level (Yasmin, 2006, Hamid & Baldauf, 2008). Therefore, the top-down policy initiatives to improve English education happen to be ineffective (Hamid, 2011).

In Bangladesh, English is taught as a compulsory school subject. Students of the main stream of education attend English classes from grade 1 to 12. Officially secondary (grade 9 and 10) and higher secondary (grade 11 and 12)' students are taught English applying Communicative Language Teaching (CLT) methodology. It was objected that CLT method would develop learners' 'communicative competence' and would contribute to human resource development efforts of Bangladesh (NCTB, 2003). At higher secondary (HS) level English constitutes two of the 12 papers in the HSC examination. The examination is held with a common national content and the results obtained by the students are vitally important for access to higher education. In Bangladesh the importance of English language proficiency is very high at tertiary level (Selim & Mahboob, 2001). The use of English has even increased in course of time in most of the disciplines in all areas. In the science and technical areas including medical, engineering, agriculture, and natural sciences, most of the textbooks and reference books are available only in English. Even when the medium of instruction is not English, students need to read books composed in English. As for humanities and social sciences, for instance, law, economics, social relations, history, and education, lots of prescribed textbooks are in English. In the areas of commerce and business studies the use of English is hugely increasing with the rapid internationalization of commercial dealings. Moreover, some private universities have adopted policy to provide instruction in English for all the disciplines. They offer Basic English courses which are compulsory for students of all departments.

Studies of learner demotivation

Dörnyei (1998, 2001, 2009) has done extensive research in the area of L2 motivation and demotivation. Dörnyei (2001) has reported the findings of some research works (Chambers, 1993; Oxford, 1998; & Ushioda, 1998) conducted in different contexts addressing the issues of L2 learner demotivation to study the target languages. Chambers (1993) conducted a study in the UK distributing questionnaire among 191 high school students learning different foreign languages. According to the study, students found L2 learning to be uninteresting and unnecessary. They also complained teachers' incompetence, unpreparedness, negative attitude towards students, old-fashioned preparation and so on. Poor classroom facilities and negative attitude of family members towards the L2 are also reported in the list. Oxford (1998) analyzed content of essays written by 250 American high school and college students reporting their L2 learning experiences. She identified four major themes: (1) *The teacher's personal relationship with the students*, (2) *The teacher's attitude towards the course or the material*, (3) *Style conflicts between teachers and students*, and (4) *The nature of the classroom activities*. Ushioda's (1998) study on 20 Irish college students learning French as a foreign language Identified two demotivation factors: *teaching methods*, and *learning tasks*.

The Dörnyei's (1998) study is unique by nature as it was conducted on selected participants who were identified as demotivated (Dörnyei, 2001). To make an 'exploratory analysis' he conducted structured interviews of 50 secondary school students of different institutions in Budapest,. Using a qualitative approach he identified nine demotivating factors: (1) *The teacher* (personality, commitment, competence, teaching method), (2) *Inadequate school facilities* (group is too big or not the right level, frequent change of teachers), (3) *Reduced self confidence* (experience of failure or lack of success), (4) *Negative attitude towards the L2*, (5)

Compulsory nature of L2 study, (6) Interference of another foreign language being studied, (7) Negative attitude towards the L2 community, (8) Attitudes of group members and (9) Course book.

Falout and Maruyama (2004) collected responses from 164 Japanese students attending a private science college. Using a modified version of Dörnyei's (2001) factors, they identified five demotivation factors experienced at pre-tertiary levels. The factors are: *self-confidence, attitude towards L2 itself, courses, teachers, and attitude of group members*. Whereas in the same context using the same set of factors listed in Dörnyei (2001) Kikuchi and Sakai (2009) identified the following five factors: *course books, inadequate school facilities, test scores, non-communicative methods, and teachers' competence and teaching styles*.

Trang and Baldauf (2007) conducted a study in the Vietnamese EFL context analyzing recall essays of 100 university students. The study detected *Attitude towards English, Experiences of failure or lack of success, and Self-esteem* as Internal Attributions, and *Teacher related factors, and Learning environment* as External Attributions.

Pointing out the long-term effects of L2 demotivation, Ushioda (2009) emphasizes that learners' past experiences affect emergent motivation. Falout and Maruyama (2004) in their study on Japanese freshmen found that the present state of negative affect correlates to demotivation from high school. In a more recent study (Falout et al., 2009) on 900 university EFL students in Japan it was found that demotivating factors negatively affect long-term learning outcome. Therefore, research literature indicates that learner demotivation at a previous academic level may significantly affect their future endeavors.

Studies conducted in Bangladesh

In Bangladesh, though some studies are conducted addressing L2 motivation (Haque & Maniruzzaman, 2001; Quadir, 2011, 2014), research work concerning the sources of L2 demotivation is yet to get sufficient research attention. Sinha (2001) collected information from 250 students of four different secondary and higher secondary institutions in order to find out the causes of anxiety to learn English. According to her findings, limited vocabulary and insufficient exposure to the target language, memorization based evaluation system, emphasis on grammatical rules, lack of interaction between student and teacher, teacher centered classroom pedagogy, and dependence on private tutors are the main reasons of students' fear about English. Through observation and teaching experience Haque (2009) listed four apparent reasons of secondary level students' demotivation towards English; large class size, lack of interaction between student and teacher, rote learning, and emphasize on memorization.

Despite the prevailing importance of demotivation in English education of Bangladesh in general, and in higher secondary level in particular, research study addressing this issue and its effects in the following academic level is sparse. While exploring learner demotivation is crucial to understand contextual factors, it is equally important to detect the subsequent consequences they experience in their academic performance. Therefore, the current study is guided by the following research questions:

1. What are the sources of student demotivation to study English at higher secondary level in Bangladesh?
2. How the sources of demotivation experienced at higher secondary level affect students' performance at tertiary level?

Methodology

Research context

Data was collected from three different universities situated in two different cities in Bangladesh. Two of them are public universities and one is a private university. One public university and one private university were selected from Dhaka, and the other public university was selected from Chittagong. Two of these are general universities, while one is a university of engineering and technology. In all these universities, basic English language courses are offered on compulsory basis for students of every department. All the disciplinary textbooks and reference books of the participants are available only in English. They need to perform the course works in English. Many of them attend classes where lectures delivered only in English. Around 32% of the participants completed their HS education from rural areas, whereas the rest were from sub-urban and urban areas.

Participants

A total of 36 university students participated in the study. They completed their first year at the respective university. Their age ranged from 19 to 21. Among them 15 were females and 21 were males. They were selected from a variety of disciplines (Business Studies, Education, Electrical and Electronics Engineering, English, Pharmacy, Physics). All of them completed the compulsory Basic English courses offered at their universities. They took admission at the universities immediately after passing HSC Examination. Although they were not specifically identified as demotivated learners, they reported that they had experienced losing motivation to study English as a school subject at HS level and consented to share their demotivation experiences.

For the study, university students who completed their first year were selected as participants because they were considered to be confident to open-up in the interviews to share their immediate pre tertiary (HS) level's experiences, and are articulate to explain their current perceptions about the effects of demotivation on academic performances at university level.

Data collection and analysis

One to one interviews were conducted with 36 participants in their L1. An English translation of the interview protocol is found in Appendix A. The first two questions were asked to create the initial ice-breaking period. The protocol was mainly based on the demotivation factors listed in Dörnyei (2001), however, the list was modified (by discarding three items and adding one item) in order to appropriate it for Bangladeshi HS education. Number 6 is not applicable for Bangladeshi students as at HS level they do not learn any other L2. Number 5 and 7 yielded the same negative responses in the trial runs reporting that they do not bother about those factors. Again, item 4 of Dörnyei's (2001) list was revised for this study adding 'family members' with the item, as the attitudes of other family members towards English study appeared to be significant in the trial runs. Apart from the Dörnyei's (2001) factors, another item was added because in the trial-runs the respondents mentioned the practice of private tutoring to be a vital reason which affected their motivation to study English. Therefore, the final list of factors this study looked at were: (i) *teachers*, (ii) *school facilities*, (iii) *past experiences*, (iv) *students' and family members' attitudes towards English study*, (v) *attitudes of group members* (vi) *textbooks*, and (vii) *private tutors*

The final question of the interview was especially formed to address the second objective of the study. At the end, the participants were requested to add any points regarding the issue as their closing remarks.

The interviews were conducted with the students selected by their teachers. All the participants were informed about the purpose and content matters of the interviews 2 to 3 days prior to the sessions so that they had time to recall their demotivating incidents experienced in the previous academic level. The interviews took from 40 minutes to an hour, and were audio recorded. The recordings were transcribed verbatim by the researcher and accuracy was checked by a colleague.

The collected data were analyzed following the procedure suggested in Huberman and Miles (1994). They suggest three processes for qualitative data analysis: data reduction, data display, conclusion drawing and verification. The qualitative data collected from the interviews were reduced and displayed by constructing matrices. Depending on the matrices, the tables are arranged to show the results. In the tables (1-8) the participants' reports are sequenced according to the rate of frequency. The number of times a point mentioned by the participants is given beside the comment in bracket.

Findings

In the interviews respondents indicated demotivation in seven factors, though the intensity differed. The factors are described here in order of most common to least.

Demotivation factors related to teachers

Almost all the participants except two (95%) shared their experiences about the demotivating aspects of teaching practices. Within this factor, three further categories were identified: (i) teachers' personality/ attitude, (ii) teachers' instructional style, and (iii) teachers competence. Among these categories 'teachers' instructional style' is predominant. Table 1 summarizes the data.

Table 1

Demotivation factors related to teachers

Teachers' personality/attitude	Teachers' instructional style	Teachers' competence
<ul style="list-style-type: none"> • encouraged to take help of private tutors (9) • critical / rude / impatient to students' errors (9) • did not motivate in classroom to study English (8) • busy with some good students in class and neglected low proficiency students (8) • humiliated students in class (6) • expected students to perform competently without teaching the ways (6) 	<ul style="list-style-type: none"> • no guidance about how to improve language proficiency (grammar, reading, writing, speaking, listening) (21) • encouraged to memorize (14) • boring way of teaching (15) • little/no interaction with students/one way teaching (13) • did not explain lessons clearly (13) • assigned quite a few writing practices which were based on memorization (12) • no practice of oral communication (12) • got to memorize even the conversational dialogues (11) • no creative activities/ pair or group works (9) • did not teach necessary 	<ul style="list-style-type: none"> • incompetent (7) • unorganized instructions in class (5) • teacher spoke L1 (Bangla) in classroom (4) • unclear or strange pronunciations/accents (2) • irrelevant explanations (1)

<ul style="list-style-type: none"> • not easygoing/cheerful (4) • teachers demotivation to teach was obvious (3) • spend time telling personal stories (1) 	<ul style="list-style-type: none"> • vocabulary (6) • discouraged writing in own words (5) • too much emphasis on grammar (5) • did not demonstrate on board (5) • no interesting/effective grammar practice (5) • lots of homework (3) but no feedback (1) • memorized grammar rules without understanding (3) • did not answer students' questions (2) • traditional way of teaching (1) • used only textbooks (1)
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Demotivating factors related to students' past experiences

Participants were asked whether any past experiences have caused demotivation at HS level to study English. 32 (89%) of total participants reported their past experiences which negatively affected their motivation. This factor comprised three different categories: (i) difficulty/ inability to succeed, (ii) negative experiences, and (iii) teacher related experiences. Table 2 reports the summary.

Table 2

Demotivation factors related to students' past experiences

Difficulty /inability to succeed	Negative experiences	Teacher related experiences
<ul style="list-style-type: none"> • weakness in grammar caused lack of confidence in speaking, writing(10) • do not know enough vocabulary to express my ideas (5) • tough to memorize content (3) • felt worthless in English classes, and was frustrated (3) • complex and unfamiliar vocabulary (2) • too complex syntactic structure to master (2) • Never possible to study independently (1) 	<ul style="list-style-type: none"> • did not obtain good mark even after working hard (5) • avoided responding in class because of humiliating experience for wrong answer in the past (6) • always studied for exam, not to use practically (2) 	<ul style="list-style-type: none"> • tried to escape class as classroom instruction was always ineffective (4) • teachers always neglected because of poor performance (1) • could not share problems with teachers (1)

Demotivation factors related to private tutor

This point is detected by 30 participants (83%) as a source of demotivation. They identified the practice of private tutoring as a strong demotivator. This factor comprised three categories: (ii) affordability, (ii) private tutor's competence/ management, (iii) mandatory nature. Table 3 shows the results.

Table 3
Demotivation factors related to private tutors

Affordability	Private tutors' competence/ management	Mandatory nature
<ul style="list-style-type: none"> I was / parents were unhappy to pay private tutors (15) inability to pay private tutors was frustrating (5) 	<ul style="list-style-type: none"> tutor was not competent (7) again among a large group(6) ineffective feedback (3) private tutor was impatient (1) 	<ul style="list-style-type: none"> inevitable as the real classes were not good (8) time consuming but inevitable (4) as private tutor was inevitable, did not try independently (2)

Demotivation factors related to attitude of group members

The participants were asked whether their classmates had any role in their demotivation to study English. Of them 30 students (83%) shared their frustrating or embarrassing incidents involving their classmates which affected their motivation. This factor was further classified into two parts: (i) classmates' performance and (ii) classmates' reactions. The incidents are listed in Table 4.

Table 4
Demotivation factors related to attitude of classmates

Classmates' performance	Classmates' reaction
<ul style="list-style-type: none"> others were proficient, but I was not (8) other students got good marks but I did not (5) 	<ul style="list-style-type: none"> classmates laughed at mistakes in speaking(13) they insulted initiatives of practicing English outside of classroom (4) other students laughed if I tried to speak English in classroom (4)

Demotivation factors related to institutional facilities

A number of 29 respondents (81%) reported that inadequate institutional facilities negatively affected their motivation to study English. This factor is found to be divided into two distinct types of experiences: (i) class size and classroom atmosphere, and (ii) logistic facilities. Table 5 shows the summary.

Table 5
Demotivation factors related to institutional facilities

Class size and atmosphere	Logistic facilities
<ul style="list-style-type: none"> large class size (100-250 students) (15) noisy (10) hot and suffocating (9) could not hear teacher clearly (5) could not see board from the back (2) failed to interact with teacher in crowd (1) 	<ul style="list-style-type: none"> no useable board in class (10) sometimes no electric fan in summer (10) no technology used to demonstrate lessons or to make lessons interesting (8) no listening practice using technology (2)

Demotivation factors related to textbooks

17 (47%) of total participants reported their perception regarding the textbooks. The factor was categorized into two groups: (i) quality of textbooks, and (ii) difficulty level. Table 6 presents the findings.

Table 6

Demotivation factors related to textbooks

Standard of textbooks	Difficulty level
<ul style="list-style-type: none"> the textbooks are not complete to prepare for HSC Exam (5) contents are old and uninteresting (no fiction) (4) no guidance in the textbooks to improve language skills (3) repetition of Secondary level's items (3) textbooks are not standard enough to compete with English medium students (1) 	<ul style="list-style-type: none"> could not understand some contents (1) could not understand instructions clearly (1) could not study independently (1)

Demotivation factors related to students' and family members' attitude towards English

Altogether 16 (44%) participants responded to the point. They commented about their own and other family members' attitudes towards English study which affected their motivation to study English. Therefore, the factor is divided into two groups: (i) students' attitude, and (b) family members' attitude. The findings are shown in Table 7.

Table 7

Demotivation factors related to students' and their family members' attitude towards English

Students' attitude	Family members' attitude
<ul style="list-style-type: none"> English is too tough to learn (1) English grammar is too complex (1) Wonder why English is needed in a monolingual country (1) 	<ul style="list-style-type: none"> Encouraged to study science/ mathematics more seriously than English (7) English is too hard to learn (4) Encouraged only speaking skill neglecting other skills (1) Expectation is too high for my ability (1)

Impact of HS level demotivation factors on university level performance

The second objective of the study was to understand whether the sources of demotivation experienced at HS level affect students' performance at university level. A number of 33 participants (92%) reported the demotivation they suffered at HS level had impact on their academic performance at university level. The reports are presented in Table 8 according to the frequency of mention.

Table 8

The sources of demotivation which affect students' performance at university level

<ul style="list-style-type: none"> did not get any guidance from instructors about how to improve language skills (listening, speaking, reading, writing, grammar), but all the skills are needed to perform effectively at university level. (20) were always encouraged to memorize compositions from commercial books, and now it is tough to compose anything in English generating and organizing ideas. (15) as memorized conversational dialogues from books, do not feel confident to respond in English in class. (12) did not practice because of inadequate practice of free writing, it is now tough to write in English grammatically. (12) due to little listening practice before, at the beginning found it tough to follow lecture. Even could not ask for clarifications as speaking skill was poor as well. (10) due to lack of necessary vocabulary, cannot explain ideas either in writing or in speaking. (10)
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- due to poor reading skills, too slow in reading and cannot go parallel with class. (10)
 - due to insufficient practice of oral communication at HS level, avoid participating in classroom discussions. (10)
 - did not learn grammar effectively, now the poor grammar skill hinders the productive skills (writing, speaking). (8)
 - because of weakness in speaking skill, cannot do well in group study. (8)
 - because of inadequate writing practice, make too many spelling mistakes in writing. (7)
 - too many unfamiliar words resist both pace and interest in reading. (6)
 - because of inadequate practice of speaking at HS level, cannot control anxiety in presentation/viva and this inhibition spoil performance. (5)
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Discussion

It is clear from the qualitative data that the phenomenon of demotivation to study English exists silently in Bangladeshi context, and has become a serious problem. This study attempted to examine the sources of demotivation specific to Bangladeshi HS level students' experience to study English and the impacts of those demotivators at tertiary level. Participants indicated demotivation in the following factors, in descending order: *teachers, students' past experiences, private tutors, attitude of group members, school facilities, textbooks, and students' and their family members' attitude towards English study.*

The analysis of 36 interviews showed that English teachers had the strongest influence on the students' demotivation. This finding is consistent with some other studies conducted in Asian contexts (Kikuchi, 2009; Trang & Baldauf, 2007) and other EFL contexts (Dörnyei, 2001; Oxford, 1998). This correspondence indicates teachers' powerful impact on student motivation. Among the three categories related to teachers' 'instructional style' was predominant which necessitates reconsideration of the traditional teaching styles. To make instruction effective it is necessary to adjust teaching method with students' interests and needs (Trang & Baldauf, 2007). Training teachers on how to cater to student needs may minimize the huge gap. Teachers' behavior in classroom was another source of demotivation which deserves substantial attention since unbecoming behavior affects students' interest and may create long term disinterest on the subject (Trang & Baldauf, 2007). Teachers' incompetence was another demotivator detected in this study. It is a commonly accepted fact that competent teachers succeed in enhancing students' competence. Therefore, both recruitment and training processes need to be structured to meet the required level of competence.

According to the study the next strong source of demotivation was related to students' past experiences. Difficulty or inability to perform, negative experiences, teacher related experiences were the specific demotivators under this factor. This source of demotivation needs to be treated seriously by counseling and providing mental supports.

This study has found that the practice of private tutoring is a source of student demotivation to study English. This factor may be unique to the context of Bangladeshi education. Private tutoring is widely implemented at all levels of pretertiary education in Bangladesh (Hamid, Sussex & Khan; 2009; Hamid, Khan & Islam, 2017). Though private tutoring is perceived to be supportive and supplementary, it consumes huge family resources. Moreover, its effectiveness is still questionable and requires research attention. At the same time, classroom teachers need to be aware that effective classroom instructions would potentially reduce the necessity and fascination for private tutoring.

In this study another attributions of demotivation were the attitude of the classmates. The reactions and attitudes of other students in class affect students' motivation. Teachers need to be aware about this factor because s/he can develop classroom culture where low proficiency students do not become vulnerable to humiliation. In EFL context it is necessary to create favorable classroom atmosphere where students are allowed the freedom to make mistakes (Nakata, 2006), otherwise optimal learning outcome cannot be expected. Inadequate institutional facilities were found to be another source of demotivation. Among other problems huge class size is the most cited complain. In many HS schools students from all three groups (science, humanities, and commerce) gather in the same classroom as English is a compulsory subject. An immediate solution may be achieved by separating English classes for each group.

The rest two factors are found to be relatively weak in this current study, though they direct attention to further inquiries. Kikuchi (2009) also reported minor effects of these factors in Japanese context.

The second research objective was addressed to identify the demotivation which affects students' performance at tertiary level. Analyzing the interview data it was found that the most cited sources of demotivation which negatively affect students' academic performance at university are related to the demotivators in the column of teachers' instructional style under the factor *teachers*. This finding indicates long term effects of teaching method on learners' performance. The other negative effects are attributed to the sources of demotivation under the factor *students' past experiences* which are again indirectly connected to teaching-learning practices. Sustainable reformations to develop effective classroom instructions and favorable learning atmosphere would potentially minimize the gaps.

Conclusion

Despite the necessity of English language proficiency prevailing in the society, many students experience demotivation in learning English as a school subject. The current study suggests that a huge gap exists between the ongoing practices of English education at HS level and the proficiency required in higher education. The findings of the study would be informative to language teachers, curriculum developers, material designers of English education in Bangladesh. The study would be insightful especially for the language teachers to be reflective about learners' needs and expectations in their pedagogical preparations. The demotivation factors identified in the current study may lend support to planning the reformation policies of English education at different academic levels in Bangladesh.

The weakness of the study lies in its dependence on self reported interview data. Despite the limitation, this study may provide possible direction for further investigation addressing the individual factors reported here.

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Appendix A Interview protocol

1. How is your study going on?
2. Do you enjoy learning English?
3. Was there anything which demotivated you from learning English at higher secondary level? Please share your experience about the following things:
 - (i) your perception about your higher secondary school's English teachers' behavior, skills, teaching style, class management, commitment
 - (ii) your opinion about institutional facilities
 - (iii) any prior negative experiences which affected your English study at HS level
 - (iv) you and your family members' attitude about English study
 - (v) attitude of your HS school classmates
 - (vi) your opinion about your HS level English textbooks
 - (vii) your opinion about the practice of private tutoring in English
4. Do you think any of these negative experiences have affected your academic performance at university level? If yes, which are they, and how?