
Motivation and Attitude of the Law Enforcement Agency towards Learning English as a Foreign Language: A Study on Bangladesh Police Sub-Inspectors

Md. Abdul Hannan¹, B.M. Shardull Hasan², Aftab Ur Rahaman Zahin^{3*}

¹Lecturer, Department of English, Northern University of Business and Technology Khulna, Bangladesh.

²Research Scholar, Northern University of Business and Technology Khulna, Bangladesh.

^{3*}Lecturer, Department of English, Bangladesh Army University of Science and Technology, Bangladesh.

Corresponding Email: ^{3*}aftabjahin3@gmail.com

Received: 30 January 2024

Accepted: 16 April 2024

Published: 29 May 2024

Abstract: *This study explores the motivations and attitudes of Bangladesh Police Sub-Inspectors in Khulna towards learning English as a Foreign Language (EFL) using a mixed-methods approach and Attitude Motivation Test Battery (AMTB) theory. Surveying 75 officers and interviewing 10, the research shows officers are primarily motivated by practical benefits such as effective communication, job performance, and career advancement. However, concerns arise as officers' express low confidence in current EFL proficiency and dissatisfaction with the curriculum. Moreover, the study emphasizes the need for tailored EFL programs to meet the unique needs of the police force and highlights the crucial role of social factors in enhancing motivation. Despite positive motivation for EFL learning, a gap in confidence suggests a need for program improvement. Therefore, recognition of English proficiency aligns with competence-focused motivations and challenges assumptions about officers' attitudes. Identified barriers include officers' lack of confidence in current English skills and limited self-directed learning engagement, prompting advocacy for practical solutions. In addition, the abstract prioritizes practical benefits, motivations, and concerns of Bangladesh Police Sub-Inspectors in Khulna regarding EFL learning. It underscores the significance of tailored language programs and leveraging social factors for enhanced motivation, contributing to the literature on EFL learning in law enforcement, with implications for policy and practice in effective communication and policing within diverse contexts.*

Keywords: *Attitude, Barrier, Communication, Confidence, Motivation, Proficiency.*

1. INTRODUCTION

In an era dominated by global interconnectedness, effective communication, especially in English as a foreign language (EFL), has become a vital foundation for law enforcement agencies. In our scholarly journey, we dive into the intricate dynamics that shape the motivation and attitude of law enforcement officers. Our focus is sharp, centering on Bangladesh Police Sub-Inspectors stationed in the vibrant city of Khulna. Amid the challenges of mastering EFL, a nuanced expedition unfolds.

The chosen title for our expedition, “Motivation and Attitude of The Law Enforcement Agency Towards Learning English as a Foreign Language: A Study on Bangladesh Police Sub-Inspectors of Khulna,” serves as a masterpiece, capturing the essence of our scholarly pursuit. It zooms in, boldly and evocatively, on the cohort of Bangladesh Police Sub-Inspectors in Khulna, a specific microcosm rich in professional and cultural intricacies. Through this lens, we embark on a meticulous exploration, unraveling the subtle nuances and unique characteristics that shape the intricate interplay of motivation, attitude, and language acquisition within this distinct context.

Research Questions

This study aims to answer the following questions:

- What are the primary motivational factors driving Bangladesh Police Sub-Inspectors in Khulna to engage in the learning of EFL?
- What attitudes do Bangladesh Police Sub-Inspectors in Khulna hold towards the relevance of learning EFL in their professional roles?

Research Objectives

- To identify and analyze the motivational factors that influence law enforcement officers’ interest in learning EFL.
- To investigate the attitudes of Bangladesh Police Sub-Inspectors towards the process of learning EFL, including perceived relevance, and importance.

Significance of the Research

This research is significant because:

1. Explores how language learning and social factors intersect in law enforcement, specifically among Bangladesh Police Sub-Inspectors in Khulna.
2. Identifies and tackles gaps in English language proficiency among Sub-Inspectors, providing insights into motivation, attitudes, and confidence levels crucial for tailored language programs.
3. Shapes language training and policy to fit linguistic and cultural needs, boosting law enforcement effectiveness. Policymakers can then use these insights to refine training and communication strategies within the force.
4. Improves communication and relations with diverse populations, benefiting law enforcement agencies and the safety of communities served.
5. Benefits law enforcement agencies, policymakers, educators, and communities from the research insights.

2. RELATED WORKS

Effective communication in English as a foreign language is pivotal for law enforcement agencies operating in a globally interconnected era, emphasizing the need for linguistic proficiency among police officers. Research indicates that language skills extend beyond mere communication; they are strategic assets influencing individual proficiency and fostering community engagement within modern law enforcement agencies. This resonates particularly with Bangladesh Police Sub-Inspectors in Khulna, a cohort facing challenges in mastering EFL.

Ely (1986) has alluded that when introducing a language requirement for a major or degree program, it is crucial to thoroughly assess the learners' general disposition towards second-language study. This has been a relevant work done by Ely using the Attitude and Motivation Tests Battery.

Moiinvaziri (2002) has written an undergraduate thesis at the Islamic Azad University in Iran about the motivational orientation in English of the students at the university. The thesis is centered on students' instrumental and integrative orientations when learning English as a foreign language. Contrary to the perspectives of some researchers, the study has revealed that in foreign language contexts, instrumental orientation takes precedence. Moreover, the findings indicate that students exhibit high motivation in both instrumental and integrative orientations.

In China a study was conducted on the motivation of Chinese students learning English at the tertiary level by Liu (2007), the findings of this scrutiny indicated a favorable disposition among students towards English learning, with a greater inclination towards instrumental motivation rather than integrative motivation in their pursuit of mastering the language.

Therefore, this research offers a targeted and original contribution to our understanding of language learning in law enforcement, which is a relatively under-researched area.

Theoretical Framework

This study has focused on the psycho-sociolinguistic aspects of foreign language learning. The main questions discussed and analyzed in this study are: firstly, what attitudes have police personnel had toward learning English as a foreign language? And secondly, what have been the motivating factors behind that attitude? The theoretical framework of this study has been based on the formulations of Gardner, Lambert, Skinner, Atkinson, and Rayner. In particular, this study has employed Gardner's (1985) Attitude and Motivation Test Battery (AMTB). Gardner and Lambert (1972) have demonstrated that learners with positive attitudes are more likely to integrate with the language and actively motivate themselves to achieve their goal in language learning (see Figure 1).

Note. Adapted from "Correlation, causation, motivation and second language acquisition," by R. C. Gardner, 2000, *Canadian Journal of Psychology*, 14, pp. 1-24.

By the theory, we have come to a demonstration that positive attitudes have integrated EFL and actively motivated the Police personnel to achieve their goal in language learning. Also, the motivations that have come from their background aspects have given them positive

attitudes toward learning EFL. Including the theory of AMTB given by Gardner and Lambert, there have been some other theories such as the theories of Skinner and Atkinson on Behaviorism and Cognitive process, shown in the schematic framework below.

Motivation and Attitude on Learning English as a Foreign Language	
Motivation and Attitude Theories	<p>According to Gardner and Lambert (1972)</p> <ul style="list-style-type: none"> • Instrumental orientation, is acquiring a language for purposeful goals. • Integrative orientation, is the desire to identify with the culture presented by a foreign language. • Motivation has three components: <ul style="list-style-type: none"> a) Attitude toward learning a second language. b) Desire to learn the language. c) Efforts made to learn the language. • Attitude, the study of attitudes toward languages and language groups includes issues such as group-specific attitudes (attitudes toward language-speaking communities) (Gardner, 1985).
Behaviorist Theory	<p>Skinner’s instrumental/operant learning, the principles in motivation are consequences: reinforcements are incentives to increase behavior and punishers are disincentives which eventually lead to a decrease in behavior (Skinner, 1938)</p>
Cognitive Theory	<p>Achievement motivation Theories, a learner is motivated because of a need for achievement (Atkinson and Raynor, 1974).</p>

3. METHODOLOGY

Instrumentation

This study was rooted in a quantitative methodology, utilizing a survey featuring a single set of questionnaires. Comprising a total of 16 questions, with 14 closed-ended and two open-ended items, the detailed survey instruments are available in the Appendix. The content of the questionnaire was thoughtfully aligned with the study’s focal points. A predominant feature of the questionnaire was the measurement of participant responses through a 5-point Likert scale. Microsoft Word 2021 was employed for the creation of the questionnaire, which was administered to the officers while they were physically present.

Sampling

A total of 75 second-class gazetted officers, specifically designated as Sub-Inspectors and Inspectors within the Bangladesh Police in Khulna, participated in this study. These officers, who underwent the same language course as Sub-Inspectors, were recipients of the

English language course through the DC course program. The sampling method was Purposive because it intentionally selected a predetermined number of officers who met the specific criterion of completing the DC course program as participants.

In addition, 10 officers among the primarily selected 75 officers were selected to sit for the interviews for the qualitative dimension. The qualitative dimension was integrated into the research design through the development of a semi-structured interview guide. This guide was designed to complement the questionnaire, incorporating open-ended questions aimed at exploring in-depth insights.

Data Analysis and Presentation

Demographic Information

Gender: Total Respondents 75

Age

Age	Frequency	Percentage
31 and above	75	100.0%

Designation

Designation	Frequency	Percentage
Sub-Inspector	73	97.3%
Inspector	2	2.7%

Departmental Cadets Course Year

Year	Frequency	Percentage
2011	1	1.3%
2012	1	1.3%
2016	1	1.3%
2019	2	2.7%
Missing Data	70	93.3%

The demographic analysis highlights a notable representation of 98.7% male respondents, indicating a strong male presence. All participants are aged 31 and above, suggesting a cohesive age distribution within the surveyed group. Sub-Inspectors exhibit a significant majority at 97.3%, reflecting a predominant role in the sample, while the representation of Inspectors is still positive at 2.7%. However, the Departmental Cadets Course Year data poses challenges, with a considerable 93.3% missing data and a diverse spread across 2011, 2012, 2016, and 2019 for those with available information.

Question 1

Table 1 Motivation to Learn EFL as Part of Professional Development

Question: I am motivated to learn EFL as part of my professional development.		
Response	Frequency	Percentage
Strongly Agree	9	12.0%
Agree	66	88.0%

The data underscores a strong consensus among respondents regarding the motivation to learn English as a foreign language (EFL) for professional development, with a notable 88.0% expressing agreement. Of the respondents, 66 fell into the “Agree” category, while 12.0% strongly agreed, emphasizing a robust inclination to acquire English proficiency for career advancement. The absence of dissenting opinions among the 88.0% underscores the perceived importance of EFL in respondents’ professional growth, highlighting a collective recognition of its significance in their careers.

Question 2

Table 2 Importance of English Language Skills for Job Performance

Question: Improving my English language skills is important for my job performance in the Police department		
Response	Frequency	Percentage
Strongly Agree	5	6.7%
Agree	70	93.3%

The data concerning the perceived importance of improving English language skills for job performance within the Police department indicates a strong consensus among respondents. A significant 93.3% expressed agreement, with 70 respondents falling into the “Agree” category, while 6.7% strongly agreed with the statement. Participants widely acknowledge English proficiency’s crucial role in Police job performance. A subset strongly agreeing emphasizes a focus on enhancing language skills for optimal performance.

Question: I have gained confidence in my attitude after learning EFL from the DC course only		
Response	Frequency	Percentage
Agree	3	4.0%
Disagree	72	96.0%

The data reveals that a significant majority (96.0%) of respondents disagree with the statement that they gained confidence in their attitude after learning English as a foreign language (EFL) exclusively from the DC course. Only 4.0% agree, indicating a minimal number attributing attitude confidence to the DC course. This notable disparity underscores the need for further investigation into the factors influencing attitudes, suggesting potential gaps in the course’s effectiveness in building confidence.

Question 4

Table 4 Flourishing English Skills for the Enhancement of Effective Communication with the Public

Question: Flourishing my attitude toward English skills enhances my ability to communicate effectively with the public		
Response	Frequency	Percentage
Strongly Agree	5	6.7%
Agree	68	90.7%

Disagree	2	2.7%
----------	---	------

The data indicates a strong positive sentiment, with 90.7% agreeing that flourishing attitudes toward English skills enhance effective communication with the public. A mere 2.7% disagreed, highlighting a widespread recognition among respondents of the significant role a positive attitude towards English proficiency plays in successful public communication.

Question: Studying English is important because public and department officers will respect me more if I know English		
Response	Frequency	Percentage
Strongly Agree	6	8.0%
Agree	65	86.7%
Disagree	4	5.3%

The data reveals a positive sentiment, with 86.7% agreeing that studying English is crucial for gaining respect from the public and department officers. A smaller percentage, 5.3%, disagreed. These findings emphasize the perceived importance of English proficiency in shaping perceptions and interpersonal dynamics within the professional context of the respondents.

Question 6

Table 6 Effect of EFL Learning Regarding New Generation, Community Policing and Bit Policing

Question: Learning EFL helps me to cope with the new generation regarding “Community Policing” and “Bit Policing”		
Response	Frequency	Percentage
Agree	68	90.7%
Strongly Agree	7	9.3%

A significant 90.7% of law enforcement officers agree that learning English as a Foreign Language (EFL) helps them navigate and engage effectively with the new generation in “Community Policing” and “Bit Policing.” This positive response highlights the perceived value of language proficiency in enhancing communication skills for officers dealing with diverse communities and emerging policing concepts.

Question 7

Table 7 The Current Confidence Level of English Language Skill

Question: How confident do you feel about your current English language skills?		
Response	Frequency	Percentage
Very Unconfident	3	4.0%
Somewhat Unconfident	64	85.3%
Somewhat Confident	8	10.7%

The data reveals a significant lack of confidence in current English language skills among respondents, with 85.3% feeling somewhat unconfident and 4.0% very unconfident. Only 10.7% feel somewhat confident. These findings suggest a need for targeted language support programs to address perceived inadequacies and enhance confidence in English proficiency.

Question 8

Table 8 Attitude towards the Daily Use of English in Duties

Question: What is your attitude towards the daily use of the English language in your Police duties?		
Response	Frequency	Percentage
Very Negative	1	1.3%
Positive	72	96.0%
Very Positive	2	2.7%

The data reveals overwhelmingly positive attitudes (96.0%) towards the daily use of the English language in police duties. Only a small percentage (1.3%) reported very negative attitudes, emphasizing the overall positive outlook among participants.

Question 9

How often do you engage in self-directed English language learning activities outside of formal training?

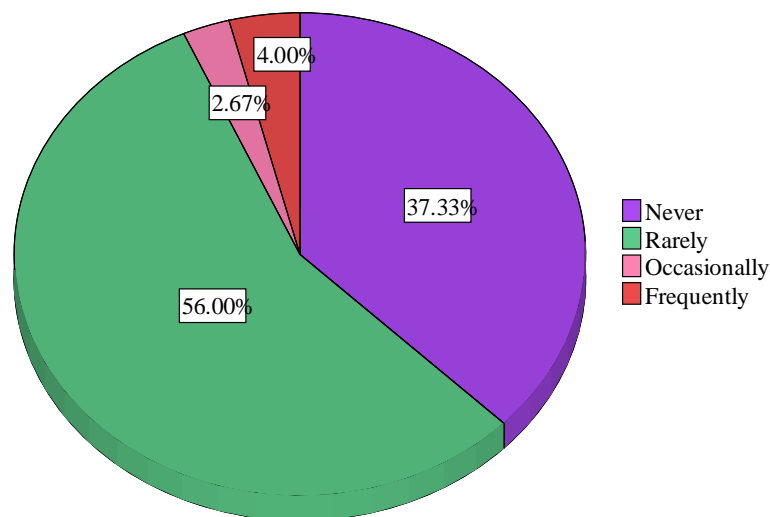


Table 9 Engagement in Self-Directed EFL Learning

Question: How often do you engage in self-directed English language learning activities outside of formal training?		
Response	Frequency	Percentage



Never	28	37.3%
Rarely	42	56.0%
Occasionally	2	2.7%
Frequently	3	4.0%

The data shows limited engagement in self-directed English language learning outside of formal training among respondents. A substantial 37.3% never engage, 56.0% do so rarely, while only 2.7% occasionally and 4.0% frequently participate in self-directed learning activities. These findings highlight a general trend of infrequent self-directed language learning, suggesting potential areas for encouragement or support in fostering more proactive initiatives among participants.

Question 10

Table 10 More Effective Source for a Positive Attitude towards Learning EFL

Question: Which is more effective and gives you a positive attitude towards learning the English language? [PTC refers to Police Training Center]		
Response	Frequency	Percentage
General academic English lessons I got from my local educational system	75	100.0%

All respondents (100.0%) express a preference for general academic English lessons from their local educational system over instruction from the Police Training Center. This unanimous choice underscores a clear consensus on the perceived effectiveness and positive attitude towards learning the English language through standard academic curriculum rather than specialized training at the Police Training Center.

Question 11

Table 11 Levels of Motivation towards Learning EFL

Question: On a scale of 1 to 10, how motivated are you to learn English as a foreign language for your role as a Police sub-inspector? [Here Scale 1 indicates the lowest level of motivation and 10 indicates the highest level of motivation]		
Response	Frequency	Percentage
Low to moderate motivation	1	1.3%
Moderate to high motivation	33	44.0%
Extremely high motivation	41	54.7%

The data analysis on the motivation of Police sub-inspectors to learn English as a foreign language reveals a predominantly high level of motivation. A notable 54.7% express extremely high motivation, with an additional 44.0% reporting moderate to high motivation. Only 1.3% indicate low to moderate motivation. These findings underscore a strong overall commitment and enthusiasm among respondents towards learning English for their role as Police sub-inspectors. The majority leaning towards extremely high motivation suggests a robust dedication to acquiring proficiency in the language, emphasizing its perceived significance in their professional responsibilities.

Question 12

Table 12 Evaluation of English Learning Attitude after the DC Course

Question: “My attitude is negative and I am not motivated to learn English yet after the DC course”, if you agree with the statement then select the specific causes and if you disagree then select the option “disagree”		
Response	Frequency	Percentage
Disagree	75	100.0%

All respondents (100.0%) disagree with the statement expressing a negative attitude and lack of motivation to learn English after the DC course. This unanimous disagreement underscores a prevailing positive attitude and motivation towards language learning among the participants following the completion of the Departmental Cadets (DC) course.

Question 13

Table 13 Attitude before Learning EFL from PTC

Question: Before getting introduced to EFL learning provided by PTC, did you have a positive attitude and motivation to learn the English language? [Answer in “Yes or No”]		
Response	Frequency	Percentage
Yes	73	97.3%
No	2	2.7%

The data reveals that 97.3% of respondents had a positive attitude and motivation to learn the English language before the introduction of EFL learning provided by the Police Training Center (PTC). Only 2.7% answered negatively. This suggests a prevalent positive predisposition towards English language learning among the majority, even prior to the specific EFL program offered by the PTC.

Question 14

Table 14 Best Motivation Source to Have Positive Attitude towards Learning EFL

Question: What gives you the best motivation to have a positive attitude toward learning EFL?		
Response	Frequency	Percentage
Social Factors	66	88.0%
Personal and Professional benefits	9	12.0%

The data shows that 88.0% of respondents are primarily motivated by social factors to maintain a positive attitude towards learning English as a foreign language (EFL), while 12.0% cite personal and professional benefits as their main motivation. This emphasizes the prominent role of social influences in driving motivation for EFL learning among the majority of participants.

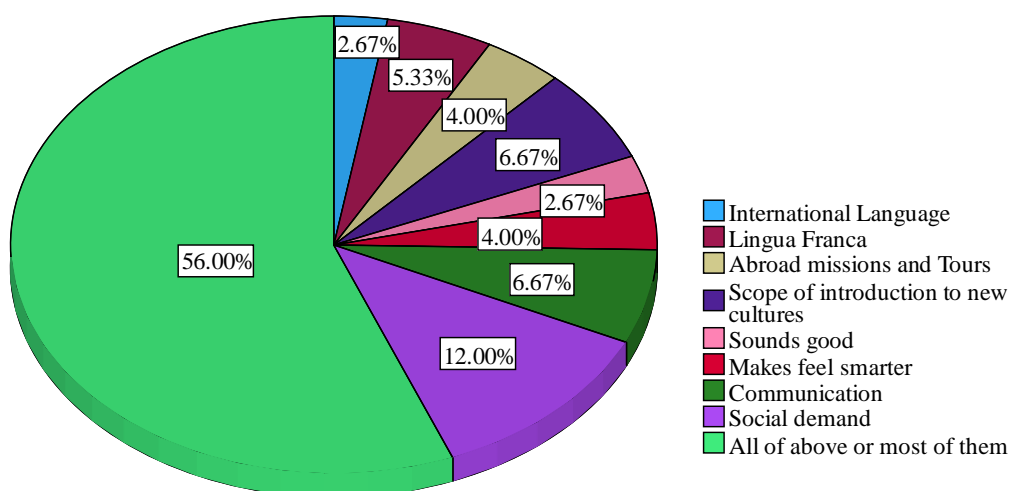
Question 15

Table 15 Reasons for a Positive Attitude towards Learning EFL

Question: Why do you have a positive attitude towards learning EFL?

Response	Frequency	Percentage
International Language	2	2.7%
Lingua Franca	4	5.3%
Abroad Missions and Tours	3	4.0%
Scope of introduction to new cultures	5	6.7%
Sounds good	2	2.7%
Makes feel smarter	3	4.0%
Communication	5	6.7%
Social demand	9	12.0%
All of the above or most of them	42	56.0%

Why do you have a positive attitude towards learning EFL?



The data analysis on the reasons for a positive attitude towards learning English as a foreign language (EFL) reflects diverse motivations among respondents. A significant 56.0% mention that their positive attitude is attributed to a combination of all or most of the listed factors. Among specific reasons, social demand (12.0%) and the scope of introduction to new cultures (6.7%) are mentioned prominently. Lingua franca (5.3%), communication (6.7%), and abroad missions and tours (4.0%) are also cited. Smaller percentages attribute their positive attitude to EFL as an international language (2.7%), sounding good (2.7%), or making them feel smarter (4.0%). These findings underscore the varied and comprehensive nature of factors contributing to a positive attitude towards EFL learning, reflecting a combination of pragmatic, personal, and social motivations.

Interview

In the qualitative interviews with a subset of 10 officers, participants illuminated key challenges and recommendations regarding their experiences with the English as a Foreign Language (EFL) course. Notably, all officers identified extreme duty pressures as a formidable barrier to self-directed learning, with only two occasionally engaging in independent efforts. The unanimous call for departmental support underscores a collective need for regular or monthly EFL learning sessions, reflecting officers' eagerness to participate if provided by the department. Dissatisfaction with the current EFL skill course during training was unanimous, with officers expressing a desire for more comprehensive instruction. Additionally, a shared concern emerged regarding the selection of EFL course instructors, with seven officers suggesting the need for heightened awareness and improved criteria for instructor qualifications.

4. RESULTS AND DISCUSSION

Discussion

Despite a strong motivation for English as a Foreign Language (EFL) learning for professional development, there is a notable discordance regarding confidence gained post-DC course, suggesting a potential misalignment in the current EFL curriculum. This underscores the necessity for thorough reevaluation, aligning with the principles of the AMTB. Additionally, unanimous agreement on the efficacy of general academic English lessons presents an opportunity to integrate successful instructional methods. The prominence of social factors as a primary motivation source necessitates curriculum adjustments aligned with practical job requirements, reflecting considerations within the AMTB framework. Qualitative insights, such as extreme duty pressures hindering self-directed learning, underscore the collective desire for regular EFL learning sessions, aligning with environmental factors impacting motivation. Dissatisfaction with the current EFL skill course and concerns about instructor selection advocate for a comprehensive curriculum review and an improved screening process, respectively, in line with AMTB principles. These findings, viewed through the lens of AMTB, highlight the intricate landscape of EFL learning within the police force, emphasizing the need for targeted interventions to enhance program effectiveness and address specific challenges faced by officers.

Demographic Overview

The survey reveals a predominantly male sample of officers aged 31 and above, mainly holding the position of Sub-Inspector. The lack of data on the Departmental Cadets Course Year for a substantial portion of respondents raises a need for improved record-keeping and data collection processes.

Motivation and Attitudes towards EFL Learning

While there is a strong motivation to learn EFL for professional development, a prevailing sentiment of disagreement exists regarding the gain of confidence after completing the DC course. This dichotomy highlights the need to reassess the current EFL curriculum to address confidence-building components. The positive acknowledgment of English language

skills for job performance and effective communication with the public is encouraging, emphasizing the practical benefits of EFL learning.

Confidence and Usage Patterns

The varying levels of confidence in current English language skills and the significant portion of officers rarely or never engaging in self-directed EFL learning indicate a need for tailored strategies to boost confidence and promote regular practice. The unanimous regard for general academic English lessons as the most effective source for a positive attitude underscores the potential benefits of incorporating successful instructional methods into EFL training.

Motivational Sources and Overall Perspectives

Social factors emerge as a significant motivation source, emphasizing the influence of external factors on officers' enthusiasm for EFL learning. The varied perspectives on the effectiveness of EFL learning in specific areas indicate a potential misalignment between course content and the practical needs of officers. Recognizing the importance of social factors, future initiatives should leverage these motivators to enhance the overall effectiveness of EFL programs.

Curriculum Alignment and Confidence

Discrepancies in confidence levels post-DC course highlight potential misalignments in the current EFL curriculum. These disparities underscore the necessity for a thorough review and reassessment of the curriculum to ensure it effectively addresses the language learning needs and expectations of Bangladesh Police Sub-Inspectors in Khulna. A curriculum tailored to their specific requirements will likely result in enhanced confidence and proficiency levels.

Effective Instructional Methods

The unanimous agreement on the effectiveness of general academic English lessons as a primary learning source signifies the importance of integrating successful instructional methods into EFL training programs. Understanding the specific elements of these lessons that resonate with officers can inform the design and implementation of a more comprehensive and impactful language learning curriculum. Incorporating such effective methods can contribute significantly to improving language proficiency among Sub-Inspectors.

Findings

The findings of the study are as follows:

1. Bangladesh Police Sub-Inspectors in Khulna are primarily motivated to learn EFL due to its practical benefits for job performance and communication, alongside aspirations for career advancement.
2. Despite concerns about confidence levels and dissatisfaction with the curriculum, officers are motivated by the perceived advantages of English proficiency.

3. The main motivations for Bangladesh Police Sub-Inspectors in Khulna to learn EFL include career advancement opportunities, recognition of its practical benefits, and social factors also play a significant role in driving officers' enthusiasm for language learning.
4. Bangladesh Police Sub-Inspectors in Khulna view learning EFL positively for its practical benefits in job performance and society
5. Bangladesh Police Sub-Inspectors in Khulna hold favorable attitudes towards learning EFL, recognizing its significance in enhancing job performance and communication skills.

5. CONCLUSION AND RECOMMENDATIONS

Conclusion

The comprehensive exploration of demographic characteristics, motivations, and attitudes of Bangladesh Police Sub-Inspectors in Khulna towards EFL learning, enriched by the application of the AMTB, reveals a nuanced understanding of the factors shaping their commitment to language education. The demographic profile mirrors typical representation in law enforcement, with primarily male Sub-Inspectors aged 31 and above. The study provides valuable, context-specific information, contributing to a deeper understanding of the multifaceted interplay between motivational factors, attitudes, and confidence levels within the targeted population, laying the groundwork for future initiatives in language education optimization. In summary, the research findings highlight the primary motivational factors driving Bangladesh Police Sub-Inspectors in Khulna to engage in EFL learning, their positive attitudes towards the relevance of EFL learning in their professional roles, and the varying levels of confidence regarding their current proficiency in EFL. The study also confirms the hypothesis that the engagement of Bangladesh Police Sub-Inspectors in Khulna in learning EFL is notably influenced by motivational factors, with a positive attitude towards EFL learning perceived as pertinent to their professional responsibilities and influenced by various social factors.

Recommendations

In light of the research findings, the following recommendations are proposed to enhance EFL learning experiences for Bangladesh Police Sub-Inspectors in Khulna.

- Conduct a comprehensive review and realignment of the EFL curriculum to address the observed discordance in confidence post-DC course.
- Customize instructional methods based on the unanimous agreement on general academic English lessons, incorporating successful elements into the curriculum.
- Adjust the EFL curriculum to align with practical job requirements, integrating scenarios and language skills relevant to law enforcement duties.
- Implement structured and frequent language training sessions to address the collective desire for regular EFL learning, considering officers' extreme duty pressures.

6. REFERENCES

1. Ai, J., Pan, Y., & Zhong, W. (2021). The role of motivation in second language acquisition: a review. *Advances in Social Science, Education and Humanities Research*, 594. <https://www.atlantis-press.com/proceedings/iclahd-21/125964829>
2. Bernaus, M., & Gardner, R. C. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The Modern Language Journal*, 92(3), 387–401. <http://www.jstor.org/stable/25173065>
3. Brown, H. D. (1994). *Principles of language learning and teaching*. Prentice Hall Regents.
4. Brown, H. D. (2014). *Principles of language learning and teaching: A course in second language acquisition*. Pearson.
5. Dhaka Metropolitan Police. (1976). 1976 Metropolitan Police Ordinance III. https://dmp.gov.bd/dmpordinance/?fbclid=IwAR1Cc0tWAu7A_T3GF4HMRgd8hbPBx FfdrijwksbfbkZ9A_kl1rtx-24Pg-qI
6. Ditual, R. C. (2012). The motivation for and attitude towards learning English. *The Asian EFL Journal*, 63(1). <http://www.asian-efl-journal.com>
7. Ely, C. M. (1986). Language learning motivation: a descriptive and causal analysis. *The Modern Language Journal*, 70(1), 28–35. <https://doi.org/10.2307/328066>
8. Gardner, R. C. (2000). Correlation, causation, motivation and second language acquisition. *Canadian Journal of Psychology*, 14, 1-24. <https://doi.org/10.1037/h0086854>
9. Gardner, R., & Lambert, W. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
10. Gardner, R.C. (1985). Social psychology and language learning: the role of attitude and motivation. Edward Arnold (p.10).
11. Garinger, D. (2002). Textbook selection for the ESL classroom. *Center for Applied Linguistics Digest*, 2(10), 99-102.
12. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.2307/327317>
13. Johnson, J. A. (1985). Attitude and motivation and foreign language learning of military personnel. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 46(4-A), 873.
14. Kachru, B. (1992). *The Other Tongue: English across Cultures*. University of Illinois Press.
15. Lui, M. (2007). Chinese student's motivation to learn English at the tertiary level. *Asian-EFL Journal*. http://www.asian-efl-journal.com/Dec_06_xl.php
16. Lukmani, Y. M. (1972). Motivation to learn and language proficiency. *Language learning*, 22(2), 261-273.
17. Maslow, A. (1970). *Motivation and Personality* (2nd ed.). Harper & Row.
18. Moivavaziri, M. (2002). Motivational orientation in English language learning. *Teaching English in Asia*. <http://www.usingenglish.com/articles/motivational-orientationin-english-language-learning.html>

19. Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia-Social and Behavioral Sciences*, 29, 994-1000.
20. Oxford, R., & Shearin, J. (1994). Language learning motivation: expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12–28. <https://doi.org/10.2307/329249>
21. Rahimi, M. and Nabilou, Z. (2009). Globalization and EFL curriculum reform in Iran: challenges and opportunities. *Journal of Technology of Education*, 3, 115-124.
22. Rahimi, M., & Hassani, M. (2012). Attitude towards EFL textbooks as a predictor of attitude towards learning English as a foreign language. *Procedia - Social and Behavioral Sciences*, 31, 66–72.
23. Richards, J.C. (2001). *The role of textbooks in a language program*. Cambridge University Press.
24. Skinner, B. F. (1938). *The behavior of organisms: An experimental analysis*. Appleton-Century.
25. Skinner, B. F. (1953). *Science and Human Behavior*. Macmillan.
26. Smith, A. N. (1971). The importance of attitude in foreign language learning. *The Modern Language Journal*, 55(2), 82–88. <https://doi.org/10.2307/321854>
27. Thuan, P. D. (2021). Attitude and motivation in language learning: a review. *Journal of English Language Teaching and Applied Linguistics*, 3(5), 64. <https://doi.org/10.32996/jeltal.2021.3.5.7>
28. Ushida, E. (2005). The role of students' attitudes and motivation in second language learning in online language courses. *CALICO Journal*, 23(1), 49–78. <https://www.jstor.org/stable/24156232>