Interaction of Identity, Self, and English Language Learning in Bangladesh: A Case Study

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Abstract

Interaction of identity, self, and English language learning is significant in linguistic anthropology. The role of identity and self in English language learning needs to be examined to unearth the reasons of students' success and failure in language learning. In other words, understanding of learners' identity can lead to the discovery of learning problems. Specifically, this study aims to explore the interconnection and interaction between identity and English language learning in Bangladesh. In addition, it traces the operation of identity in language learning in Bangladeshi EFL classroom. The data collected for this study shows that different aspects of identity affect language learning in distinctive ways.

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Chapter 1

Introduction

1.1 Background

In Bangladesh, English is taught as a compulsory foreign language to the students from class one to twelve (Islam, 2010). After studying this subject for twelve years, each and every student is not graduating with the same level of proficiency in English and most of them are unable to communicate in their real life situation. There is no guaranty that every student will acquire the same level of proficiency even in a same teaching-learning context. According to Vivian Cook (2008), there are some students who will achieve success in L2 learning and there are some who will always struggle to learn it whatever teaching method is applied and these occur due to the different identity positions of different learners.

"Identity offers a way of thinking about the links between the personal and the social; of the meeting place of the psychological and the social, of the psyche and the society" (Woodward, p. vii). Since language embodies psycho-sociological components (see Sharifian, 2009, pp. 242-253), its learning is not dissociated from the issue of identity which is constituted by socio-psychological forces. In Bangladesh, the interaction of identity, self and English language learning can be traced through the behavior of the students towards this language inside and outside the classroom; through their perceptions and attitudes towards this language; and through their social, cultural and historical interaction with the English language.

1.2 Problem Statement

In Bangladesh, the analysis of EFL learning and learner identity seems to be relatively an ignored area. Learning a foreign language not only involve the acquisition of a new set grammatical, lexical, and phonological rules, "particular features of the learner's personality

and mind encourage or inhibit L2 learning" (Vivian Cook, 2008, p.135). Because 'the ways in which individuals view the world and their perceptions of themselves within the world, particularly within a learning situation, will play a major part in their learning and construction of knowledge' (Williams and Burden op. cit.: 96). The main concern of this study is to unravel how EFL learners vary as individuals in relation to their identity while dealing with English language learning.

1.3 Purpose Statement

The purposes of my study involve: (a) to understand the interconnection and interaction between identity and English language learning in an EFL classroom in Bangladesh, (b) to capture the snapshots of the operation of identity in the process of language learning in Bangladeshi EFL classroom setting.

1.4 Research Questions

   I.   What is the connection between identity and English language learning?

  II.   How does identity of EFL learner affect language learning process?

 III.   Does identity have any pedagogic implication in ELT?

1.5 Significance of the study

This study would inform ELT research community about the role of identity in language learning. Besides, it would help teachers in developing sensitivity about learners' identity and their success/failure in language learning. In addition, it would contribute to explore a holistic self of the learners which appears to be partially displayed in the classroom. Further, this study contains implications for Linguistic Anthropologists who would be benefited from an understanding of learners' self/identity/ culture and language learning.

1.6 Delimitation

Though the history of identity construction is not new in the world of socio-linguistics, but the interaction and interconnection between identity and language learning is relevantly a new area in Bangladesh. There are lots of theories and aspects of identity provided by different scholars. It is not possible to bring all those in one research, so this study has focused only on the aspects of identity which are closely relevant to the language learning of Bangladeshi EFL students. As English is compulsory subject of the mainstream education system of Bangladesh, there are lots of different teaching-learning setting as the education facilities are not equal in all over the country. However, this study has further narrowed down the scope and investigated only with six students in a EFL classroom of a private university of Dhaka.

1.7 Limitation

The nature of this study demands long term observation, but this research work is completed within limited timeframe. Then, this sort of analysis is most effective when two or more researchers work in collaboration which does not occur in this case. So, those analysis and theorizing are lacking multi-dimensional quality. Moreover, political unrest, strike, examination and vacations created problems to carry out the plan of this study smoothly and made it difficult to finish the research work in time.

Chapter 2

Literature Review

2.1 Identity and Self

In the chapter entitled "Knowing me, knowing you", Woodward (2002) states that identity is a concept which is constructed and deployed through different stories like academic, individuals, communities, nations and peoples (p. 1). So, studies on identity demands understanding the relationships among these stories across time and the way they are formulated, conceptualized and reproduced (ibid). Additionally, the theories of identity is based on the relationship between agency and structure which involves the thoughts about the level to which we are able to shape our own identities, make decisions and take responsibilities (ibid). Again these are opposing the ideas that what people become and who they are, are influenced and determined by factors like economic, social, cultural and political, and they can't control these (ibid). However, Woodward (2002, p. 2) mentions that the word 'self' and 'identity' are exchangeable in some instances like cultural, social or political studies.

2.1.1 Charles Horton Cooley's

Charles Cooley (in Woodward, 2002) gives us the idea about the 'looking-glass self'. Cooley states that the self he discusses is an empirical self which needs to be studied in context of society (ibid). This self has three major aspects: firstly, in this self a person gains identity in turn of how he or she views himself or herself through others' perceptions in society, secondly, this self operates through imagination which involves the imagining of how we appear to other people and how we also imagine their judgment about us, and thirdly, this self includes self-feeling like pride or mortification (ibid).

2.1.2 Anthony Giddens

Giddens (1991, p. 70) gives the idea of identity and says:

> What to do? How to act? Who to be? These are focal questions for everyone living in circumstances of late modernity - and ones which, on some level or another, all of us answer, either discursively or through day-to-day social behavior.

According to Giddens (in Woodward, 2002, p. 4), the concept of identity has become transformed in the late twentieth century and life-style choices are not only influenced by the external aspects of the individual's attitudes anymore. It is swapped by the scheme of managing the self which is reflexive and transformative (ibid). So, the self is constructing the self and the individual is deciding who she/he wants to be, what to do and how to perform (ibid). Moreover, the social and cultural changes have strong influence in the construction of self and the importance of the questions of identity in modern society is both an outcome and a reason of changes at the institutional level (ibid).

Giddens mentions (1991, p. 54) that the story of an individual's self is created and maintained through his/her own social roles and lifestyle choices. The person knows what is happening around him/her, so he/she can replicate on the causes and consequences of his/her own actions (ibid). The person becomes aware of the hazards related to unplanned consequences of his/her own actions and by depending on the knowledge of experts they try to minimize the risk of his/her own actions (ibid). In the post-traditional society we are normally bound to create our own social role (ibid). Moreover, we cannot understand a person's identity in isolation, because there is a connection between the most micro and macro aspects of the society (ibid).

2.1.3 George Herbert Mead

George Herbert Mead (in Woodward, 2002, p. 8) mentions 'self' as a part of communication and it does not subsist before the process of communication. He gives us the idea of 'I' and 'me' in which, the 'I' responds to the self which occurs through taking of the attitudes of others that introduced the 'me' and then, we react to it as an 'I' (ibid). Actually, the core of the self is given by the self-consciousness which is constructed through the intellectual process (ibid).

Mead's (in Woodward, 2002, p. 9) 'self' consists of several identities as it necessitates playing different roles in everyday life. We are required to present different selves in the course of our social life, because each self of ours is created in the perspective of diverse social circumstances which require different sorts of responses (ibid). Though, Mead's self is an empirical self, but it is reflective and conscious about its position as it accommodate itself inside the broad framework of social relations through imagination which unites the personal and the social (ibid).

2.1.4 Erving Goffman

Woodward (2002) observers that Goffman's ideas on self and roles are important in theorizing identity as he did not use the word identity. According to Goffman's (in Woodward, 2002, p. 10) dramaturgical model, "self is not only a social self, it is a elf who takes account of the social situation, the everyday dramas of our lives, and develops dramas of our lives, and develops from and responds to those social situation." He mentions that social interactions are similar to the theatrical performances, because while acting on the stage, an actor shows the desired impression or the positive feature of the idea of self are focused, but in the back stage or private place, the actor can get rid of the role or identity he was playing in front of the audiences (ibid). Here, the 'actor' is the individual or the self and

the 'audiences' is the society. In addition, the actor can discuss, understand and improve the role even if the script is pre-written (ibid). Furthermore, the self needs to present itself and participate actively in act as the self is dedicated to the act (ibid).

2.2 Ethnographic Research

For this research, I have used ethnographic techniques described by David Nunan (1992) to gather and analyze language data. David Nunan (1992) states, that ethnography includes the study of culture or characteristics of any particular group in a real-life setting, but not in a laboratory setting (p. 53).

Table 2.1

Characteristics of Ethnographic Research

Characteristics	Gloss
Contextual	The research is carried out in the context in which the subjects normally live and work.
Unobtrusive	The researcher avoids manipulating the phenomena under investigation.
Longitudinal	The research is relatively long-term.
Collaborative	The research involves the participation of stakeholders other than the researcher.
Interpretive	The researcher carries out interpretive analyses of the data.
Organic	There is interaction between questions/hypotheses and data collection/interpretation.

Source: Nunan 1992: 56

While doing this sort of research, the 'phenomena' under investigation must not get segregated or influenced by researchers (Nunan, 1992, p. 54). In addition, the deep observation of the data would generate the 'insights' and generality which would not be affected the theories of language learning and use (ibid).

Ethnographers may collect extensive data irrespective of whether those are directly connected or not to the original questions or hypothesis, since the answers of the original questions may relate the lots of indirect and suggestive things (p. 57). For analyzing the data, Peevers (in Cohen, Manion and Morrison, 2007, p. 391) rightly says, ethnographer's skills to analyze people's behavior is the core to this sort of research. The concealed and deeper meanings of social episodes can only disclosed if the proper attention is paid, because the 'surface' data may not reveal all the actual events of participants lives (ibid).

Grounded Theory

According to Watson-Gegeo and Ulichny (in Nunan, 1992, p. 57), implementation of a grounded approach is one of the key principles of ethnographic research. It is a 'data first' approach and 'data then theory' is preferred over 'theory then data' (ibid). This approach not only encompasses descriptions, but also involves wide rationalization (ibid). Here, wide rationalization is important, because it suggests to the necessity of taking into account all of the factors as those may have an outcome on the phenomena under investigation (p. 58). Goodson and Walker (in Nunan 1992, p. 58) rightly says that the focal point of an educational research must be the depiction, even if it hampers the analysis and explanation.

2.3 Account Gathering Method

As it is an ethnographic research, I had to collect bulk of data or accounts. Cohen, Manion and Morrison (2007) discuss about account and the techniques to gather it. Account refers to personal records of events which we experience in our daily lives, such as, conversation with people, attending a class and so on (Cohen *et al*., 2007). In addition, accounts are the source of authentic information (p. 385). The main features of account gathering method offered by Brown and Sime (in Cohen *et al*., 2007) are tabulated below:

Table 2.2

Account Gathering Method

Research strategy	Control procedure
Informants	
• Definition of episodes and role groups representing domain of interest • Identification of exemplars • Selection of individual informants	• Rationale for choice of episode and role groups • Degree of involvement of potential informants • Contact with individual to establish motive for participation, competence and performance
Account gathering situation	
• Establishing venue • Recording the account • Controlling relevance of account • Authenticating account • Establishing role of interviewer and interviewee • Post account authentication	• Contextual effects of venue • Appropriateness and accuracy in documenting account • Accounts agenda • Negotiation and internal consistency • Degree of direction • Corroboration
Transformation of accounts	
• Provision of working documents • Data reduction techniques	• Transcription reliability; coder reliability • Appropriateness of statistical and content analyses
Researchers' accounts	
• Account of the account: summary, overview, interpretation	• Description of research operation, explanatory scheme and theoretical background

Source: Brown and Sime (in Cohen *et al*., 2007: 386)

Accounts need to be observed through the context of social episodes, whereas,

accounting for actions in those larger slices of life called social episodes is the central

concern of a participatory psychology which focuses upon actors' intentions, their

beliefs about what sorts of behavior will enable them to reach their goals, and their

awareness of the rules that govern those behavior (Cohen *et al*., 2007, p. 384).

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So, an episode encompasses the distinguishable behavior like gesture, speech, thoughts, feelings and the purpose of doing those (ibid).

2.4 Identity, Motivation and English Language Learning

In the chapter "Motivating Learners to Speak as Themselves" Ema Ushioda (2011) talks about her interest in the areas of motivation and language learning and their interactions. Interrelation among autonomy, identity and motivation is actually the focal point of this chapter. Ushioda highlights two ways of interaction: i. Interactions in practical sense which refers how autonomy and motivation interact with learners' behaviors and classroom practices and ii. Interaction in conceptual sense which refers to the way how autonomy and motivation are theorized and developed in different ways of inquiry and reflecting different literature bases, research paradigms and philosophies, but there constructs share lots of common things. Autonomy theory originated from the realm of political and moral philosophy which developed in a constructivist paradigm. The theory, later, was grounded in particular perspectives of practice and needs and concerns of particular learners. In this chapter, the writer tries to bring some different notions which are against mainstream idea of motivation in language learning. Here Ushioda is arguing that, we need a theoretical perspective that addresses its uniquely personal and contextually grounded nature if our pedagogical aim is to engage the motivation of particular learners. The theory and practice of autonomy can help in this analysis and the central focus of which analysis is the process of engaging, constructing and negotiating identities.

 Individual differences (ID) research in second language acquisition variables are implicated in learning success, aptitude, personality, or cognitive style acquisition. ID research does not focus on the characteristics of individual, but on the common and shared characteristics of particular types of individual. The differences between individual are not the focal point of this type of research, but it averages together people who share same characteristics such as,

high intrinsic motivation or low self efficacy. ID research depersonalizes learners who are just treated as abstract bundles of variables. But the researcher here argues to see all the multiple contextual elements in a relational way and to see motivation as an organic process that comes out through the complex system of interrelations. The traditional computational models of motivation focus on common types of learner behavior and attitude and the ways to deal with them. There models do not focus on how to deal with the complex and uniquely individual people in their classrooms who have different identities, histories, goals and motives.

Ushioda quotes two examples from Legenhausen (1999), where he captured the critical relationship between the language classroom and the children's lives outside classroom. He says, whether classroom is considered as a part of the real life or totally separate from it, will affect the target language learning process. Then Ushioda draws our attention toward Richards' three aspects of identities, which are labeled as portable identities. Those are, situated identities, associated discourse identities and transportable identities. Situated identities are conferred by the particular context of communication such as, teacher-student identities in the classroom. Associated discourse identities can be represented with identities such as, good listener, imitator etc. The transportable identities are implicit but can be invoked during the interaction of particular reasons, for example, a teacher forgets her identity at home during an English class. This identity is key the analysis of motivation and engagement of ID research in classroom can ensure highest level of personal involvement. In this situation, students are the types of language learners who don't talk about the knowledge of target language, rather express their identities and speaking as themselves through the language. One problem with this self involvement is that student might not feel comfortable and secure to express their personal issues. But the writer of this chapter argues that in this

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situation students should be liberated to choose which aspects of their identity they want to express.

In the chapter entitled "Emerging Selves, Language Learning and Motivation through the Lens of Chaos", Liliane Assis Sade (2011) focuses on the importance of motivation from social perspective in order to learn a second language. Here, motivation is considered as an experience of belonging rather than a personal trait. The writer adopts the concept of communities of practice (Wegner, 1998, 2000) to reflect on social identity and motivation as belonging. It also uses the conceptual framework of complexity theory, especially two theories: chaos theory and the theory of complex adaptive system. A young Brazilian male's language learning experience was presented to establish the issues. Complexity theory has remarkable affect classroom practice. Sade suggests that language learning can take place outside classroom through ethnicity, sports and leisure activities or the way or things students have interest on for preparing language tasks. And this could help students' motivation by attributing value to their social and cultural identities. Writer adds that learners use resources and artifacts from other communities of practice in order to maximize learning in autonomous ways, and this is called recycling effect.

The narrator, the Brazilian young male, motivated to learn from unpredictable circumstances. His learning took place mainly due to the cultural context, artifacts and discourses available to him. The researcher is considering this and asking for social actions to favor these type of learners who are the victims of school system as they remain separated from the linear and prejudiced system of school. As a result schools contribute so little to their journey of learning a second language. The lens of complexity theory is also demanding a new type of language classroom, because each and everybody has his/her own way of learning. The researcher is also considering the classroom as a dynamic and emergent phenomenon. And every day the tasks would be created and re-created. Teachers and learners

would be considerate as autonomous, diverse, adaptive and complex human beings. And they are able to produce new types of discursive attractors from the social contexts.

The chapter entitled, "Identity, motivation and autonomy in second language acquisition from the perspective of complex adaptive systems" written by Vera Lu´Cia Menezes De Oliveira E Paiva (2011) is about some characteristics of complex adaptive system which are considered as a framework for the understanding of language and second language acquisition. Paiva presented some histories of English language learning written by some Brazilin and Japanese learners. Through those histories, Paiva tried to find out what motivates SLA's dynamicity and how its routes and changes occur through the influence of autonomy and identity construction. Besides, the researcher's intention is to demonstrate that small changes in identity, motivation and autonomy may generate important progress in SLA, because these three are the key elements for successful socio-cultural connections and SLA system evolution. These elements are interconnected and work to put the system into movement by contributing to its development and change. The writer discusses complex theory and complexity is now paradigm in science. It provides us with concepts to help us understand different phenomena in different fields of knowledge. Many researchers have used complexity theory for the understanding of language and SLA as a complex, nonlinear and dynamic phenomenon.

However, language learning is a process of identity construction and it is not a unified experience of belonging. It is an array of multiple membership in a fractal dimension, as it is open to new experiences. Then, the researcher next discusses human motivation which is a complex phenomenon involving a number of diverse sources and conditions. Situation-specific motivational sources are rooted in the learner's immediate learning environment. Some motivational sources are stable and generalized as they are related with the learners' past experiences in the social world. Motivation also varies over a period of time or over

stages along with the acquisition process. This is not limited to the educational context and necessary condition for autonomy. According to researcher, autonomy is a socio-cognitive system nested in the SLA system. It includes an individual's mental states and processes along with political, social and economic dimensions. It is a non-linear process and not a state. It undergoes periods of adaptability, instability and variability. It leads the system beyond classroom by triggering the learning process through learners' agency.

Autonomous learners act by engaging themselves in second language social practices. They use effective learning strategies. Autonomy changes because of internal reasons, for example, learners' own interest to learn in an independent way. Each and every human being is different, so their context and SLA process. As a result, in a similar situation unequal learning experiences can take place. The researcher presented the SLA experience of a Japanese housewife. A trigger motivated her to start English language learning and getting close with an American family boost up her learning. She did a job for a while using her English. She became a bit more outward and conscious about herself. She used to hate English in her school life, but this relearning changed her identity. So, acquiring language is interrelated with the complexity of identity construction. Sometime, motivation can disappear, because of the monotonous tasks in the classroom, but the changing of teacher, school or tasks can restore it.

We have another example a Brazilian student who hated to learn English language in her junior high school. Then, she traveled to Canada and gets motivated by English culture, especially by literature and music. So, she decided to get her higher education as an English teacher. Thus, motivation can grow or decrease which can differ depending on the school or social experience. Researcher mentioned about only one student who used dictionary and grammar to learn English language. So, may the students have different ways of learning a

new language, the point is that identity, motivation and autonomy have an huge influence on the SLA system changes and self organization.

 This chapter "Imagination, metacognition and the L2 self in a self-access learning environment" written by Garold Murray (2011) is about the concomitant of students' learning experiences with imagination and metacognition. The study is based on a course named "self-directed language learning" offered in Japanese university. The objectives of this course are to improve students' language learning and develop their metacognitive knowledge and skills. So, this course is giving students the opportunity for their imagination to do its work through autonomy, time and space. It also provided students with the exploration of learning opportunities, so that they can personalize their learning. This makes them engage directly in the learning process and they can experiment and reflect on their experience. They can also seek support they required. This entire thing facilitates their imagination to work and helps to develop their metacognitive knowledge and skills.

 It has always been a challenge for the educators to set the goal for the learners and encourage them. Through this course they talk about their needs or what they would like to do with English in future. While choosing their material, some students referred to the language teacher who made the learning enjoyable. They preferred Japanese language teachers over a native speaker, because that's the achievable target for them. Learners' vision of their L2 selves enhance their sense of belonging to imagined target language communities. And their metacognitive knowledge and skills that mediated the steps they took towards its realization. Through the connection of self access language learning and classroom based instruction, learners' developed their current L2 selves and planned actions to participate target language community.

Alice Chik and Stephan Breidbach (2011) begin the chapter "Identity, motivation and autonomy: a tale of two cities" with some questions. Students who take degree or do major in English are expected to have a sound knowledge of English language. So, the point is whether the learners' proficiency is related to their awareness and autonomy or they are motivated to learn as they are more autonomous to take this subject and more aware of learning. This chapter is about language learning histories (LLHs) exchange project between a group of Hong Kong undergraduates and German postgraduates in 2008. English was second language for both parties. Writer tries to investigate their lifelong development of language learning and how this was affected by popular culture. The purpose of this project was to find the highly individual nature of learning and help students to realize it. It also tried to develop awareness of the several ways of language learning. So, that the students of English can be sure about their autonomous efforts of language learning. There were two Hong Kong students and two German students. Except some guidelines, students had all the freedom to compose their LLHs. One thing was common in all four- they were influenced by the English culture, especially American. Jessie liked to match American TV dramas and films which coincide with her English Language learning. She learned, because she wanted to understand the popular culture and be a part of it. Susanne's passion for rock music paved the way of her language learning. Mandy's learning took place, because of her love for the fantasy narratives in English language video games. Unlike other German gamer, she likes to be recognized as English gamer. Antje had a vacation in England and she was moved by the culture. So, she learned the language. By knowing the LLHs of these four students, other students will get inspired and come to know about the unique paths of language learning. While doing this project, researcher also found that becoming aware of one's own language learning experience and transforming that into a reflective and autonomous learning practice is a tough job. The analysis of these LLHs revealed a distinct narrative structure around four

parameters: people, places, events and media. They started with one of this, especially media, then, entered into higher education in English. Researchers stated the limitations of their project that they worked on a small scale. But they successfully presented the evidence that English language learning can take place beyond classrooms with popular culture and texts.

 The chapter entitled "Future selves, motivation and autonomy in long-term EFL learning trajectories" written by Martin Lamb (2011) presents some evidence that the presence of future oriented components of the self is the motivation to learn English language and this is linked with long- term autonomous learning of the language. This research was conducted from 2002 to 2004 in a Sumatran town called Ajeng. It is a mixed method study of young Indonesians' motivation to learn English during their first two years of junior high school. And they are from ages 11/12 to 13/14. The researcher found high level of motivation and autonomous learning behavior among some pupils. It is agreed here, that this motivation increased its strength from recognition process with a future self whose competence in English provided access to the world of academic, professional, entertainment and culture. And it is not from the native speakers of language. The researcher returned to Indonesia in 2008 and tracked down those same L2 learners. Ten L2 learners were selected for this research and divided into two groups under the heading of 'more' or 'less' motivated. The data of four learners are presented here from each heading with pseudonyms. It was noticed that there was a gap in their oral proficiency or maybe they were not willing to show it in an authentic communication. The learners designated as 'more' motivated were able to do extended conversation in English now. Dico and Marlina are from this group and they reported that they got engaged in others activities outside school to improve their English. They wanted to improve their L2 self and had clear imagination about their future self. But the 'less' motivated group is still refused the opportunity to demonstrate any competence. They didn't assert any engagement or any effort to learn outside school. The future vision of

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Widya and Krisna was unclear and uncertain. So, one group has high initial motivation, autonomous learning of the language and increasingly sharp and confident visions of a future self successfully using English. The other group showed lower initial motivation to learn the language, a virtual absence of autonomous learning and less obvious vision of a future self successfully using English.

This study also shows two the influence of family in developing an ideal L2 self. The learners who developed it are from 'middle-class' backgrounds and parents are educated, and their families are relatively prosperous. Both parents and siblings got their degrees abroad, so they have links with the world beyond Sumatra. Continuous and early parental encouragement, available models of successful Indonesian learners, access to attractive multimedia English texts and paid for supplementary learning in private courses- all these were instrumental in helping them in imagining themselves as future users of English. But the learners' like Krishna did not got these opportunities and can't imagine themselves in that role.

The case study "Investigation of a learner's second language development: a case study" conducted by Geetanjali Barua (2012) is based on an interview of half an hour with a Chinese student taken by the researcher. She recorded the conversation which was on some general and open-ended question prepared by her. Those questions were about learner's background, liking, hobby and his English language experiences. This learner knows that, he needs to improve his speaking. Though, he is a student of computer science, he reads English novels a lot. He travelled many countries of USA, Europe and Asia which develops a consciousness in him to develop his speaking. Researcher pointed out some problems in his knowledge of English Language. She identifies grammatical difficulties, irregularities in number, skipping 'copula' and auxiliaries in sentence. She also identifies and explains his problems in pronunciation, stress, rhythm and intonation. Writer found him good in listening

comprehension. He is conscious about accuracy in sentence construction. Whenever he makes a mistake and realizes that, he corrects that immediately. This student started learning English in his country about 15 years ago and the method of learning was grammar based. He got poor opportunity to practice and is more conscious about error correction. According to researcher these are the reasons of his hesitation and long pauses in speech. His L1 language (Chinese) is very different from is L2 (English) language. That is another reason of his incompetency. This learner feels the need to contact target language group to practice more. The researcher concluded by saying that this learner is not competent enough in using English language. And if he can increase real communication situations he would be able to improve.

This chapter named **"**Individual differences in L2 users and L2 learners" written by Vivian Cook (2008) is dealing with the individuality of L2 learners. Though, L2 learners go through a same process of learning in a classroom, but each and everybody learns in a different way. Some students learn easily and some struggle for ever. Sometimes different teaching methods applied by teacher even can't help some students with best intention of learning. Motivation is important for L2 learning. Learners, who are doing better than others are better motivated. Writer mentions two types of motivation: integrative motivation and instrumental motivation. Sometimes, learning a second language in classroom is unessential for many learners when they have a first language to communicate and think. Motivating in each class can help students. Integrative motivation means when students learn a language to take part of in the culture of its people. When students learn a language for a professional purpose called instrumental motivation. According to writer, students do well with integrative motivation than with instrumental. If they don't have any of these motivations, they will find it difficult to learn a second language in the classroom. Having negative reaction about bilingualism or close attachment with monolingualism can also hamper L2 learning. Moreover, teachers need

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to be well informed about students' doubts and perceptions. Because, students attitude towards the teacher, course and other L2 users affects their success. Materials and content of the lessons need to be selected to match with students' motivation. If students' can realize that bilingualism is adding something new to their skills and knowledge, then successful learning would take place. Another crucial point is the images of L2 users presented to the L2 learners. Students never find successful L2 users in their reading materials. They see the examples of native speakers. Portrait of successful bilinguals can boost up their motivation. Then, writer mentions about the Modern Language Aptitude Test which includes four main factors that envisage a student's success in classroom. These are: phonemic coding ability, grammatical sensitivity, inductive language learning ability and rote learning. He also refers a term 'cognitive style' which has effect on L2 learning. It refers to a technical psychological dissimilarity between typical ways of thinking. Personality differences have impact on second language learning. According to writer, outgoing, sociable person do better than shy, reserved person. L2 learning depends on how people interact with the world. Extrovert people do well in group task. And the introverts would prefer academic teaching that emphasizes individual learning and language knowledge. Some other variations in the individuals personality have influence against L2 success. Those are intelligence, sex differences, level of first language and empathy.

 RC Gardner's (in Cook, 2008) information-processing-model is mostly based on ideas inspired from general psychological theory rather than on L2 learning itself. This model also reminds us that language is behavior and skill as well as mutual knowledge.

Eliana Hirano's (2007) "Learning difficulty and learner identity: a symbiotic relationship" focuses on a complex relationship between a student's identity as an English language learner and his learning difficulty. It's an ethnographic study. In this paper, researcher is not considering learning difficulty as intrinsic to the learner. She is considering it as socially,

culturally, and historically constructed. Learners' identities' are negotiated and re-constructed. It can change over time. But the process is complex and difficult. Sometime, people are inclined to maintain their identities in order to make their lives coherent and stable. Then, school play important role in construction of learner identity, because it is the most active period of identity construction in people's lives. Researcher collected the data through classroom interactions, planned and impromptu interviews, and learner and teacher-researcher diaries. The context of this study is elementary level EFL one-to-one private tuition. Researcher took one year for data collection and a year before that to study on this context. Junior didn't have any resistance to English-speaking cultures, and this language is not an essential at his place of work. He wanted to learn it, because he realizes that it's important in this world.

 In a formal conversation, Junior mentioned that he had problems in learning English sixth grade. He said that his English teacher was careless whether they learning or not. The main objectives of tests were to secure good grades and to do so he used to cheat. And producing satisfactory grades gave him the opportunity to avoid learning. He tried to improve his English in four different occasions. After finishing school, he went to a private language institution and once he took tuition from a private tutor. In all cases, he found that teachers were not interested in his learning. So, the identity of poor learner constructed at sixth grade continued till he met this researcher in his adulthood.

 In the classes with junior, researcher found that his learning difficulty and learner Identity were closely linked and strongly pretentious to each other. She motivated him and tried all possible different teaching materials and techniques to teach him. But nothing worked for him. Then, she realizes that Junior's identity as a poor learner was affecting his classroom behavior. He gave up on tasks so easily by saying that he didn't know how to do that. Researcher also found that he was in some way satisfied with his identity. To help him,

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researcher changed her role as a mediator from a teacher. And she tried to develop Junior's sense of competence. She made him realize that language does not occur in an isolated way. This realization made him aware that his world of knowledge could help. So, he developed a positive attitude towards his tasks in the classroom.

Learning difficulty of that student was only the visible problem. This researcher helped her student to overcome this problem by contributing to the reconstruction of his learner identity. She did it by providing him pedagogical practices which developed a stronger sense of competence in the student. This case study shows the advantages of making up the gap between the classroom situation and the situation outside classroom. Through this we came to know that learning difficulty and learner identity not as intrinsic to the student, but as constructed through the experiences the student has had related to learning English.

In the "Long-term evolution of language motivation and the L2 self", Stephan Rayan and Zoltan Dorneyi (2013) discuss three things in this paper: recent progress in the field of L2 motivation theory, the way adult learners are presented in the L2 motivation literature, and they offered two approaches to understand the motivational level of lifelong L2 learners in a meaningful way. There are three components in the L2 motivational self system. They give us the idea of 'Ideal L2 Self', 'Ought to L2 Self' and 'Learning Experience'. When an individual learner imagines himself in future as a L2 user refer to 'Ideal L2 Self'. 'Ought to L2 self' represents individual's apparent requirement and responsibilities to others. The L2 'Learning Experience' deals with learners perception and previous language learning experience. They offered two theories: 'A person-in-context-approach' and 'complex system approach'. According to 'A person-in-context-approach', a learner is not separate from the person himself. We cannot isolate an adult language learner from other aspects of his life. Then, 'complex system approach' refers to the complexity of a learner that comes from the dynamic interactions in L2 motivation research.

Chapter 3

Methodology

3.1 Introduction

The methodology used to do this research includes research design, theoretical framework, sampling, setting, instrumentation, data collection procedure, data analysis procedures and obstacles encountered.

3.2 Research Design

This research is qualitative in nature and is an ethnographic case study. The main purpose of this study is to recognize the interconnection and interaction between identity of language learners and English language learning in an EFL context like Bangladesh. The study also captured the snapshots of the role of identity in the process of language learning in Bangladeshi EFL classroom setting. The investigation is conducted through classroom observation and in-depth interview of students.

3.3 Theoretical Framework

As it is a theory seeking case study, the researcher would not adopt any specific theoretical framework. Instead, words a grounded theory approach is adopted. In addition, there is an attempt to figure out multiple meaning. The issue of identity of selected cases are analyzed through the frameworks of Charles Cooley, Anthony Giddens, George Herbert Mead, and Erving Goffman to support the study. However, a brief discussion on the connection between identity, motivation and language learning is documented in the literature review.

3.4 Sampling

Data have been collected from the students of ENG-102 (English Composition Writing) of East West University, Bangladesh. The course is one of the basic English courses offered to

the students of all departments in the private university. Data were collected during the period of September 2013 to December 2013 from six participants including three girls and three boys. The results of their two public examinations, such as SSC (Secondary School Certificate) and HSC (Higher Secondary Certificate) were considerate to select them. In addition, the participants result of the course ENG 101 was considerate. The behavior of those students was observed while in the class (total 4 classes). Further, in-depth ethnographic interview following a listening approach (planned, semi planned and impromptu) was conducted to elicit relevant data.

3.5 Setting

For the study some of the data were collected in formal setting such as in classroom through observation while some of the data were collected through in-depth interview in informal settings. There was an effort to make the atmosphere relaxed for the students to get the actual information. The interview focused on the past experiences of learning English and aim at identifying events that were relevant to the construction of learner identity.

3.6 Instrumentation

The data were collected by using two research instruments:

Class Observation

Four classes were observed to trace learners overall attitude in the classroom and towards the course. The ethnographic observation checklist (Appendix-A) includes four areas inside the classroom and four areas outside the classroom.

In-depth Interview

While interviewing (Appendix-B) the students the focus was on: a) socio-political identity of students (i.e. connection of a learners' self with family, friends, institutions etc.), b) their perception about and attitude towards about language learning, c) students' relation with their

previous language teachers, d) their motivational level, e) disciplinary (i.e. academic) identity, f) occupational ambition.

Since it is a qualitative ethnographic research, there were uncommon and diverse issues related to the central research questions. In addition, all the areas mentioned in instrumentation were not present and not common in all the cases. The checklists have been prepared to give the study an organized look though.

3.7 Data Collection Procedure

The classes were observed while teacher was taking the class. After entering into classroom, a seat from the last row was selected to sit which makes easier to trace students' attitude. After selecting six students, there was an effort to establish rapport with them to make them free to speak about themselves. The in–depth interviews were taken outside the classroom. The students were observed and interviewed both in groups and separately. Field notes were not written in front of them which could make them conscious and reserved resulting concealing the real situation. In addition, there was an attempt to collect as much data as possible relevant to the topic regardless of where it occurs in the interview material. The students were assured that their identities would be kept hidden, so pseudonyms have been used to hide their identity.

3.8 Data analysis Procedure

For this research, six cases have been considered. Each of the case is documented and analyzed separately.

3.9 Obstacles Encountered

The lack of support from the course teacher of the class to be observed made it difficult to observe students in the classroom and collect data. Additionally, some of the students were not willing to provide information about themselves.

Chapter 4

Analysis and Interpretation

4.1 Case 1

Sakib's History:

Sakib's father is a government officer and mother is a housewife. Though his mother studied up to class 5, she inspires her offspring's to study. His elder brother lives in London. He also wants to go abroad. His elder sister is a lawyer. Both of his school and college are in Dhaka city. He got GPA 4.00 at the scale of 5.00 on both of his English papers[1] at SSC and HSC. His brother always advises him to learn English properly, so that he can get a decent job.

Sakib says, "I just write in English and I don't think about the grammar always." He writes diary in English. He tries to talk in English with his friends. He tries to make friends with English speaking people through Facebook. He thinks chatting with them through online will improve his English. He mentions that he likes Shakespeare. He wants to read dramas and poems. He likes English culture and "loves" to watch English movies, though not regularly.

He appears to be attentive and enthusiastic in the classroom. Unlike others, he always responses to the teacher. He talks to the teacher in the classroom. He asks questions and is very serious about the tasks that are given in the class. However, he is still confused whether this ENG 102 course is effective or not. He never took any extra English language course to improve his English. For this course, he is not studying any additional materials, because he thinks whatever he is getting in the class is enough and there is nothing else to know. In addition, he does not study any additional material to improve his grammar.

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[1] There are two papers in English named English First Paper and English Second Paper. Each of this carries 100 marks (total 200marks), but on the results these are shown and averaged as one paper.

It is to note that, he was more enthusiastic in the days of his school. He used to read all his English texts before they were taught in the class. This continued till the days of his college. He remembers a teacher from his school who motivated him a lot. He said, "I will never forget him… he told us learn for learning purpose…not to get good grades."

According to him, he had good relationship with the teachers of his school, college and university. His teachers liked him and he had enjoyed their teaching. He says that he appreciates when teachers scold him as it would make him more "serious" about learning.

He used to attend private tuitions provided by school/college teachers after school. He thinks these are enough and whatever they taught for public exams are enough for learning English language. He was highly confident about his English proficiency even at the days of his college. He says he used to get good marks without paying too much attention to it. He only had to memorize some paragraphs, essays and some other topics. However, he reported that he does not understand grammar. He says, he tried a lot, but nothing helped. He used to collect pre-prepared reading materials and memorize them to ensure good grades. Moreover, teachers used those materials in their private tuition classes, so that students can get good marks at final board exams. He appreciates this practice, as he reported.

When he was in class 8, he was severely sick for three months and could not attend school for three months. Those days were really upsetting for him.

He joined a private tuition class in class 10, to ascertain good preparation for board exams. There he met a girl. He says, "I saw her…my first crush…I had to impress her. I'm not good looking at all…I planned to learn spoken English and show it off the class…English impress people...I drew her attention and she started talking me"

Sakib got C+ on ENG-101. After getting C+ on ENG- 101, now he thinks that he is not a competent writer . According to him, his speaking is "fine" and grammatical mistakes are not important in speaking. He stated that, while writing the narrative answers for unseen questions he got "stuck". He struggled with narrative writing; eventually he got unsatisfactory grade.

I have gathered these information from him through oral interview and he answered in Bangla (most) and English (less). There were only two questions he had to answer through writing:

How do you imagine yourself as an English language learner?

Sakib: "To tell, in the world of English language user, I am a kindergarten student. I am learning how to use English language and my performance is only practicing English language."

How do you imagine your future L2 (English language user) self?

Sakib: "The more I can study on English language the more I can improve as an English language user. It would be very good for me because I can at least know something about that language which is worlds first language."

He took 17 days to write these.

Analysis:

Sakib informed us that his family motivates him, but this motivation is not followed by necessary steps to improve linguistic proficiency. He went to tutors to get good marks in board exams, but he never took any extra courses to improve his English language learning. He never uses library to study for language improvement. Except watching English movies

and chatting with foreigner friends, he does not use any strategy to improve his language. He mentioned that he is weak in grammar, but he never tried to improve it. Even, he does not always use dictionary. He thinks whatever he is taught in the English classes are enough for language learning.

 He achieved better grades on English papers in two board exams. But in the university, his grade on English is just falling down. The step he is taking to improve English is to chat with native speakers through online and watching English movies. When he started watching English movies, he said, he did not understand anything. But with the help of subtitles and dictionary, he understands better than before. And now, he expects that this process would help him to improve his writing.

 Sakib's self is can be explained through Charles Cooley's notion of the "looking-glass self". The notion "looking-glass self" maintains that people constitute their self based on their perception of how others recognize them. The view of self comes from the contemplation of personal qualities and impressions of how others perceive us. Actually, how we see ourselves does not come from who we really are, rather from how we *believe* others see us. It basically includes three points. First, these type of people appropriate and recognize their own actions and their existence in the world according to the feedback of others. Second, they imagine how they appear to others and what others think about them. Third and the last point is they might have feelings like self-importance or mortification. In particular, his identity is constructed in context of social interaction. Repeated use of personal pronouns (I, me) ensures that he is aware of his thinking. He is an extrovert person and he imagines what society would think about him.

 Producing satisfactory grades (4 out of 5) in board exams gave him the opportunity to avoid learning. It also made him confident that he is a good language learner and there is nothing

more to do for improvement. He presents himself as he is highly motivated and enthusiastic L2 learner, but the output is not satisfactory which reflects in his grades (C+ at ENG 101) and in the way he uses the language. He mentioned he used to memorize the narrative section for board exams. And now this narrative writing is reducing his grades. So, it's clear that his strategies for learning a foreign language is not working, and he does not have any further plan to improve that, as he mentions that he is not getting much time to invest on it. Moreover, he got other subjects to study.

To put it in another way, by achieving good grades in two major board exams he became certain that his language has improved enough which allowed him not to take any initiatives to improve it. The picture he gives us about his family, which proves he could have get financial and mental support from them. Besides, he can use library. Then, his purpose of impressing people has also achieved through those grades in board exams. But a close scrutiny of his linguistic proficiency indicates that both his speaking and writing is not in good condition. So, the L2 self he has constructed as confident and successful learner through these ideas is actually a false L2 self. Because, he is pretending as a proficient English language user which he is not. His strategies are not working which is now visible in his results and his poor linguistics proficiency.

 This learner hesitates a lot and gives long pauses to look for appropriate words while speaking. Though all the questions were asked to him in English, he hardly managed to continue speaking in English. He doesn't bother to correct grammatical errors. For example, "… he told us learn for learning purpose…" (Should be 'to learn'). "I saw her…my first crush… (long pause and fragmented sentences). It is not that he can't produce correct sentences at all. "I had to impress her. I'm not good looking at all…" are examples of two correct sentences. Then again, "I planned to learn spoken English and show it off the

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class…English impress people...I drew her attention and she started talking me" – 'to' is missing, should be 'can impress people by using English' and so on.

He knows that he makes lots of grammatical mistake in writing. He believes that errors in spoken English are tolerable. But the point is that, he is writing what he is speaking. I would like to mention a line he utters several times and also writes- "It will be proud to me…" It should be 'I will be proud."

A close examination of the answers he had to write for me which took 17 days for him reveals the linguistic irregularities in his writing.

"To tell, in the world of English language user...my performance is only practicing English language." – this sentence indicates how he is imagining himself as an English language user, but these two sentences do not make any sense. And there is no such expression like 'To tell…' It seems that, he has prepared the answers in Bangla and then, translated it in English. The analysis and the meaning of his statement, suggests that he is trying to be humble about his level of proficiency by addressing himself as a 'kindergarten student'. He is now a bit conscious about the level of his L2 self though. His unsatisfactory grades and struggle with narrative writing enable him to change his view about his L2 self. Again, this is not true that his level of English is like 'kindergarten student'; so he is mortifying himself.

The second question was **"**How do you imagine your future L2 (English language user) self?" And he writes this- "The more I can study on…the more I can improve…It would be very good for me because I can at least know something about that language which is worlds first language." Along with grammatical mistakes, it's matter of doubt whether he has really understood the question or not. The structure of this question does not demand any higher level of proficiency to understand. Moreover, every possible support was provided to him.

4.2 Case 2

Riaz's History:

He lives with his mother. Being the only son allows him to be the center of all attention of his mother. His mother is an honors graduate and worked at a school for few years. Both of his school and college were in Dhaka city. He got GPA 5.00 on the scale of 5.00 on both of his English papers at SSC and GPA 4.00 at HSC.

 Riaz says, "I have only thing to do at home is study. My mother is very strict about my study. I am never allowed to play outside the house." He mentions that his only entertainment is reading books and watching movies. He reads a lot of books written in English language. He only reads newspapers and magazines written in English. When he was in school, his mother used to say him "if you want to be a gentleman and eat at table then be a good student, otherwise I'll make you eat on floor." Nobody motivated him to be good in English particularly. But he mentions that he was very weak in math where he got C+ in SSC; so wanted to compensate it with the results of English.

 He always sits at the front row and he is doing so since he was in school. Submitting assignments before the deadline is a practice he takes as a challenge and he never failed at it. He will not talk in the class until the teacher asks him anything. He did not study any extra materials for this course and did not like to communicate with the teachers after the classes. He got A- on ENG 101 and was trying to get good grades on ENG 102.

 He mentions that he was always 'the favorite' to his English teachers and had been never scolded by them. He never did any additional courses to improve his English language. He says, " I never went for coaching classes even before my board exams, because we didn't have extra money on that time". He is very attentive in the classroom, because he doesn't

want to make any mistake and says, "You know, I'm always in tension…what if I make mistake…"

He wants to complete his study with an excellent result. So that he can get a good job and take the responsibilities of his mother.

One of his maternal grandfather was in Civil Service of Pakistan who used to love him a lot. He says, "You know, my grandfather was excellent in English. I can't remember anyone of his age talking in English. He used to bring lots of gifts for me and while giving those on my little hands he used to tell so many things in English. I can't recall what he used to say. I was so young then and had little proficiency in English. But I always wanted to be like him." He also mentions that his grandfather had 'very charming personality'.

He mentions that his grandparents have a bookshelf full of English novels and whenever he gets some free time he reads those books.

These information is gathered through oral interview and he answered in both Bangla (less) and English (more). And he took 2days to write the answers of this two questions.

How do you imagine yourself as an English language learner?

Riaz: As an English language learner I imagine a bright future for me in communication field. I don't like to challenge people and I don't like to show off. I just try to speak correctly and fluently.

How do you imagine your future L2 (English language user) self?

Riaz: As an English language user I hope to communicate in a more better way with English speaking people.

Analysis:

Riaz can be labeled as a "good boy" in a conventional sense. He has excellent results and was never scolded by the English teachers. He always sits at the first row in the class and obeys both teachers and parent.

This person talks very little and he is shy in nature. He never stays at the university after the classes and he can hardly name anyone as his good friend. It seems that the strict rules imposed on him by his mother are the reasons of his introversion. He doesn't have siblings and is not allowed to play outside the home; so he appears to be disassociated from the society. He is a person who is not allowed to mingle with people and lives a restricted life. In this case, getting too much attention from parent means that his every single step is observed and controlled.

From the observation it seems that, that he is studious, and he reads English texts a lot. Even his entertainment includes reading such as; reading novels, English magazines and newspapers and watching English movies. These mediums of entertainment is the source of learning as well. He uses dictionary to understand the synonyms of unknown words. So, the large amount of language input appears to make the output better in this case.

Riaz's can be interpreted in another way. He is left with no other things except study. So, studying huge amount of English text was not spontaneous and not the result of a well motivated mind. Somehow it is forceful thus, he is forced by the situation in which he lives.

His excellent board results (5 at scale of 5) in English papers did not make him over confident and arrogant. I could not find any significant grammatical mistakes in his writing and speaking. He belongs to an well educated family and has access to English books,

newspapers ,magazines and etc. since his childhood. Therefore, it is obvious that he will do good in English without the help of coaching centers.

It cannot be said that his mother motivates him. The words uttered by his mother:- "if you want to be a gentleman and eat at table then be a good student, otherwise I'll make you eat on floor." This is abusive and threatening. May be the intention behind this is good, but the way cannot be appreciated. Moreover, she wants him to be a good student, but not a good English speaker. It seems that as he is weak in math, he tries to satisfy his mother with the good marks of English. The statement, "I'm always in tension…what if I make mistake…" indicates that he is in constant fear which can harm his mental health.

It appears that he is overwhelmed by the 'charming' personality of his grandfather. An English speaking grandfather impresses his young mind and took the place of an idol for him. "…my grandfather was excellent in English… He used to brought lots of gifts…he used to tell so many things in English…I always wanted to be like him." Usually young children like the people who bring gifts for them. He not only received the gifts, but also received the aspiration to learn a language which he did not understand then.

When I analyzed the answers he had to write for me, I couldn't find any grammatical mistakes in his writing. He understood the question and wrote what he wanted to write. The first question was "How do you imagine yourself as an English language learner?" and he writes "As an English Language learner I imagine a bright future for me in communication field. I don't like to challenge people and I don't like to show off. I just try to speak correctly and fluently."

It is clear from this statement that he wants to learn English, because he wants a good future for him. However, it seems inaccurate when he says that he does not like to challenge people, because when he submits assignments before the deadline signal that he is better than others

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and (may be) unknowingly challenges the whole class. Though he doesn't spend time with classmates, he makes himself the center of attention.

The second question was "How do you imagine your future L2 (English language user) self?" and he writes, "As an English language user I hope to communicate in a more better way with English speaking people."

In both of his statements he expresses his desire to be more communicative. It seems that he has a desire to communicate with people or being social, which is his one of the main reasons behind learning English language. There are some aspects of his characteristics which are relevant to analyze his L2 self:

- His desire to become communicative indicates that he is trying to change his identity through English. Because he was not allowed to mingle with other people.
- He is managing his image of good student for a long time. He decided to do honors in English, because he knows that can prove himself through this subject.
- Being the child of a single parent in Bangladeshi society puts him in a mental pressure to be good. And being good in conventional sense is being a good student. And being good in English adds a value to it, because one can show his skill off.
- Nobody asked him to submit assignments before the deadlines. He is doing so to prove himself as better than all. Again he is managing his identity.
- It is clear that he doesn't get enough mental and financial support from his family. He is forced to live a life of his mother's choice. These negative aspects of his life couldn't stop him to be a good student or an excellent English language user.

This boy's identity can be explained by the idea of identity provided by Anthony Giddens. According to Giddens, we have to exercise our roles for ourselves in this post traditional society. As Giddens (1991, p. 70) says:

What to do? How to act? Who to be? These are focal questions for everyone living in circumstances of late modernity - and ones which, on some level or another, all of us answer, either discursively or through day-to-day social behavior.

Thus, all of us are bound to answer these questions. Some of us do it consciously and some of us do it unconsciously. It is visible through our day-to-day behavior.

Riaz decided who he wants to be. He picked the role of a good English speaker for him. And it appears that the CSP grandfather strengthen up his desire. He could have chosen something else. In particular, he was forced to be a good student, but a good English speaker. It was his decision to be a good English user. Moreover, the treatment he receives from his mother, he would be something else. He could have been a bad student and revolt against his mother. But he decided to be obedient.

According to Giddens, life-style choices "are not just 'external' or marginal aspects of the individual's attitudes, but defines who the individual 'is'. In other words, life-style choices are constitutive of reflective self" (Woodward, 2002)

So, the self is constructing the self. The individual is deciding who she/he wants to be, what to do and how to perform. At the individual level, the schemes with which the self engages are transformative and reflexive.

The social and cultural changes have strong influence in the construction of self. The importance of the questions of identity in our modern society is both an outcome and a reason of changes at the institutional level. According to Giddens, there is a connection between the most micro and macro aspects of the society. We cannot understand a person's identity in isolation. Society sets the definition of good and bad for us.

Giddens also writes (1991, p. 54) that, we create and maintain the story of our own self through the social roles and lifestyles. We know what is happening around us which helps us to understand on the causes and consequences of our own actions. We become aware and try to minimize the risk of our actions. In the post-traditional society we are normally bound to create our own social role.

Thus, Riaz created the role of a good and obedient boy for himself and till now he is maintaining it. It seems that he won't do anything which would interrupt this ongoing narrative. This society sets the criteria of being a good boy for him and he is reflecting on it. He is always aware of the causes and consequences of his actions.

4.3 Case 3

Jarina's History

Her father is a businessman and mother is a housewife. Her father is a BA pass and mother studied up to class 10, but she didn't seat for SSC exam. She has a younger brother who is studying at high school. Both of her school and college are in Dhaka city. She scored GPA 2 at the scale of 5 on English papers at HSC and GPA 3 at SSC.

Jarina says, "my cousin sister study in English…My father say you also study it…" Her cousin (sister) is running a coaching center and earning good amount of money, so her father thinks she must follow her cousin. She also mentions that when their relatives heard that she has enrolled herself in a BA in English program, they were extremely happy and amazed. In a conversation she informed me that her parents are happy with her enrollment in the university and they never bothered about her results.

She never responded to any class activities and most of the time she does not listen to the teacher. She just comes into the class and sits aimlessly. She does not like to do any given

task of in the class. While observing her in the class, I found that the teacher was complaining about her blank looks and about not listening to the lectures. She does not like to communicate with the teachers, because she thinks that there is nothing to ask to teachers.

She doesn't read anything additional for the course. She says, "I'm looking for someone who can help me with studies like I used to get at the time of my high school and secondary school. I don't like studying at all." These are the sentences she uttered in Bangla and I translated it as it is in English. She did not study anything to improve her English language, because she thinks it will improve someday as she is doing a BA on it. She got D on ENG 101 and now is looking for a home tutor to help her with ENG 102.

She says, "I don't like books…I like Hindi films…" According to her studying does not add anything to our lives. Being a good housewife is what matters in a girl's life. She doesn't know what she would do with all her studies after her marriage. Being a good student will not bring happiness to her family life. Her mother tells, "girls who study more never make good housewives" and she also believes so.

She thinks that learning English language is 'different', because people will think her 'smart' and 'modern'. Everybody praises her parents that they send their daughter to study in subject like English. And it seems that she is astonished with at achievement.

She used to go to coaching centers and there was always a home tutor for her English, so that she can pass in the board exams. She did not like to attend classes regularly but she appears for the exams. She used to get scolded by her English teachers in through her student life and she says about it, "you don't read, teacher scold you…Its normal."

I have gathered these information are gathered through oral interview. She hardly talks in English and does not even like to speak in English. When I requested her to write the answers of two questions (How do you imagine yourself as an English language learner? and How do you imagine your future L2 (English language user) self?), she disagreed and said that she has just started learning English. She asked me to ask these questions after she completes her graduation, then she will be able to write the answers of those. Moreover, she admitted that she or her family never thinks about study.

Analysis:

Jarina is not the kind of a person who is serious about her study and career. It seems that she is burdened with study. She clearly says, "I don't like books…" She hardly utters anything in English. She is not attentive, studious or enthusiastic about the study related tasks in or outside the class. And she is happy with her identity of a poor English learner as she says, "you don't read, teacher scold you…Its normal." I do not expect her to write 'teacher scolds' as she doesn't like studying at all, but 'subject-verb agreement' is in the syllabuses of schools and colleges.

It seems that she is lazy about her study as she is looking for a home tutor to help her on studies. She was not ready to write the answers of the two questions when I was ready to help her to understand those questions. Even teachers complain about her inactiveness in the classroom. Her result also shows that she is not working hard as she scored GPA 2.00 at the scale of 5.00 on English papers at HSC and GPA 3.00 at SSC and D+ on ENG 101.

She is not involved with any extra-curriculum activities and has only one hobby which is watching Hindi films. Moreover, she is not involved in any activities which would make her good housewife.

She gets financial and mental supports from her family for study. She went to the coaching centers before board exams and also had a home tutor for extra care in English. They enrolled her in a private university and are still ready to pay for a home tutor. She mentions that her relatives and people around are happy that she is studying in English. Even her parents are being praised as they made their daughter to study in English.

It is expected that her mother doesn't bother about her study, but it was really unexpected that her father is like her mother ignoring the fact that she has to learn something. Her mother is infusing her mind with the idea of being a 'good housewife' as she always says her, "girls who study more never make good housewives."

She says, "I like Hindi films…" She likes Hindi films, but she doesn't learn the economic reality from those. The actresses of those movies earns corer of Rupees for acting on those imaginary roles and they are very hardworking. But this girl is just lost in her imagination and can't see the reality.

At the beginning, she tried to give me the idea that she wants to run a coaching business like her cousin by using the certificate of BA in English graduate. That was actually the reason behind her father get her admitted in this subject. But sooner, it seems clear that study or career is not her concentration. It is life after marriage she has concern for, as she mentions that being a good housewife is more important than being a good student.

One way, it's a rebel against the social norms modern of society which tells us to be good at study and get jobs with good salary. She doesn't want all these. But again she is trapped with the ideas of old and prejudiced society which clearly states the position of a girl only as a housewife and being 'good' housewife is the only goal of her life.

Some aspects of her identity can be analyzed through Charles Cooley's notion of the "looking-glass self". It means she is determining her identity based on her perception of how others recognize her. She is imagining what others think about her and constructing her identity through those imagination. There are three basic attitudes of people which are active in this notion. First, they appropriate and recognize their own actions and their existence in the world. Second, they imagine how they appear to others and what others think about them. And the third point is they might have feelings like self-importance or mortification. Her identity is constructed in the context of what others think about her. She has enrolled herself to learn this language because she imagines that people will recognizing her as 'smart' and 'modern'. Then again, she is fulfilling her mother's expectation by not learning the language accurately which is an obstacle on the way of becoming a good housewife as her mother believes. She thinks her current level of language is all right as she believes that she has just started learning English.

It seems that she is struggling to attend diametrically opposed thoughts. One thought is expecting her to create a L2 self to make a position in the society and another is asking her not to study and to be a homemaker. And her apparently aimless mind is finding peace in Hindi films. So, she is forced to play multiple roles at a time and she is not comfortable with any of it.

Her identity is can be situated in Mead's notion of self. George Herbert Mead gives us the idea of 'I' and 'me'. "The 'I' reacts to the self which arises through the taking of the attitudes of others. Through taking those attitudes we have introduced the 'me' and we react to it as an 'I'." Here this "me" is "the organized set of attitudes of others which one himself assumes." (Woodward, 2002). Actually, Mead's self consists of multiple identities, because we are required to play different roles in everyday life. We are required to present different selves in

the course of our social life. Jarina is taking the attitudes of her father, mother, cousin and lots of other people. And then, she is reacting on those as Jarina. We see that Jarina is playing multiple roles but these roles have arises through the taking of the attitudes of people around her. And all these started when her father decided her to be an English language user.

It's a strange and sad thing that her mother doesn't know that a successful careerist can make a good homemaker. And she is not taking any initiative to make her understand. Then, if she is a big fan of films, she could have studied subjects related to that field which is now available in Bangladesh. In this case also, she is being inactive. Either for the sake of social status or for the sake of money making, learning English language or creating a L2 self becomes necessary for her.

4.4 Case 4

Poly's History:

Poly's father is a service holder and mother is a housewife. Her father is an MA pass and mother is a BA pass. She has a younger brother doing A levels. Both of her school and college are in Dhaka city. She scored 4.00 at the scale of 5 on both of her English papers at SSC and 3.5 at HSC.

One of her cousin (brother) did Honors in English Literature at India and he inspired her to study in English.

> Her father and mother both inspired her to study in English. She says, "You know, when I finally decided to do this, they bought me lots of English novels and movies based on novels. They want me to get exposed to the great thoughts. My mother always says that this will make my mind broader and I'll be an enlightened person."

Her cousin says, "whenever he visits to the country, ask me to study in English. Because it's not only about a language…It's about a rich culture and the finest pieces of literary works on the earth."

Though her father wants her to be an English teacher, he also supports her mother's view. She also mentions that, her parents never pressurized her to attain high CGPA. They just ask her read to be a good human being and to be able to create her own identity.

She is attentive in the classroom. She respond to the teaching and tries to finish the tasks given by the teachers. She communicates with the teachers after the classes to ask questions about the reading materials. She submits assignment on time and does not like to rely only on the materials provided by the teachers. She searches on internet and bookshops for material related topic and tasks related materials. She has lots of friends in the class and she asks them to speak in English with her to practice spoken English. She got A- on ENG 101 and is working hard to continue this success.

When I ask her about the language teachers of her school and college, she says that, she was the 'favorite' of her language teachers. One of them was 'so good', because she used to make them busy in group or pair tasks, and attending that teacher's classes were not only 'fun' but also 'fruitful'. She used to attend coaching classes for English, because she thinks it helps to have a better preparation for board exams. She laughs at the same old notes provided by the teachers of coaching centers for year after another. She says about her grammar, "I'm not an expert, but I'm not bad at it."

She reads both Bangla and English novels, short stories, poem and other articles for recreation. One thing she has been doing since her first day at high school is that she writes a page in English about anything she likes. Chatting in English with her younger brother is also 'fun' to her.

These information is gathered through oral interview and she answered in both Bangla (less) and English (more). And there were two question to answer through writing for which she took 3days.

How do you imagine yourself as an English language learner?

Poly: I imagine myself as a good language learner.

How do you imagine your future L2 (English language user) self?

Poly: I imagine myself as a best English language user.

Analysis:

Poly's family motivates her and this motivation is followed by necessary steps taken by them. They support her both mentally and financially as I can insinuate from her statement, "…when I finally decided to do this, they bought me lots of English novels and movies based on novels. They want me to get exposed to the great thoughts. My mother always says that this will make my mind broader and I'll be an enlightened person." This is surely a positive way to motivate and support children for their decision.

Through the knowledge of English literature she would be an 'enlightened' person. Her parents' main reason for inspire her to go for English literature was to make her mind 'broader', but this may also help her to improve her language.

Her results are excellent and she is not arrogant about it. She did not appear over confident to me, because she is still trying for the best. She reads extra materials for the courses. She practices speaking by chatting in English with her younger brother and friends. She practices writing everyday and I could not find any severe grammatical mistakes on her speaking and

writing. One thing we should note, that her father wants her not to be just any teacher but he wants her to be an English teacher.

Another person who motivates her is her cousin. But he motivates her not to learn the language for instrumental reason, but because of the culture and the literary works written in this language. She says, "whenever he visits to the country, ask me to study in English. Because it's not only about a language…It's about a rich culture and the finest pieces of literary works on the earth."

So, her parents and cousin are not motivating her mainly because they want her to be an proficient English language user. They want this for the rich culture, literary works, and for they believe literature makes mind broader. Now, the point is they could have asked her for Bangla or any other literature to study to achieve those purpose. But they inspired her to study in English literature. Whatever the reason is, there is no doubt that her level of proficiency is excellent.

If I scrutinize the answers of those two questions she had to write for me, it appears that she is focusing mainly on her language proficiency. She writes, "I imagine myself as a good language learner" to answer the question, "How do you imagine yourself as an English language learner?" and "I imagine myself as a best English language user" to answer the question "How do you imagine your future L2 (English language user) self?" Poly is achieving her desired goal through the way expected by her parents.

In this case, we can see the effect of 'linguistic imperialism' defines by Robert Phillipson (reference). Phillipson describes the complex hegemonic process through which English is ruling the world. According to him, the promoters of English presents three types of arguments to make it famous. Firstly, intrinsic arguments which depict English language as rich, noble and fascinating. Secondly, extrinsic arguments describe that English is well

reputed and well-established language. Thirdly, functional arguments that describes the importance of English language as a doorway to the world. In addition, English represents material progress and competence, modernity and so on. The way Poly's father, mother and cousin motivating her is the outcome of their thoughts produced by linguistic imperialism.

4.5 Case 5

Moly's History:

Her father is a government officer and mother is a housewife who studied up to class 8. She has two younger sisters. Both of her school and college are in Tangail, a small town in Bangladesh. She got GPA 3 at the scale of 5 on both of her English papers at SSC and HSC. She got married right after her HSC and now has come to Dhaka with her husband to study in a university. She is now doing BA in honors in English.

She got B+ on ENG 101 and 'just studying' for ENG 102. She is attentive in the classroom, but she hardly talks to the teachers. She finishes her tasks and assignments on time. She often goes to the teacher to ask task related questions to teachers. She thinks whatever material she is getting in the class is enough. She never took any extra language course to improve her English. Her childhood dream was to be a doctor and she always worked hard for math and the subjects of science. English was never her concern.

When she failed to get chance in government medical colleges and engineering institutions she was totally disappointed and didn't know what to do. Her parents were not solvent enough to bear the costs of private medical college. Moreover, they got her married, so her study is not their concern. This was the situation when her teachers of college advised her to study in English. One of the teachers said, if she can't be a doctor or an engineer then she must go for English.

She is studying English not because she likes it. Her Science teachers of college suggested to study English. Though, it was not her decision to study in English, but sometimes she thinks 'it's ok', because after marriage she doesn't get much time for study and if she was a student of medical or engineering she might have needed to 'dedicate' her life only for study. According to her, studying in English not requires that much time on reading-table and her husband can afford it which is very important. Moreover, it's an international language and everybody needs it. So, she thinks she also needs it and for higher education it's 'compulsory' no matter what subject one studies.

She used to attend coaching classes for English. Moly says, "I'm good in grammar…I understand grammatical rules easily…but I don't like narrative writing." She cannot remember much of her English teachers of school and college and says, "they were good."

Moly can't remember anyone motivating her for learning English language. She cannot recall any memory when she was amazed by the language. She does not have any exposure to this language in her personal life. She comes to the contact with English language only when she is in the university.

These information is gathered through oral interview and she answered in both Bangla (more)   and English (less). And there were two question to answer through writing which she took 15 days for.

How do you imagine yourself as an English language learner?

Moly: I imagine I am trying to learn English language.

How do you imagine your future L2 (English language user) self?

Moly: I imagine I speak good English.

Analysis:

This girl hardly utters any word in English as she clearly states that English was never her concern. May be that is the reason she cannot recall any memory related to English language exposure of her. As she says about her previous English teachers "they were good" and nothing else.

It seems that she was reluctant to talk about her family members relating to her study. Because she could not recall any of memory when anyone of them motivated or even discourage her. It also appears that she does not get any mental and financial support from her family to support her dream. After HSC, She was unable to get selected for the government medical colleges. Instead of supporting her with study her parents got her married. As they are not financially solvent, they had their reasons and this girl had to accept it.

Her childhood dream was to be a doctor and now she ended up with a BA in English. She is just trying to accommodate and adjust with her changing situation. She is attentive in the classroom, doing her tasks properly and trying to consult with the teachers. But all these are the part of her adjusting in the changing situation. She is not interested about this language at all, because she doesn't have any hobby which connects her with the language. She is studying it, because she have to. She is left with no other choice.

Her results of English papers(3 out of 5) in board exams are good. She attains B+ on ENG 101. If she tries and work hard she can do even better in it. But for that she needs to generate interest for the language and get rid of her frustration originated from the unfulfilled dream. As she says, 'just studying' may not help her to be a proficient English language user.

Moly is constantly trying to console her own mind and get adjusted with the subject. She mentions that she is not getting much time for study as she is married. So, it's better to study English than medical science. English is an international language, everybody needs it. All these facts help her to adjust with the subject and also console her.

She says that she is good in grammar which is also clear in her writing. I couldn't find any grammatical mistakes in the sentences she wrote to answer those two questions for me. "I imagine I am trying to learn English language" and "I imagine I speak good English"- no grammatical mistakes, but it states her desire to be a good English speaker. It's not clear to me that how she will be a 'good' English speaker, because she is not practicing at all.

She is playing the role of an English language learner, because the situation around her making her to do so.

Some aspects of her identity can be analyzed by employing Goffman's theory of identity. According to Goggman social interactions are like theatrical performances. While acting on the stage, actors show the desired impression, or the positive feature of the idea of self are focused. But in the back stage or private place, the actor can get rid of the role or identity he were playing in front of the audiences. Here, the 'actor' is the individual and the 'audiences' is the society. Moly is playing the role of an English language learner in front of the society. It is only in the university where she gets exposed to the language and tries to show that she is attentive, hardworking and interested learner. But when she is in her home or own place, she never does anything to practice the language. she gets rid of from her identity of English language learner.

Some aspects of Moly's identity can be interpreted by using the idea of identity provided by Anthony Giddens. According to him, the construction of self is strongly influenced by the social and cultural changes. The strong connection between the micro and macro aspects of

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society effects the individual's life. This girl belongs to the middle class family where her parents can't afford her a private medical college. Again, the emergence of highly expensive private medical colleges creating a sense of frustration among those who can't get chance in government medical colleges and can't afford the private ones. Again, she is now trying to learn English language, because it is an international language.

4.6 Case 6

Kader's History

Kader's father is a businessman and mother is a housewife. His father studied up to class 8 and mother studied up to class 5. He has two younger sisters. Both of his school and college are in Rangpur, a district in Bangladesh. He scored GPA 3.5 at the scale of 5 on the both of his English papers at HSC and SSC.

He says, "I never planned to study in English…It was a sudden decision…But I like it." He wants to study in English and learn the language, because he believes this subject has some "weight". In addition, he has come to know from one of his college teachers that, if he get a degree on BA in English, he will easily get a job. He also says, "I am the first person from my family who has come to study in Dhaka… It would be a big thing if I can graduate from a private university…Me, my family… they want to settle in Dhaka…"

He appears to be attentive in the classroom, but do not like to talk to teachers. He says that, he is not understanding the lectures of the teachers. Because, he never experienced lectures in English. He is worried about this situation. He scored C+ on ENG 101. He believes that he will get a better grade on ENG 102, because he is really trying hard. He reads the course materials provided by teachers and tries to memorize everything. He submits assignment on time, but he does not like to work on assignments and projects.

He likes to read Bangla novels and to watch bangle movies. He mentions he does not like when some of his classmates talks about English movies and television programs. Because he thinks that those are spoiling our culture and we must not watch those.

Now he is only concentrating on his improvement of English. He is studying six hours a day. He has bought lots of books on English grammar and he is studying those very carefully. He is planning to join a spoken English course. He always keeps a pocket dictionary with him.

He mentions whatever his family is doing for him is the source of his motivation for studying English. His parents want him to be educated. They never asked him to join the business of his father, because they want him to be educated and to get a job in a multinational company or in a bank. He is really grateful to his father, because his father never hesitated to provide him with financial support. Now his father is really proud of him as he is studying in English.

Anecdote 6.0

He wants to learn English language, because he thinks that it will make him 'smart' and to get a good job one needs to be 'smart' and fluent in English. From one of his friends Kader comes to know that all the job interviews are taken in English. So, he does not want to take any chance. After completing the four year BA in honors program, he believes, he will definitely be a proficient English language user.

According to him, the English teachers of his school and college used to like him a lot as his English was better than his classmates. He used to go coaching centers to get good marks on English papers. He believes, the teachers of his school and college are the reason behind his good grades on board exams.

How do you imagine yourself as an English language learner?

Kader: I am a good English language learner.

How do you imagine your future L2 (English language user) self?

Kader: I imagine that I will be able to use English like my university teachers.

Analysis

Kader informed that his family motivates him and supports him mentally and financially. It appears from his statements that this motivation is followed by necessary steps to linguistic proficiency. He appears to be very studious. He went to tutors to get good marks in board exams.

He is working hard to improve his English language as it appears. He is studying six hours a day. He is studying English grammars and planning to join spoken English course. But the main purpose of his learning English language is getting a good job. Even, his family is supporting him so that their son can get a job in a bank or in a multinational company.

Though he is saying that he did not plan to study in English, but he is influenced by the appeared benefits of learning English language. According to him studying in English has some "weight" and after studying this he will be "smart". In addition, studying in English would help him to get a good job and the job interviews are taken in English as he is informed by his teacher and friend.

A close scrutiny of the answers of the two questions he had to write for me, it appears that he thinks himself as a good English language user. He writes, "I am a good English language learner" to answer the question **"**How do you imagine yourself as an English language learner?" It cannot be said that he is overconfident about the level of his linguistic proficiency. The results of his English in HSC and SSC are good. Though, he attain C+ on

ENG 101 he is studying to improve his result. A close scrutiny of his activity shows that he is an enthusiastic learner.

It appears, that the teachers of his university are his role model of the level of English language proficiency. He writes, "I imagine that I will be able to use English like my university teachers" to write the answer of "How do you imagine your future L2 (English language user) self?"

Kader's identity can be analyzed by using the notion of self described by Giddens. According to Giddens, it is mandatory to decide what we want to do, how we want to act and what role we want to play in the late modern society. In addition, the social and cultural aspects influence our life style and decisions. Kader wants a good job and for this he is studying in English to improve his linguistic proficiency. It is his family's desire that they want to get settled in Dhaka and he is working to fulfill their desires. Again, it is the social demand to have good jobs. In addition, learning English language is also the demand of society as it is an international language.

It is a strange thing, that he is aiming for a job in bank or in multinational company, but he is studying in English. He could have study in Bachelor of Business Administration (BBA). The BBA department offers courses in English language. In addition, the students of this department are required to do courses basic English courses like ENG 101 and ENG 102. So that could fulfill his desire to be a proficient English language user. Moreover, there are short courses available in our country to improve English language writing and speaking.

4.7 Pedagogical Implication

The 'Findings and Analysis' of this paper shows that the process of learning and any kind of cognitive change is affected by the cultural and social reality. Teachers should try to

understand the constitutive self of students and should go beyond the instrumental, extensive, extrinsic, and integrative motivation. In addition, teachers' should not avoid reading political-psychological theory, because these theory can help them to understand students' psychology. For example, Cognitive Behavior Therapy (CBT) can help learners to overcome their learning difficulty.

Cognitive Behavior Therapy (CBT) provides people with help to transform their thinking or cognitive and their acts or behavior (Vivyan, 2009, p. 2). In addition, CBT is important to talk about people's past and their influence on their life (ibid). Most importantly, it tries to find out the reason behind people's problems to find the methods to recover their psychological health (ibid). People's go through different types of emotions which are often related to particular types of thoughts (p. 4). Thus, CBT provides a systematic way to help people to see where the problem is and how people can tackle it by their own as CBT is known as "guided self-help" (ibid). So, teachers should inspire English language learners to go through the process of CBT as it would help them to overcome their problems related to learning.

4.8 Interpretation

- In case 1, we can see that it is not necessary that financial support may not ensure learner's total involvement in the learning process.
- In case 2, we can see that English language learning can take place without financial and mental support.
- It is clear that parental support and motivation would make the learners enthusiastic for learning. (see case 4)
- It's not necessary that language learning will take place only in positive situation. In other words, without the support and motivation from the family, a learner can do good in language learning (case 2).

- In Bangladeshi context, many of the students come to study (or I say, to take a degree) in English, because it doesn't cost like other subjects like MBBS or Engineering, even it costs lesser than BBA, but it ensures earning (case 5)

- The gap between the speaking skill and writing skill is still there.

- Sometimes an enthusiastic learner may not succeed to learn a foreign language if his strategies are not correct. (case 1)

4.9 Further Study

From this study, it seems that some fallacious arguments are the source of students' motivation. This phenomena has to be studied extensively to disintegrate motivation and fallacious arguments. These fallacious arguments should strongly resist. A new framework for study motivation has to be invented. Because, instrumental and integrative framework for motivation contains fallacious and carries politically problematic implications.

4.10 Limitations

In this study, only six cases have been documented and analyzed, because of the limited period of time. Adding of more cases could enrich the paper. In addition, data were collected within four months which is very insufficient for this type of study. A longer period of interaction could help to gather more information from the learners. Moreover, theories used to analyze the data are limited. Using of a wide range of theories could make the study more reliable

Chapter 5

Conclusion

This study has made an attempt to identify the multiple identities of English language learners of Bangladesh. It has tried to reveal the relations of identity, self and English language learning in Bangladeshi perspective. This study suggests that each learner has their different story behind learning or taking an attempt to learn English language, because every learner has different situation and it cannot be generalized. In this study, learners' identity related to learning difficulty has been analyzed with the help of the theories of different scholars. The obstacle on the way of learning English language are lack of motivation, support, lack of proper direction, lack of interest in studying and etc. On the contrary, in some cases learning is taking place in complicated situations and learners are achieving excellent level of proficiency by taking appropriate steps. One significant findings of this study is that some fallacious arguments are the foundation of students' motivation. It is hoped that the related stakeholders will look into the matter and take necessary steps for removing all the obstacles and bring about a positive change in the teaching and learning of English in Bangladesh.

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Appendix-1

Observation Checklist

1.1 Inside the Classroom:

- Classroom behavior (attentiveness, note taking etc.)

- Response to the activities

- Communication with teacher

- Interests and seriousness on assign works (maintaining deadline and etc)

1.2 Outside the Classroom:

- Additional reading for the course

- Communication with the teacher

- Additional reading for language improvement

- Attitude towards the course and tasks

Appendix-2

In-Depth Interview Checklist

1. What\who motivated you or what /who was the reason behind your decision of learning this language? Do you remember the moment when you decided to learn/ get higher degree on it? Is there anybody/anything who/which worked as your inspiration?

2. Tell something about your previous language teachers. How they contributed in your effort of language learning? How do you describe your relationship with your previous language teachers?

3. How do you practice this outside classroom or holidays (memorizing tasks, reading, watching programs or anything)?

4. How do you imagine yourself as an English language learner? How do imagine your future L2 self?

5. Tell about yourself. Would you like to share any significant incident of your life?

6. Tell something about your social life and how you deal with it.

7. What was your expectation from this course?

Informal General Information :

- Educational background of the family

- Financial condition and support for language learning from family

- Motivation from family and surroundings for language learning

- Socio-political identity of students (i.e. connection of a learners' self with family, friends, institutions etc.)

- Motivational level of students.

- perception and attitude about language learning.