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Research Proposal
On
A COMPARATIVE STUDY OF LANGUAGE LEARNING
MOTIVATION BETWEEN TWO ESOL LEARNERS

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Introduction

English is taught globally, with EFL/ESL students learning it as a non-native language in non-English speaking countries. Growing up in a non-native country, learners always face challenges when learning a new language. Adult English as a Second Language (ESOL) learners in English-speaking countries encounter various challenges to their education, such as prejudice, poverty, social marginalisation, teacher bias, exam-centric pedagogy, and anxiety related to learning (Joydar, 2021; Ushioda, 2020). as motivation has a significant impact on student achievement and in non-native countries like Pakistan, Malaysia, and Saudi Arabia, ESOL learners still face more challenges than the native speaker. Studies conducted in Bangladesh (Joydar, 2021), Iraq (Ugla, 2021), Myanmar (Narada, 2020) and Pakistan (Ramzan, 2023) have contributed valuable perception in this regard. Hussain and Farid (2020) identify the source of learners' inability to be motivated due to the lack of suitable instructional materials. Most ESOL language educators agree that when ESOL students are unmotivated, they may put off their language acquisition and avoid investing efforts. Thus, the primary aim of this study is to explore the factors that influence the motivation of Bangladeshi secondary-level learners while they are learning the English language. This study also aims at finding the challenges faced by secondary-level learners while learning the English language. Furthermore, these reasons are about the scope and convenience of the English language. The results of this paper will help the students to mitigate their challenges in learning the English language.

Research Questions

1. What factors influence secondary-level Bangladeshi learners' English language learning motivation?
2. What challenges do they face during learning English?

Literature Review

In Bangladesh, students are taught English at almost all levels of their study. Yet, in many studies, it has been found that students are not fluent in English (Nasrin, 2022). When these students pass higher secondary examinations, they get admitted into universities and at the tertiary level, it is found that, although they have spent 10-12 years studying English as one of the prominent subjects in schools and colleges, their fluency or comprehension in English is not up to the mark (Sadia, 2020). Ashrafuzzaman (2018) highlighted that authentic resources or contexts motivate language learning by providing learners with genuine models of language use norms, thereby aiding in the overall development of their language skills. awareness and knowledge help to develop the learner's interpretive and analytical skills and enrich vocabulary. Very little research has been done on the variables affecting students' motivation to learn English and how they view the process of learning. The goal of the current study is to fill this information gap by investigating the reasons behind secondary-level students' lack of motivation to learn English. Furthermore, the majority of earlier research was conducted on learners' motivation in higher secondary and university education in Bangladesh, as well as in native English-speaking situations. Furthermore, there isn't much qualitative research on motivation. The purpose of this study is to identify the variables that affect learners' motivation and the difficulties they encounter when studying English in an ESOL setting like Bangladesh.

Methodology

For this study, the researcher used prior research and research questions to construct the research design. It adopted the interpretivism research paradigm that looks into people's subjective experiences and different realities. The researcher observed the students gather feedback from them and to gather their general opinions on the outcomes of these actions and the researcher interviewed the students and conducted discussion sessions with them

Selecting The Participants

To conduct the study, an appropriate sampling technique is necessary to obtain relevant data. According to Nyimbili and Nyimbili (2024), purposive sampling is a non-random technique used in qualitative studies to select participants based on specific characteristics relevant to the study's objectives.

Data Collection Procedures

For the research, the researcher collected the data by conducting a semi-structured interview. For this study, the researcher adopted a five-step interview protocol proposed by Majid et al. (2017, p. 1075) to design interview questions.

Data Analysis Procedures

For analysing the learner interview, the audio recording of the interview was transcribed manually. For analysing the data of this study, the researcher used qualitative thematic analysis as it is a widely used technique for examining qualitative data that identifies patterns within the raw information and organises it into significant themes (Campbell et al., 2021).

Ethical Considerations

Guillemin and Gillam (2004) state that the essential principles of research ethics encompass anonymity, confidentiality, potential harm, and consent forms. Both anonymity and confidentiality are critical ethical considerations in the research context. In that paper (Appendix A), the interviewees were given to read "the consent form" before taking interviews. In addition, participants were told that their participation in the study was voluntary, that their data would be anonymized and that data collected would be used only for this study. They were informed earlier that the interview would be recorded, only the researcher would listen to the recording, and it would solely be utilised for research purposes.

Expected outcomes

The English language is becoming increasingly important in today's communication, especially with the rapid rise of globalisation. Knowing a second language allows students to connect with people around the world. In Bangladesh, English is taught at all educational levels. However, students at the secondary level often face a lack of motivation to learn English as they live in a non-native country. The slow progress can be caused by different things that influence their desire to learn the language. The influencing factors are the importance of learning English,

personal growth and new experiences, and a supportive learning environment. These factors influence learners in their language learning. English allows individuals to navigate a world filled with opportunities and challenges, guiding them toward a successful and fulfilling future.

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