

ENGLISH AS A FOREIGN LANGUAGE LEARNING DEMOTIVATIONAL FACTORS AS PERCEIVED BY SAUDI UNDERGRADUATES

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Abstract

Motivation is an important factor that is instrumental in successfully carrying out any activity and its significance is highlighted widely by a growing mass of motivational studies conducted in the field of second as well as foreign language learning contexts. This study is an attempt to investigate the common factors that are perceived as demotivating by Saudi university undergraduates represented by the cohort of this study. The sample of this study responded to a 23-item self-structured questionnaire to record their demotivational factors towards learning English as a foreign language. The data generated were scientifically analyzed in terms of descriptive analysis and independent-samples t-test was run to indentify whether or not any significant differences exist in the responses of English-major and non English-major learners. The results reported that Saudi university undergraduates felt demotivated because of the factors which include textbooks; English faculty behaviors; peer pressure; teaching methods; insufficient use of modern teaching aids, difficult English vocabulary and grammar etc. It is suggested that teachers should use English language in classes, speak slowly to ensure understanding, avoid using Arabic, avoid losing their temper during classes, ensure that interactive activities are frequently exploited and use modern teaching facilities as much as possible to maximize the involvement of the learners in classroom proceedings for better learning. Furthermore, it is also exhorted that the English departments should rationalize English syllabus and select English textbooks after proper deliberation to cater to the learners' interest and proficiency in the target language.

Keywords: Demotivation, EFL learners, interactive classes, peer pressure

Introduction

Although ELT suffers from severe shortcomings and serves limited purposes and functions as a foreign language in Saudi Arabia, it is

considered important for social, scientific, and economical development (Javid, Al-thubaiti & Uthman, 2013; Khan, 2011). Thus, considerable efforts have been put into the process of ELT to improve the situation by the Saudi government and huge resources have been earmarked for this purpose (Javid, Farooq & Gulzar, 2012). English language centers and preparatory year programs have been established at some Saudi universities. As Khan (2011) puts it, "[d]espite a sound planning, purposive curriculum, suitable textbooks, qualified teachers and effective administration, the teaching-learning process sometimes seems to be ineffective . . . and unsatisfactory" (p. 1249). According to Education First English Proficiency Index (EF EPI, 2011), English language proficiency level in Saudi Arabia is rated as low. Saudi Arabia is ranked 26th among 44 countries. Using a survey to assess 171 graduate students' English proficiency level, Tashkandi (2009) has found out that their speaking, listening, and writing proficiency level is weak whereas their reading proficiency level is comparatively better. Many teaching assistants and graduate students have to take English courses for at least one year before they join master programs. Likewise, Saudi graduates who want to further their education abroad face the same problem. Because their English is poor, they have to take English courses before they start the courses of their major.

Mush research has offered valuable insights into the fact that there are five main reasons behind low English language proficiency of Arabic-speaking students: 1) poor teaching methods, 2) inadequate teaching curricula, 3) insufficient exposure to the target language, 4) lack of motivation, and 5) lack of information about the universities or colleges at which they study. In line with the above-mentioned findings regarding the process of ineffective ELT in the KSA, Khan (2011) reports that Saudi students' learning of English is affected by various factors, such as mother tongue interference, little exposure to the target language, inadequate school facilities, poor teaching methods, absence of teaching English in the early stages, lack of self study, "life style, discipline, punctuality, motivation, future aim, family pressure, social status, lack of guidance, [and] excessive freedom" (pp. 1256-1257).

Literature Review

Numerous studies have revealed that motivation is a crucial requirement in language learning confirming its significant role for successful and effective ELT. Alderman (1999) has reported that motivation "leads to possibilities for fostering the development of students' potential" (p. 3). Dornyei (1994) has also highlighted the importance of motivation in ELT and described it as "one of the main determinant of second/ foreign language achievement" (p. 273). He suggested that motivation has several components

that vary according to the language level, learner level, and learning situation level. As motivational factors have been reported to have positive overbearing, demotivating factors are the flip side and hinder the learning process and "lead to unsuccessful mastery of English proficiency" (Hu, 2011, p. 88). These demotivating factors or demotives are, in fact, the "negative counterparts of motives" (Yan, 2009, p. 109). A growing mass of research has been published on motivational factors of Saudi students for learning English, but there seems a scarcity of research on the equally important demotivating factors and their role in the English as a foreign language context of Saudi Arabia. The present study is an attempt to identify why English proficiency level in Saudi Arabia is low in terms of the negative effects that demotivates Saudi EFL learners. It investigates English major and non-English major students' demotivating factors for learning English and attempts to identify whether any statistically significant differences exist between the demotivations of these two groups.

Language learning motivation initiated by the phenomenal contributions of authors like Crookes and Schmidt (1991), Dörnyei, (1990, 1994) and Oxford and Shearin (1994) provided a solid foundation for this ESL/EFL field and numerous studies have been conducted in ESL (Lucas, Pulido, Miraflores, Ignacio, Tacay & Lao, 2010; Dörnyei, Csizér & Németh, 2006; Noels, Clément, & Pelletier, 1999; Karsenti & Thibert, 1994) EFL context (Javid, Asmari, & Farooq, 2012; Alhuqbani, 2009; Al-Tamimi, & Shuib, 2009; Keblawi, 2005; Dhaif-Allah, 2005; Alnasari & Lori, 1999; Berwick & Ross, 1989). Although motivation has been defined differently by different researchers, such as Dörnyei and Ottó (1998, p. 65) perceive it as a "dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out". Dörnyei (2001) argues that motivation is not a static condition; rather it is a dynamic and cyclic process that may affect or get affected by language achievement. Therefore, it is important to identify the factors that negatively affect learners' ability to learn a second/foreign language. Identification of learners' demotivating orientations is crucial in the beginning of a language course because it is quite instrumental in making decision regarding "the choice of language to be learned, the kinds of activities that learners are more inclined to engage in, the types and extent of proficiency that learners expect to attain, the degree of external intervention needed to regulate learning and the extent of engagement in the long run". (Abu Baker, Sulaiman, & Razaai, 2010, p. 72).

Language learning motivation has been a serious research concern for several decades but the study of demotivation in language learning has been

relatively a new discipline. Hirvonen (2010) has reported that Dörnyei (2001) has made a great contribution to increase the awareness of the darker side of motivation, i.e., demotivation, that has not been investigated in the past. Dörnyei (2001) stated that demotivating factors are those external forces that adversely affect the learners' motivation of learning a language and may ultimately eradicate their willingness to engage in language learning activities. Dörnyei defines demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (as cited in Hirvonen, 2010, p. 19). Ushioda (2001 cited in Yan, 2009) carried out a study on some Irish students learning French and reported that students considered their success a result of intrinsic motives whereas extrinsic demotives have been identified as the main cause of their lack of success in this regard. Nevertheless, some studies have strongly suggested that demotivation is a result not only of external factors such as learning environment and teacher, but also of internal ones such as self-confidence and negative attitude towards English. Besides instrumental factors, Dörnyei himself (as cited in Hirvonen, 2010; Jomairi, 2011; Yan, 2009) considers some integrative factors such as low self-confidence as being demotivating. Yan (2009) tried to clarify the concept of demotivation and contended that the de-motivated learner is the one who was once motivated but has lost some of his/her motivations for particular reasons. Hirvonen (2010) differentiates between demotivation and amotivation: the term demotivation is used to describe a situation where motivation is diminished, amotivation, on the other hand, is the total loss of motivation. It should be noted that in some situations demotivation may have extremely negative influence and lead to amotivation (Yan, 2009).

As intrinsic and extrinsic motivation and learning are positively linked to each other, the negative impact of demotivation on learning is also reported. Hu (2011) states that demotivating factors "impede learners' learning motivation" (p. 88). Gorham (as cited in Falout & Falout, 2004) also proposes that the only thing which creates motivation for learning is the absence of demotivation. Moreover, Falout and Falout (2004) have argued that while "motivation pushes learning for life, demotivation cuts learning short" (p. 280). They further claimed that one demotivating factor can erase the positive effects of ten motivating factors. In addition, demotivation seems to have long-life negative influence. Several studies demonstrated that low proficiency students attributed their current level to demotivation from the past (Falout & Falout, 2004; Falout & Maruyama, 2004). Their studies also showed that low proficiency students were likely to relate their demotivation to internal causes, especially their inability to perform well. In fact, "the more they blame themselves, the worse they perform; the worse they perform, the more they blame themselves. This accentuates "the longevity of

demotivation which acts as an affective cycle" (Flout & Falout, 2004, p. 285). Furthermore, they (2004) proved that low proficiency students started their courses with very high self-confidence but the presence of certain demotivating factors, such as the demanding course content and pace, "did enough to reduce their . . . self-confidence to a very low level" (p. 284).

A growing mass of research has reported that the causes of demotivation are numerous due to the specific academic echo system in different contexts. During recent years, there is a large volume of published studies describing the factors which lead to demotivation in learning. Gorham and Christophel (1992) conducted a study on demotivation involving both qualitative and quantitative tools. They developed a Likert-scale questionnaire to identify the participants' responses towards various demotivational factors. The first five elements have been the teacher being unorganized, unprepared, boring, and bored; dissatisfaction with grades and assignments; the inadequate organization of the teaching material; the teacher being unfriendly, unfair, insulting, patronizing, and selfish; and lack of interest in the subject area.

Falout and Falout's (2004) conducted a study to investigate Japanese students' demotivating factors in English language classes. The results showed that the factors such as teachers' behavior, their sticking too much to one point, focusing on abstract rules, not paying attention to actual usage, inappropriate level or pace, and incomprehensible tasks have been reported by the participants as the demotivating factors. The findings revealed that such factors negatively affect students' self-confidence and academic performance to a great degree.

Kim and Seo's (2012) study investigated the general trend of Korean elementary school students' demotivation in learning English. The study explored the issue from students' and teachers' perspective. The findings strongly suggested that students' motives decreased as they moved on through school grades. The students ascribed their demotivation to teachers' behavior, excessive social expectations of language proficiency, and the large gap of English language proficiency among students. The teachers, on the other hand, viewed demotivation in regard to the whole class or group, mainly due to the huge number of their students.

Qashoa (2006) conducted a study investigating UAE secondary school students' motivations and demotivations towards learning English. The findings of the study revealed that the students were intrinsically as well as extrinsically motivated. As far the demotivational factors, the results reported that UAE secondary students felt demotivated because of various factors, including textbooks; peer pressure; teachers' personalities; teaching methods; reduced self-confidence; social and religious beliefs, which were

assumed to be against Western culture and language; and above all, difficulty of some language aspects such as vocabulary, grammar, and spelling.

Hirvonen's (2010) study attempted to find out the demotivating factors of Middle Eastern students attending a school in Finland. It was found out that the students' instrumental demotives fell into four categories: the teacher, learning material and course content, learning environment, and simultaneous learning of other languages. On the other hand, the integrative demotivating factors were related to three themes including experience of failure, lack of success, and attitudes towards English. Furthermore, the findings of the study revealed that "the positive attitudes towards English language helped the participants to overcome their demotivation" (p. 107).

Keblawi (2006) conducted a research on some Arab learners of English in Israel. The participants of the study included 294 high school and junior high school students and 10 Arab English teachers. The researcher interviewed 25 students and 10 teachers whereas a questionnaire was administered to all the remaining participants to elicit their demotivating factors. The majority of participants referred to some contextual factors as being demotivating, such as the learning group, textbooks, the evaluation system, and most importantly, the teacher. However, only a small number of them identified personal problems, such as being weak in all subjects, as demotivating factors. The findings also reported gender-based differences in the perception of the participants. The study also showed that that "they were initially motivated to study English but as a result of recurring difficulties with some aspects of English they became demotivated in different degrees. Thus demotivation can be experienced without the existence of 'external' powers" (p.73).

Considering the specific socio-cultural background of the Arab EFL learners, the present study intends to investigate Saudi undergraduates' demotivating factors that hinder the Arab EFL learners to attain English language proficiency. Research has offered deep insights into the fact that English language teaching in the Arab world has not produced the desired results and they severely lack in different language skills (Javid & Al-Khairi, 2011; Zughoul, 1986; Sahu, 1999; Rababah, 2003; Al-Jarf, 2008). It has also been reported that in spite of phenomenal governmental efforts, the required level of English language proficiency could not be achieved whether at pre-university or at university level in Saudi Arabia (Ibrahim, 1975; Zughoul, 1986). Learners' demotivation is among the major factors that are responsible for ineffective English language teaching in Saudi universities. Identification of these factors will help the teachers to devise the strategies to ensure sustained motivation and positive behaviour towards English learning. The present study aims at identifying the factors that are perceived as demotivating by Saudi undergraduates. The presenter will also provide the

participants with the chance to share their experiences in this regard. The main objective is that the Arab EFL learners' long lasting motivation can be ensured for effective EFL learning in the region.

Research Methodology

Research Design

The theoretical background for this study was sought from relevant books, journals, academic articles, internet etc. Basically this is a perceptual study in which a Likert-scale self-developed 23-item questionnaire was administered to the randomly selected participants drawn from English-major (EM) and non English major (NEM) cohorts studying at Taif University, Saudi Arabia.

Research Questions

This study will be directed by the following research questions:

1. What are EM Saudi undergraduates' demotivating factors for learning English as a foreign language?
2. What are NEM Saudi undergraduates' demotivating factors for learning English as a foreign language?
3. Are there any statistically significant differences regarding the demotivating factors of Saudi undergraduates due to their majors (EM & NEM) for learning English as a foreign language?

Hypothesis

This study will test the following null hypothesis:

H₀₁: There are not any statistically significant differences regarding the demotivating factors of Saudi undergraduates due to their majors (EM & NEM) for learning English as a foreign language?

Sample of the Study

The sample of this study will be consisted of the following: (150 EM students; freshmen & sophomores studying at FLD, Taif University and 150 NEM students; freshmen from English Language Center, Taif University). The Arabic version of the questionnaire was administered to the participants during their study sessions and the final number of the questionnaires that were found suitable for analysis remained 292 (EM; 137 & NEM; 155).

Instrumentation

The researcher reviewed several questionnaires that were used in the studies conducted in the various ESL/EFL contexts but no instrument was found to be suitable for the Saudi context of this study. It has been tried to develop a Likert-scale strongly disagree to strongly agree questionnaire

guided by the principles of combined theoretical input found in the relevant literature (Falout & Falout, 2004; Qashoa, 2006; Keblawi, 2006; Hirvonen, 2010; Kim & Seo, 2012) along with the first-hand knowledge of the academic echo system of the research context based on the researcher's long teaching experience at Taif University, discussions with the EFL faculty and occasional exploratory interviews of the students. An initial version of the questionnaire was developed and it was given to two senior professors of FLD for face validity. Recommended changes were made and the final version that had 23 items was translated into Arabic by the researcher before it was piloted to a sample of 25 students. Cronbach's Alpha reliability test was run to determine inter-item consistency of the instrument and it was calculated as .9237 that is a high level of reliability to generate authentic and reliable data. The final instrument was generalized to all the participants of this study to generated data for this empirical study.

Data Analysis

The participants' responses to all 23 questionnaire items were computer coded using SPSS version 10. Independent-Samples T-test was run to calculate the descriptive statistics in terms of mean, median, standard deviation and to determine whether or not any significant differences existed in the participants' demotivating factors in relation to their university majors. The significance level was set at 0.05.

Results and Discussion

The final questionnaire had 23 items to identify participants responses' towards their demotivating factors to learn the target language related to the major academic factors such as attitudes of the teachers/classmates and other factors including textbooks, learners' attitudes towards English and its culture etc. Table 1 includes the results of the data analysis of the items related to EFL teachers and classmates.

Table 1: Demotivating factors related to EFL teachers and classmates (11 items)

Questionnaire Items		G	n	m	SD	Df	p value	
1	Teachers of English do not use English in class all the time.	EM	137	2.569	1.365	291	.626	p >
		NEM	156	2.647	1.371	286.45	.626	0.05
2	Teachers of English speak English rapidly during the lessons.	EM	137	3.189	1.401	290	.028	p <
		NEM	155	3.541	1.320	280.59	.028	0.05
3	It is difficult to understand teachers who are native speakers of English language.	EM	137	3.036	1.405	291	.067	p >
		NEM	156	2.743	1.324	280.86	.069	0.05
4	It is difficult to understand non-native teachers of English.	EM	137	2.963	1.297	291	.505	p >
		NEM	156	3.070	1.428	290.66	.502	0.05
5	Teachers do not explain in Arabic.	EM	137	2.861	1.373	291	.000	p <
		NEM	156	3.435	1.330	283.58	.000	0.05
6	Teachers become angry when I use wrong English.	EM	137	2.474	1.414	291	.000	p <
		NEM	156	3.160	1.327	280.46	.000	0.05
7	English teachers do not use modern teaching aids.	EM	137	3.693	1.427	291	.060	p >
		NEM	156	3.980	1.172	263.63	.063	0.05
9	Teachers do not give practice to improve all language skills.	EM	137	2.408	1.353	291	.334	p >
		NEM	156	2.557	1.281	281.39	.336	0.05
14	My friends laugh when I speak English.	EM	137	2.554	1.403	291	.444	p >
		NEM	156	2.429	1.387	285.24	.444	0.05
16	My class fellows do not like to speak English with me.	EM	137	2.875	1.358	291	.000	p <
		NEM	156	3.929	1.125	264.90	.000	0.05
17	There is usually large number of students in classes.	EM	137	3.416	1.343	291	.759	p >
		NEM	156	3.461	1.188	273.72	.760	0.05

This table contains the data analysis of the items which are mainly related to EFL faculty as a demotivating factor. The participants have assigned high to medium high values to the items related to this factor confirming much of the previous research conducted in the various parts of the world and reported that teachers' personality, their incompetence, intolerance, lack of interest in their students, boring teaching methods, lack of use of audio-visual aids, ineffective teaching methodologies, criticising/shouting at the students etc. are the factors that demotivate their students to learn the target language effectively and efficiently (Chambers, 1993; Mallala, 2003; Keblawi, 2005; Wolters, Pintrich, & Karabenick, 2005; Amemori, 2012; Manasreh, 2010; Javid, Farooq, & Gulzar, 2012) . Among all the 11 items included in this section, both the groups ranked item 7 the highest indicating that EFL teachers' lack of modern teaching aids in English classes make them lose their interest in learning the target language. This seems to suggest that the Saudi learners do not want teacher-centered classes in which their teachers dominate the classes and do not use modern teaching aids use to involve them in classroom activities. They prefer to have interactive classes in which their teachers introduce interactive activities

using modern audio-visual aids. The results support the previous research conducted in the same academic setting in which English-major freshmen favoured the frequent use of modern teaching aids to make the teaching process interesting to achieve and maintain high level of motivation (Javid, As-asmari, & Farooq, 2012). This finding is also supported by the second highest-ranked item stating that a large number of students in English classes make the students lose interest and causes demotivation among them. It is difficult for a teacher to ensure individual attention and introduce interactive activities in a large class. The findings are in line with the results of Kobayashi et al. (1992) who investigated college students' demotivating factors they experienced in their high school and considered large classes an important factor in this regard. The results also confirm the findings of Javid, Farooq, & Gulzar (2012) who reported that Saudi EFL learners believe that lack of use of modern teaching aids is a major factor for ineffective ELT in the KSA. The third highest ranking was assigned to the item that elicited their response towards EFL teachers' rapid speaking that makes it difficult for the learners to understand them and consequently they get demotivated partially confirming the findings of (Keblawi, 2005) which revealed that the participants assigned medium ranking to this factor for their lack of motivation. As far the responses of the participants of this study towards native and non-native English language teachers is concerned, medium high values have been assigned to the factor that it is difficult for them to understand them: English-major students considered understanding the native speakers as demotivating whereas the other cohort identified non native teachers in this regard. Both groups showed their least preference by allocating lower values of less than 3 to the item eliciting their responses to the fact that non-adherence of EFL faculty to the target language is a demotivating factor. Likewise, low value was reported to the item that meant to elicit their perception towards using Arabic to explain certain difficult areas exhibiting that the participants do not consider it a demotivating factor that their EFL teachers avoid using Arabic to give them explanation. Another interesting finding is that both groups do not consider it demotivating when their teachers become angry if they make mistakes in English usage. This finding does not confirm the previous research studies which reported that teachers' anger and shouting at the students is a major cause of their demotivation to learn the target language (Chambers, 1993; Keblawi, 2005; Amemori, 2012). Overall it seems a very positive attitude of Saudi EFL learners represented by the participants of this study that they do not mind even the yelling of their teachers or showing their anger if they are at fault; although EFL faculty should realise that it is not a recommended behavior on their part to show their anger because it may cause inhibition among their learners and they may become hesitant to use the target language in front of

their teachers. The same positive trend is evident in low ranking of the item seeking the participants' responses towards their peers' negative attitudes such as laughing at someone who speaks English. Another major finding is that English-major students do not have major problem findings their class fellows to practice English but other group considered it an important demotivating factor because their class fellows do not like to speak English with them.

Table 2: Saudi EFL learners' attitudes towards English Language and its culture (14 items)

Questionnaire Items		G	n	m	SD	Df	p value	
8	English textbooks are difficult and boring.	EM	137	3.642	1.343	291	.034	p >
		NEM	156	3.307	1.337	285.79	.034	0.05
10	English syllabus is very large.	EM	137	3.518	1.414	291	.530	p >
		NEM	156	3.615	1.231	271.62	.534	0.05
11	English grammar is very complicated.	EM	137	2.678	1.316	291	.384	p >
		NEM	156	2.814	1.333	287.00	.384	0.05
12	English language spellings are very difficult.	EM	137	2.802	1.299	291	.010	p <
		NEM	156	2.435	1.136	272.32	.011	0.05
13	I do not have any opportunities to practice English.	EM	137	2.686	1.508	291	.251	p >
		NEM	156	2.884	1.441	282.26	.252	0.05
15	English is a language of non-Muslims.	EM	137	1.861	1.420	291	.353	p >
		NEM	156	1.717	1.217	269.58	.358	0.05
18	I don't like culture of English speaking countries.	EM	137	3.277	1.354	291	.000	p <
		NEM	156	4.147	.9558	240.60	.000	0.05
19	English has no use for my advanced study.	EM	137	2.131	1.247	291	.024	p <
		NEM	156	2.457	1.124	267.32	.025	0.05
20	There are other subjects which are more important for me to study.	EM	137	2.270	1.331	291	.034	p <
		NEM	156	2.635	1.116	254.32	.036	0.05
21	English is not important for my future life.	EM	137	2.700	1.436	291	.432	p >
		NEM	156	3.823	1.175	263.08	.433	0.05
22	I do not like English language.	EM	137	2.846	1.439	291	.042	p <
		NEM	156	2.346	1.001	257.61	.044	0.05
23	I do not have an obvious reason to learn English.	EM	137	2.846	1.371	291	.038	p <
		NEM	156	3.129	1.025	260.51	.040	0.05

Table 2 details the results of the remaining 12 items that were included to elicit participants' responses towards various demotivating factors such as English language, its culture, its academic/future significance for them and English syllabus. Highest values were assigned to the two items that were related to English syllabus and textbooks. Both groups have reported that English syllabus is very large which is difficult to be properly covered in the limited time dedicated to its teaching. It seems that the faculty members have to move fast to finish it within the scheduled time and are unable to ensure comprehension and proper understanding that causes demotivation among Saudi EFL learners. The findings confirms the previous

research done in the same field such as the study of Keblawi (2005) which informed that items related to large syllabus and difficult textbooks such as listening skills difficulty, spelling errors and textbooks have been identified as the major causes of demotivation respectively. The same has been reported by Muhonen (2004) who stated that learning material was identified the most demotivating component after the EFL teachers. He found out that textbooks used for teaching English were boring and in a bad shape. Furthermore, they contain meaningless tasks and boring activities that further demotivate them to carry out their studies. Another factor that adds to their misery as highlighted by the second-highest value assigned is the fact that they consider English textbooks difficult and boring that makes it rather demotivating for them. Much research has offered valuable insights into the fact that inappropriate, irrelevant, difficult and boring textbooks have been a major source of ineffective ELT and loss of motivation among ESL/EFL learners (Wolters, Pintrich & Karabenick, 2005, Keblawi, 2005; Amemori, 2012; Javid, 2010; Javid, Farooq, & Gulzar, 2012). The next two items were related to their responses regarding the difficulties learners' face due to complicated English language grammar and difficult spellings as demotivating factor but low values of less than 3 strongly suggested that the participants do not consider these much significant factors in this regard. This finding does not confirm to the findings of Javid, Farooq, & Gulzar (2012) who reported that Saudi English-major students do consider these factor partially responsible for their low English language proficiency. The participants of this study did not assign high values to the items which sought their opinion regarding getting demotivated due to difficult spellings and grammar. This reveals that both groups do not consider these components very difficult for them or another justification may be the fact that they are mentally ready to accept this challenge to cope up with complicated English grammar and spellings. This finding partially contradicts the findings of Keblawi (2005) who reported that "vocabulary load" and "difficult structure" have been identified as the two most significant demotivating factors. It also contracts the findings of Javid, Farooq, & Gulzar (2012) who mentioned these two factors as problematic as perceived by English-major university undergraduates of Taif University. Furthermore, the results showed that both groups have liking for English language and its culture confirming the findings of much research conducted in the Arab world eliciting their responses towards these aspects (Mallala, 2000; Manasreh, 2010; Asmari & Javid, 2011; Javid, Farooq, & Gulzar, 2012). The participants of this study assigned lower values to less than three to the questionnaire item 20 revealing that they do not consider English less important as compared to their other subjects. Item 21 sought their perception regarding the importance of English language for their future life:

English-major group declared that it is an important factor for their future life whereas non English-major group showed that it was not very important. The last questionnaire item meant to elicit their responses regarding the reasons of learning English and English-major students assigned lower value to this item meaning that they have clear and obvious reasons for learning English language whereas the other group assigned more than 3 to it suggesting a lesser degree of clarity of purpose in this regard. Overall all the items which were included to elicit their responses regarding the significance of English language, reasons for learning it and their attitudes towards English and its culture does not seem to demotivate them confirming the findings of Javid, Farooq, & Gulzar (2012) who conducted an empirical study to elicit the responses of Saudi English-major undergraduates of Taif university related to ineffective ELT.

Findings and Recommendations

Along with considering the multiple factors which are important to diminish demotivation and ensure maintain and inculcate higher motivational level to study/learn English language, one major factor is to make the students realise the importance of English language in the modern world; not only for the success of their academic life but also for their future careers as Talebinezhad & Aliakbari (2001, p. 2) note:

“English is the language of the Industrial Revolution and remains the language of science and technology. More importantly, it is the language of the computer and Internet and is the chief language of tourism all over the world.”

Once the students are convinced that it is important for them to learn English language and this is as important as their major subjects of study, they will be indulged in the learning process more enthusiastically and with high level of motivation. Another major factor that causes demotivation among ESL/EFL learners is some negative attitudes of English teachers as reported mush of the research in this direction. It is strogly suggested that English teachers should realise this and try their level best to avoid those behaviours that adversely affect their students and cause demotivation among them. An important step to avoid these behaviours is to elicit their students responses towards unwanted behaviours through occasional mutual discsuuions or end-of-term faculty evaluation surveys. This findings of this study revealed that the participants reported that teachers should use English languages in classes, speak slowly to ensure understanding, avoid using Arabic, avoid losing their temper during classes, ensure that interactive activities are frequently exploited and use modern teaching facilities as much as possible to maximize the involvement of the learners in classroom proceedings for better learning. It is also suggested that English faculty

members should train and teach their students to cooperate with their classmates by encouraging them during their English speaking. They should also explore the possibilities of forming English-speaking groups so that they practice English speaking not only in English classes but also find opportunities of practice outside the academic setting in the real world. Furthermore, it has also been found out that though the participants of this study have not shown negative feelings towards English language and its culture but large syllabus and difficult English textbooks are among the major causes which demotivate them to carry out their English language learning effectively. There seems a need that the English departments should rationalize English syllabus according to their level and the contact hours. There should be proper deliberation before selecting English textbooks and learners' interest and proficiency in the target language should be among the major criteria in this regard. Furthermore, the role of English teachers is also extremely important to make classroom proceeding interesting, appealing and engaging.

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Appendix # 1

Questionnaire

I- PERSONAL

Name:

College:

Mobile:

Email:

II- Circle the most appropriate choice.

The researchers want to find out what demotivates you in learning English language. Read the statements carefully and circle the most appropriate answer.

following scale:

1 = strongly disagree

2 = disagree

3 = neutral

4 = agree

5 = strongly agree.

The following factors demotivate me in learning English language:		Strongly disagree	disagree	neutral	agree	Strongly agree
1	Teachers of English do not use English in class all the time.	1	2	3	4	5
2	Teachers of English speak English rapidly during the lessons.	1	2	3	4	5
3	It is difficult to understand teachers who are native speakers of English language.	1	2	3	4	5
4	It is difficult to understand non-native teachers of English.	1	2	3	4	5
5	Teachers do not explain in Arabic.	1	2	3	4	5
6	Teachers become angry when I use wrong English.	1	2	3	4	5
7	English teachers do not use modern teaching aids.	1	2	3	4	5
8	English textbooks are difficult and boring.	1	2	3	4	5
9	Teachers do not give practice to improve all language skills.	1	2	3	4	5
10	English syllabus is very large.	1	2	3	4	5
11	English grammar is very complicated.	1	2	3	4	5
12	English language spellings are very difficult.	1	2	3	4	5
13	I do not have any opportunities to practice English.	1	2	3	4	5
14	My friends laugh when I speak English.	1	2	3	4	5
15	English is a language of non-Muslims.	1	2	3	4	5
16	My class fellows do not like to speak English with me.	1	2	3	4	5
17	There is usually large number of students in classes.	1	2	3	4	5
18	I don't like culture of English speaking countries.	1	2	3	4	5
19	English has no use for my advanced study.	1	2	3	4	5
20	There are other subjects which are more important for me to study.	1	2	3	4	5
21	English is not important for my future life.	1	2	3	4	5
22	I do not like English language.	1	2	3	4	5
23	I do not have an obvious reason to learn English.	1	2	3	4	5

Thanks a lot for your cooperation