

ETHNIC STUDENTS' MOTIVATION AND LEARNING ENVIRONMENT IN ENGLISH LANGUAGE CLASSROOM IN BANGLADESH

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Abstract

Despite increasing enrollment, ethnic students in Bangladesh face challenges in equitable language learning environments. This research examines obstacles and supportive factors influencing motivation to acquire English and provides insights for developing more inclusive and supportive educational practices for learning the English language. Self-determination theory (SDT) by Deci and Ryan has been applied to focus on three basic psychological needs of learners, such as autonomy, competence, and relatedness. Data was collected through interviews with 10 EFL teachers, classroom observations, and interviews with 30 students. The researcher followed the qualitative method to collect the data, and the data was analyzed using interpretive phenomenological analysis. Findings reveal cultural-linguistic, societal-institutional, and motivational factors affecting acquisition of ethnic students. Therefore, it is imperative to take approaches to cultural sensitivity, enhanced support systems, and policies that promote inclusivity and equal opportunities for all students. Teachers must recognize pronunciation challenges faced by ethnic students, which differ from Bengali learners.

Keywords: *EFL; ethnic language education; learning environment; motivation; tertiary education.*

1. Introduction

The demand for English in Bangladesh has grown rapidly, positioning it as both a second language and a gateway to socio-economic mobility. Most of the subjects at the tertiary level are taught and learned in English. Students' success in higher education increasingly depends on their ability to excel in English.

Bangladesh, known for its rich cultural diversity, is home to several ethnic communities with distinct linguistic and cultural identities. Different students from ethnic backgrounds come to university to receive higher education. Ethnic students, educated primarily in Bengali, face challenges when English becomes the medium of instruction at university. Understanding their learning environment and motivation is crucial for equitable support.

Ethnic students face the barrier sometimes due to their learning environment and socio-linguistic differences. It does not only harm their academic goal but also demotivates them not to learn English. Motivation, whether intrinsic or extrinsic, plays a vital role in English learning. Ethnic students' motivation may vary as their perspectives are varied.

Therefore, a nuanced understanding of both the learning environment and motivation for ethnic students are vital in tailoring the English Language.

Despite growing attention to English education in Bangladesh, limited studies have examined ethnic minority students through the lens of Self-Determination Theory. The aim of the research is to identify the unique challenges affecting ethnic students' learning environment and motivation. This study contributes by integrating SDT with sociocultural perspectives. By examining these aspects, policy makers will create an equitable and supportive framework for English language education in Bangladeshi universities. Therefore, ethnic students can empower them equally with mainstream Bengali students.

Ethnic students frequently experience educational disadvantages compared to their mainstream peers, particularly those who come from geographically remote and underdeveloped regions such as hilly areas. Many of these students pursue education not only as a means of personal advancement but also as a pathway toward improving their socioeconomic conditions, which may ultimately contribute to broader national development. In this context, a supportive and inclusive classroom environment—especially within the EFL classroom—is essential to fostering their motivation, confidence, and active participation alongside mainstream students. Since ethnic minority students are often underrepresented in classrooms, sometimes comprising only one or two individuals, both teachers and mainstream peers should demonstrate sensitivity, respect, and inclusivity in their interactions. The researcher argues that a positive and engaging language-learning environment can significantly enhance ethnic students' motivation to learn English and encourage their equal participation in classroom activities.

The study is guided by the following research questions:

1. What barriers do ethnic students face in the classroom in relation to their sense of relatedness?
2. Do ethnic students receive sufficient motivation to learn English as a Foreign Language (EFL) in terms of autonomy support?
3. Why is the learning environment crucial for developing ethnic students' sense of competence in the EFL classroom?

2. Literature Review

English language education is vital in globalized societies, fostering intercultural communication and academic opportunities. (Baker, 2015; Graddol, 2006). In Bangladesh, ethnic students face cultural and linguistic barriers, limited resources, and insufficient culturally responsive teaching, which hinder their engagement in English classes. Understanding the learning environment and motivation of ethnic students is crucial, as research suggests that language learning experiences vary widely based on sociocultural backgrounds and educational contexts (Dörnyei & Ushioda, 2011).

The learning environment for English language education encompasses institutional policies, classroom dynamics, available resources, and social support systems. Studies in Bangladesh reveal that ethnic students often face cultural and linguistic barriers that limit their engagement and participation in English language classes (Chowdhury & Kabir, 2014). These barriers may include limited access to culturally relevant materials, insufficient language support services, and a lack of culturally competent teaching approaches (Rahman & Pandian, 2018). Additionally, peer interactions play a critical role in shaping the language learning experience. Ethnic students may experience social exclusion or find themselves at a

disadvantage in predominantly Bengali-speaking settings, which can impact their confidence and language acquisition (Al Amin, N., 2020).

Motivation, both intrinsic and extrinsic, shapes engagement, persistence, and performance in language learning. Dörnyei's (2005) model of motivation highlights the importance of both intrinsic and extrinsic factors, which are often shaped by students' cultural backgrounds and future aspirations. In multicultural settings, ethnic students' motivations for learning English often involve aspirations for social mobility, improved academic outcomes, and greater cultural integration (Gardner, 1985; Noels, Pelletier, Clément, & Vallerand, 2000). However, for ethnic students in Bangladesh, motivation is constrained by economic barriers, cultural distance, and limited institutional support. (Rahman & Pandian, 2018).

Ethnic students face unique challenges in language learning, including linguistic anxiety, social marginalization, and limited access to resources (Lamb, 2007; Ellis, 2008). Research suggests that linguistic and social biases within tertiary institutions may create additional hurdles, as ethnic students often struggle to relate to standard curriculum materials that lack cultural relevance (Chowdhury & Kabir, 2014). While previous studies highlight motivational challenges, few have systematically examined how SDT dimensions shape ethnic students' experiences in EFL classrooms. This research aims to identify these difficulties and propose solutions to address them.

2.1 Theoretical Framework

This study is grounded in Self-Determination Theory (SDT), developed by Deci and Ryan (1985). SDT is a prominent motivational framework that explains how individuals' motivation, engagement, and well-being are shaped by the fulfillment of three fundamental psychological needs: autonomy, competence, and relatedness. According to SDT, individuals are more likely to develop intrinsic motivation and sustain long-term engagement when these needs are adequately supported within their learning environment.

In language learning contexts, SDT provides a useful lens for examining how environmental factors, such as teacher support, peer interaction, and classroom climate, influence learners' motivation and participation. For ethnic minority students, whose linguistic and cultural backgrounds may differ from those of the mainstream student population, the fulfillment of these psychological needs plays a crucial role in fostering positive learning experiences and academic achievement. The theory suggests that supportive learning environments can enhance students' sense of belonging, self-efficacy, and agency, whereas controlling or unsupportive environments may hinder motivation and participation (Deci & Ryan, 1985). Therefore, this study employs SDT to explore how ethnic students experience and negotiate the three psychological needs of relatedness, autonomy, and competence in English language learning.

2.1.1 Relatedness

Relatedness refers to the need to feel connected, valued, and accepted by others within a social environment. In educational settings, this need is fulfilled when students experience positive relationships with teachers, peers, and the broader learning community. For ethnic students, a strong sense of relatedness can contribute to greater classroom engagement, confidence, and willingness to participate in language-learning activities. In this study, relatedness is examined through ethnic students' interactions with teachers and mainstream students in the English language classroom. Particular attention is given to

their experiences of inclusion, acceptance, collaboration, and social support, as well as how these experiences shape their motivation and participation in language learning.

2.1.2 Autonomy

Autonomy refers to learners' perception that they have control over their learning processes and can make meaningful choices regarding their educational activities. Within SDT, autonomy does not imply complete independence; rather, it reflects the feeling that one's actions are self-directed and aligned with personal interests and goals.

A supportive learning environment promotes autonomy by encouraging students to express their opinions, make decisions, and actively engage in learning activities without excessive pressure or control. For ethnic students, opportunities to practice English with peers and teachers in a respectful and supportive atmosphere can reduce anxiety and foster greater confidence. Consequently, autonomous learning experiences can enhance students' motivation, persistence, and willingness to communicate in English.

2.1.3 Competence

Competence refers to the need to feel effective and capable of successfully performing tasks and overcoming challenges. In language learning, competence is reflected in students' perceptions of their ability to understand, use, and improve their English language skills.

For ethnic students, the development of competence is closely associated with positive learning experiences, constructive feedback, and opportunities for meaningful language practice. As students gain linguistic proficiency and confidence, they become more willing to participate in classroom interactions and apply their English skills in academic, social, and professional contexts. A strong sense of competence can also reduce fear of making mistakes, thereby encouraging students to engage more actively in communication and pursue broader educational and career opportunities.

Self-Determination Theory explores the intrinsic and extrinsic motivational factors influencing behavior. Motivation in this context can be categorized as:

1. Intrinsic Motivation: The desire to learn English for personal satisfaction or intellectual curiosity.
2. Extrinsic Motivation: The need to learn English for external rewards, such as career opportunities or academic success.

The classroom atmosphere and teacher attitudes toward ethnic diversity are essential for fostering inclusive learning environments. Positive reinforcement and culturally sensitive teaching approaches are found to enhance ethnic students' participation and motivation (Lamb, 2007). Teachers who encourage collaborative learning and recognize the unique linguistic needs of ethnic students tend to create a more conducive environment for English learning (Ellis, 2008).

A learning environment that satisfies these needs can significantly enhance ethnic students' motivation and persistence in learning English.

3. Methodology

This study employed a qualitative approach. All the participants have been given a survey forms with open-ended questions. A semi-structured interview has been taken also. After collecting the data, data were analyzed using phenomenological analyses. Each of the

answers was analyzed and the notes were taken to find the main or key information. After sorting the key information related to research questions, a theme has been identified to correlate with the theoretical framework. To continue this research, a self-determination theoretical framework has been applied. Thirty students from public and private universities and ten language teachers from private universities participated. Participants were selected purposefully using a snowball sampling approach. As ethnic students' number is not high at tertiary level for that reason thirty students have been selected for this study.

Participants' personal information will not be disclosed except for their university name and department. To disclose the university's name, the interviewee's permission has been taken.

4. Result and Discussion

Data were collected from six universities (four private, two public), involving both teachers and students. All were given both open-ended and closed-ended questions. All of them answered in the Google form. Data has been explained in the three categories of SDT theory these are Relatedness, Autonomy, and Competence. Here, in this study relatedness is the significant area to focus on and then the other two come chronologically. As the research is about the learning environment of ethnic students, that's why the researcher focused on the Self Determination Theory of Deci and Ryan. The data will be analyzed following interpretive phenomenological analysis. This approach has been used so that this study can represent the actual scenario of the English language learning experience of ethnic students.

4.1 Relatedness from Students' Perspective

According to Kramsch (1993), language learning environments significantly influence students' language acquisition, particularly when diverse linguistic and cultural backgrounds are present. If a student feels isolated in the classroom, it will be very difficult for that student to learn any language like English.

When the ethnic students were asked about barriers in the language classroom, all the participants answered positively that they face barriers in the English language Classroom. 22 students reported pronunciation and grammar barriers: 8 cited teacher favoritism, non-cooperative classrooms, and lack of resources.

One ethnic student from the University of Science and Technology says that they lack resources and need extra classes. According to him, it is the barrier.

"Firstly, the timetable of classes secondly as we are at the disadvantage of resources, we should have some extra classes for our adibashi students."

Another ethnic student from Shanto Mariam University of Creative Technology says that he feels non-cooperative.

"I feel the non-cooperative classroom is the biggest barrier for learning English."

As ethnic students' pronunciation is quite different from mainstream students, the researcher asked them whether they felt bad/ insulted or not. 25 of them answered that they felt bad and lost the confidence to speak in front of others while others said no. They are also asked how they overcame this issue.

One student from the University of Creative Technology, Chittagong says that he is feeling discouraged and then starts to think that he is an outsider.

"Yesh some do some seniors laugh or poke me saying many things of course i get discouraged and makes me differ myself from Bangladeshi"

Another student from City University who said no says that every student is facing the problem, so we are.

"No. Because English isn't anyone's native language here. Do everyone has struggles with that."

Another ethnic student from the University of Science and Creative Technology says that he is losing his confidence due to laughter from other students, especially the mainstream.

"Yes, they laugh at my pronunciation. That's why I feel very shy speaking in English. Though I know that I am making a lot of mistakes, when they laugh i lose my confidence."

In terms of demotivation in the class, while learning English, 20 students from different universities said they feel demotivated in the class while 10 students replied they do not feel demotivated. The reason for demotivation is a lot such as lack of understanding, discouragement, pronunciation problems, fear of mistakes, and fear of judgement.

One student from USTC says he feels demotivated in the English language because he seems he is not like others and also possibly his classmates will ignore his response as an Upojati.

"I feel demotivated when i lack of knowledge unlike others i can't ask others to explain because i think my mates will see me as UPOJATI not as their classmate and ignore me."

In the case of support to learn English in the classroom from both teachers and mainstream students, ethnic students around 25 said they get support from their teachers and 5 students said they do not. In terms of classmates, the scenario is completely different, 20 students of ethnic groups said they do not get much help from mainstream students, but 10 ethnic students said they get the help he/she needs. Among the 10 students and 5 students who gave negative responses wrote no comment. Among 25 ethnic students, some said their teacher corrected their mistake by showing a smile to them. One student of the University of Chittagong said if they face any laugh or mock, his/her teacher stop them doing.

Yes, If any of the friends in the class laughed or belittled us, he would stop and explain."

And another student from USTC put no comment in either this situation which we consider as silence and such kind of silence give us a big tension or mystery.

Participants were asked whether they feel socially equitable in the class or not. Here 10 students responded "yes" while the other 20 students responded differently. Here some of the responses are given below, one student from SMUCT answered that he is not Bangladeshi because everyone considers him as an UpToDate.

"I fill like whatever i say i will be an upojati not an Bangladeshi"

Another student from UCTC responded that due to language barriers he faces difficulty connecting with others or participating in any group.

Sometimes, I don't feel socially equitable in class due to language barriers, which can make it harder to connect with others or fully participate in group activities.

Interviewees are asked whether their class teacher takes examples from their culture while teaching English Language in the classroom. Around 10 students responded positively and other 10 students said that teachers are curious to know about our traditional dress and food and then the rest 10 ethnic students replied negatively about it. One student from SMUCT said that their language teacher take examples such as

"Yes, sir used to give examples about our food habits, clothes and other cultures."

Another student from USTC said that their language teacher also take examples so that the classroom can be more engaging.

"Yes, my language teacher sometimes takes examples from my culture, such as traditional festivals, foods, or customs, to make lessons relatable and engaging."

4.2 Relatedness from Teacher's Perspectives

This study also included the teacher so that this study's actual scenario can be represented. Among the 10 interviewees from different private universities were asked whether their classes are motivated for ethnic learners. Most teachers reported motivating ethnic students, though one emphasized treating them like mainstream peers to avoid differentiation.

I treat them like regular students. They are more comfortable with that.

Another teacher from Brac University responded that he/she shows empathy to them as they are few in the class. To engage them he/she asks questions often to them and gives them opportunities.

"ask questions, show empathy in the classrooms, listen to them, give opportunities to talk and engage them with the whole classroom"

Interviewees are also asked about the equality of ethnic students in their language-learning classroom. All the participants responded that in their class ethnic students get equal opportunity at the tertiary level.

"Though they may get equal chance at the tertiary level, but I think those who come from remote regions don't get equal chances at the secondary or higher secondary levels."

To ensure the learning environment of ethnic students' interviewees are asked whether their language classrooms are the best for the students. All interviewees replied that they considered their classes to be inclusive and engaging excluding one interviewee. She/he said that it is not possible to engage ethnic students like mainstream students. Teachers need to be aware of taking ethnic students as in the language classroom students need a lot of motivation.

"I guess no. There are different ways to engage them in the class and make them comfortable. There has to be teachers' separate training sessions on this"

to make the teachers aware about the Do's and Don'ts with ethnic students."

4.3 Autonomy

Self-learning comes from genuine interest and motivation which is influenced by the surroundings. Intrinsic motivation, such as a genuine interest in English for self-expression and personal growth, is crucial for sustained language learning. However, ethnic students' motivation often aligns more with extrinsic factors, including the necessity of English for career advancement and academic success (Gardner, 1985). Ethnic Interviewees are asked about autonomous learning and how much they learn from Bengali mixed classrooms. Here 5 participants say they are not facing problems but the rest 25 students reported confusion due to mixed Bangla-English instruction, hindering autonomous learning. For example, the two responses from the ethnic participants are given; one is from a public university, and another is from a private university.

"Yes, a Bengali-mixed English EFL class can affect my learning, as it sometimes causes confusion between the languages and slows down my progress in gaining fluency in English."

"I understand perfectly but don't know about others"

Participants are asked whether they share their culture while practising English in the classroom. Among the 30 interviewees, 20 participants answered negatively that it is not necessary, or they do not feel the necessity to share their culture with them and the rest 10 said they do share sometimes if they want to know or show their positive curiosity. One participant from SMUCT says that he is shy and he thinks it unnecessary. Another participant from USTC says no s his or her classmates belong to different cultures. And another participant from UCTC talks about the curiosity of others. If anyone wants to know, he/she will share.

"No, I don't always share my culture while practicing English in the spoken class. Sometimes, I'm focused on just improving my language skills and feel shy about bringing up my cultural background. I'm also unsure if my classmates would be interested or if it would fit into the lesson. However, I do think sharing my culture could help me connect with others and make the learning experience more personal and engaging."

"No. My culture and English-speaking persons' culture are very different. "

"I didn't try to but if i feel some one interested i would "

From the teachers' perspectives, all the participants gave different opinions. One teacher from Bangladesh University of Business and Technology says they are inattentive and irregular and another participant from City University says they are interested to learn but they do struggle a bit more compared to the mainstream students. Both of the mentioned reasons hamper the students' motivation to learn autonomously. Another 5 Participants responded they were positive, but they were not that interested which is also considered the reason for losing autonomously.

4.4 Competence

Ethnic students will not be competent enough if they don't get the extrinsic and intrinsic motivation to learn the English language. Research in South Asian contexts indicates

that ethnic students perceive English as essential for employment opportunities, particularly in urban areas where English proficiency is highly valued (Al Amin, N., 2020; Rahman & Pandian, 2018). All participants had the same response regarding the practical usage of the English Language in the realistic world. One Participant from UCTC says that he has an interest but due to his ethnicity and accent, he cannot be the master of the English language in the practical field. Another participant from SMUCT says as they come from very remote areas where they have not got enough facilities, they face difficulty getting good results in their academic era and also finding a job. Students linked lack of resources and accent differences to difficulties in achieving competence, affecting both academic success and employment.

"My accent and my race will be the problem but I have interest for English"

"Yes, since we have studied from a very remote area, there were not so many facilities, so we have difficulty in speaking English, which hinders us from getting jobs or academic results."

4.5 Discussion

Bangladesh hosts over 75 ethnic communities, many from remote areas with limited educational access. Ethnic students face barriers both before and during university, including language challenges and adjustment to mainstream peers. Therefore, most of the ethnic people of Bangladesh are still illiterate in this digital Bangladesh. Some ethnic groups do not have any highly educated children in their community so far. For example, recently Kaler Kantho newspaper (26th October 2024) reported news that the First Khumi girl from the Khumi community got a chance to enrol at a university. We cannot say they are not capable or intelligent to do their higher studies. They have lots of barriers to getting admission to university such as they do not get proper education, and they do not have lots of schools and colleges near to their home. They have to cross lots of miles to go to school and they do not have proper transportation as well as good teachers. So whenever a student from an ethnic community gets chance to enrol university, they have to overcome a plethora of barriers. After coming to university to be highly educated, here they face new problems that are adjustment with mainstream Bengali students or who are highly privileged. Similarly, they face the problem due to language barriers, which are very common to them. This study has collected information from 30 ethnic university students to know their difficulties in the English language classroom. Participants are from different public and private universities, especially from Chittagong and Dhaka.

4.5.1 Relatedness

Ethnic students often experience a cultural disconnect between their native languages and cultures and the dominant language (Bengali) and culture of the educational institutions. This disconnect can lead to lower motivation to learn English, as students may feel that their cultural identities are undervalued. This study has also found ethnic students cannot connect themselves with their partners, or the class environment due to the barrier of mainstream language, understanding the problem and feeling low esteemed. They feel isolated in the class and for that reason they can't practice properly. As they can't connect themselves properly, they fail to improve their English Language skills in the classroom. As a result, they become irregular and sometimes lose their educational motivation. If they try to speak and share their opinion, they feel scared if mainstream students do not accept it or laugh at their pronunciation. Ethnic students have pronunciation problems more compared

to the Bengali mainstream students and due to their accents, their pronunciation seems a little bit uncommon to Bengali students. From the teacher's perspective, it is found that whatever ethnic students said in their questionnaire part it is the reason of their lacked interest in learning English. Since they come from remote areas, they are not grammatically strong enough to practice in front of the class. Many ethnic students enter tertiary education with lower proficiency in both Bengali and English, making it difficult for them to fully engage in an English-medium academic environment. This language barrier often contributes to lower self-confidence and motivation.

4.5.2 Autonomy

Self-interest motivates learners from the inner sight which encourages learners to learn the target language. However, if someone loses that interest, it is very difficult for him to learn that language. The researcher has found in this study that ethnic students can't connect themselves due to their lack of relatedness and as a result, they lose their intrinsic motivation which hinders them from learning the target language. Ethnic students often have limited access to language support services such as tutoring, language labs, and counseling. The absence of these resources can negatively impact their motivation and overall academic performance. Limited interaction with peers, particularly native Bengali speakers, can hinder ethnic students' English language acquisition and reduce their motivation. The lack of a supportive peer network often exacerbates feelings of isolation.

4.5.3 Competence

Finally, the competence, here this study found that students face lots of difficulty in the practical field due to pronunciation and lack of English knowledge. They cannot apply properly in the practical work. Therefore, they cannot do a good academic result and also, they can't manage a good job. Experiences of discrimination or bias within the educational environment can significantly demotivate ethnic students. Feelings of marginalization can lead to a sense of helplessness and a decline in the motivation to learn. They can realize their language errors yet due to a lack of relatedness or a proper learning environment they cannot overcome it rather they lose interest in learning it.

Findings highlight the need for cultural sensitivity, enhanced support systems, and inclusive policies to ensure equal opportunities for ethnic students.

5. Conclusion

The sociocultural attitudes of ethnic communities towards English education can also shape students' motivation. Some ethnic groups view English as a threat to their cultural identity, which may lead to ambivalence or resistance toward language learning (Rahman & Pandian, 2018). Institutional support systems such as advising, workshops, and counseling are critical for motivation and adjustment. These resources help address challenges related to language anxiety and social adjustment, thereby promoting a positive learning environment (Kramsch, 1993; Rahman & Pandian, 2018).

Research highlights the need for a nuanced understanding of ethnic students' learning environments and motivation in English language education at the tertiary level. Factors such as classroom dynamics, teacher attitudes, and institutional support significantly influence ethnic students' motivation and engagement in English language education. Addressing the unique challenges faced by ethnic students in Bangladesh, inclusive and culturally responsive strategies are essential to ensure equitable opportunities for ethnic

students in English education. Future research should explore longitudinal studies to evaluate tailored support systems for sustained motivation and success.

For national progress, all citizens, including ethnic communities, must be empowered through education. Ethnic or Upojati people are a part of Bangladesh. They love to live in hillside or remote areas. To bring the Ethnic people into our country's economy, we need to educate them. As they willingly are coming to university to continue higher studies, we should make the learning environment vivid for them as there are very few in the class. To encourage them our policy makers, authorities can take some steps such as.

- 1) Provide teacher training on inclusive practices.
- 2) Ensure ethnic students' comfort from campus to classroom.
- 3) Monitor attendance and address challenges promptly.
- 4) Encourage mainstream students to support ethnic peers.
- 5) Promote ethnic student participation in cultural programs to foster unity.

There are some limitations in this study. Although a mixed-method design was planned, the study primarily relied on qualitative phenomenological analysis. Secondly, data has been collected only from the teachers of private universities, not from the public universities. Finally, the limitation is, data were collected only from private university teachers in Dhaka and Chittagong, excluding public universities and other regions.

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Appendix

Table 1.

The Details of Ethnic Students

Sl.	Name of the University	Short Name of Uni.	Location	Number of Ethnic Students
1.	Shanto Mariam University of Creative Technology	SMUCT	Uttara, Dhaka	10
2.	University of Creative Technology, Chittagong	UCTC	Chittagong	6
3.	City University	CiU	Savar, Dhaka	2
4.	University of Science and Technology	USTC	GEC, Chittagong	7
5.	Chittagong University	CU	Chittagong	4
6.	Jahangirnagar University	JU	Savar, Dhaka	1
				Total= 30

Table 2.

The Details of Language Teacher

Sl.	Name of University	Location	Number of Language Teachers
1.	Daffodil International University	Savar, Dhaka	2
2.	Brac University	Dhaka	1
3.	City University	Savar, Dhaka	4
4.	University of Creative Technology, Chittagong	Chittagong	1
5.	University of Science and Creative Technology	Chittagong	2
			Total= 10