

DEMOTIVATIONAL FACTORS OF LEARNING ENGLISH AS SECOND LANGUAGE: A CASE STUDY OF COLLEGE STUDENTS IN FAISALABAD

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ABSTRACT

The proposed study aims to investigate the demotivational factors in English language learning among the male college learners in Faisalabad. The study reveals different factors which demotivate male college learners. The relevant data has been collected from the learners through a 20-items structured questionnaire. The questionnaire has been filled by the learners of both government and private male colleges in Faisalabad. Quantitative approach has been employed in this study for finding the demotivational factors. Sakai and Kikuchi (2009) model has been employed to find out internal and external factors. The findings of the present research show that college learners have scores of demotivational factors such as fluent English teachers, lack of vocabulary, poor pronunciation, lack of written practice and learner's use of cell phone during the lecture. The highest demotivating factor is difficult vocabulary in the text books. The present study is expected to explore all those demotivational factors which become a major hindrance in the process of English language learning. It is very helpful for the young English Learners to overcome these language barriers in order to gain proficiency in English Language. The present research will pave the way for the future researcher to conduct research in the similar areas.

Keywords: Demotivational Factors, Language Skills, Questionnaire, Sakai and Kikuchi's Model

INTRODUCTION

In the current scenario, English language learning is considered the center of significance. Therefore, English language has evolved as the lingua franca. It is impossible to negate the importance of English language as it is the principal language in the field of science and technology. Social preeminence has always been highly linked with English Language. So, the symbolic supremacy of English Language as the leading language in the international market cannot be negated. Almost every examination and interview in Pakistan is held in English which makes it significant for career development in the country. Pakistani pupils relate English language with success, prestige as well as power. Therefore, different researchers studied the factors that motivate the learners to enhance the second language learning. Whereas, demotivation has been the grey area (Dornyei, 2001; Falout & Maruyama, 2004; Zhang, 2007). Dornyei (1998) describes demotivation as “definite peripheral forces that decrease motivation in some behavior or in some an action”. It brings about undesirable influence as it slows down the process of learning resulting in a negative effect on the learners. However, in the countries like Pakistan where English is taught as the second language, the learners face different problems which demotivate them and cause a hindrance in the process of learning. These demotivational factors range from social background to administrative level. Many researchers have tried to investigate demotivational factors to improve the learning of the target language at university level in Pakistan. Whereas

demotivation has been the under-research area at college level in Pakistan. So, there is a need to find the learners responses about the demotivational factors towards learning English as the second language among the college learners in Faisalabad. The study is quite significant to investigate demotivational factors of learning English as the second language among the male learners of colleges in Faisalabad. The study is highly significant because it focuses on five different areas of language learning process i.e., four learning skills and administrative issues. The study investigates the learners' responses with the purpose to find the demotivating factors of learning English, investigate the factor which is more responsible to demotivate the learners and explore what degree does demotivation affect the language proficiency of Faisalabad colleges learners. To materialize the study, following questions are posed: 1. What are the demotivating factors in learning English as the second language among male College learners in Faisalabad? 2. Which factor is more responsible to demotivate the learners in each learning skill?

REVIEW OF LITERATURE

Considering second language acquisition, various studies have pointed to factors that can be important in encouraging greater success. Some factors rest within the students themselves, in terms of their perceptions, attitudes and aspirations while others relate to the more functional role of English, with some are very practical in relation to how English is taught and learned. This section summarizes some of the main findings/concepts from the literature keeping in view the scope of the paper. Integrated motivation was postulated by Gardner and Lambert in 1972 as a result of their exploration regarding L2 attitudes and motivation. According to them second language motivation is an element which encourages intercultural communication between communities of different ethnic identities (Dornyei, 2001). Integrative motivation is defined as a positive attitude toward the second language in terms of strong likeliness for using this language for communication and adopting the culture of the speakers of that language (Gardner, 1985). In earlier work Gardner (1985) claimed that imperativeness is regarded as the psychological interest and likeness of an individual to learn the other language in order to become closer to the culture of that language. But with the passage of time Gardner's (1985) definition of integrativeness has changed to become the willingness for adapting certain features and characteristics of other ethnic, cultural or language groups. This is not only a general likeness for the culture of the other language rather a more effective likeness for a specific culture. New theories have emerged with the development of and research into L2 motivation. An individual's view about his/her own self is considered to be very important when interpreted with motivation. Concept and theory of possible selves was first presented in 1986 and is based on the idea of an individual's self-image. Self- image, self-concept and self- knowledge are elements of personal belief that a person holds based on value and worth determined by the individual themselves for their own self. "What they might be, what they would like to become and what they are afraid of becoming are the general terms used for defining the self-concept of the individual (Markus and Nurius, 1986:954). Markus and Nurius (1986) further added the new aspect of future self rather than present self, since they argue self-concept is more related to an individual's expectations, desires and unused potential rather than past experiences which might be unpleasant. This future self is termed an ideal-self and the present self- possible by Dornyei (2003). This journey or the first empirical research on second or foreign language learning motivation was conducted in Canada during 1950s, and the focus was the identification of variables on English-French bilingualism. At that time, Gardner and Lambert were the pioneers of socio-educational model of second language acquisition in school contexts and their most important contribution to the field has been that learning a second language is unlike learning any other subject. The social psychological approach of Gardner and his Canadian colleagues

dominated language learning motivation research through the 1960s, 70s, and 80s and the aim of this approach was to integrate social psychology and individual psychology to explain differences in motivation to master the language of another community. This approach proposed that learner's attitudes toward second language and the target language community would affect their L2 learning behavior. (Gardner, 1988) Later on, Gardner (1985) produced Attitude/Motivation Test Battery (AMTB), which was originally developed to assess the major affective factors involved in the learning of French as a second language in Canada (Gardner, 1985). The AMTB has contributed to the popularization of motivation research and it has been used in many different parts of the world to investigate students' motivation to learn second languages (Mondada & Doehler, 2004). The process-oriented period can be characterized as an increasing emphasis on viewing motivation, not simply as a static product, but also as a dynamic process fluctuating over time. In other words, identifying what factors in language education affect learner motivation and at which stage in the long process of L2 learning has become one of the main streams of study in motivation (Dörnyei, 2005).

RESEARCH METHODOLOGY

Exploring demotivation factors is a relatively new issue in the field of second language learning. Recognizing and removing barriers can have a marked effect on motivation and attention to learning in general and ESL learning in particular. Demotivating factors are essential factors which influence the learner's attitudes and behaviors and hence lead to undesired learning outcomes. The relevant data has been collected from the male and female students of Faisalabad through a 20-items questionnaire. It has been designed, piloted and administered by the researcher. Mixed method approach has been used. Quantitative analysis have been based on the responses of respondents about demotivational factors. Sakai and Kikuchi's (2009) model of demotivational factors has been employed for qualitative interpretation of given data in form of tables and graphs. The population of current study contains both private and government colleges of Faisalabad. Sampling has been made equal representative by selecting 25 male students from government colleges and 25 students from private colleges of Faisalabad. The study is limited within the premises of Faisalabad. The study is only limited from male college students in division and districts of Faisalabad.

ANALYSIS AND DISCUSSION

The sample of the current study consists of 50 students which has been randomly selected from private and government colleges in Faisalabad. A structured questionnaire of 20 items consists five factors has been filled by the male students. A questionnaire of 20 items that consists five areas, probes to four language skills which are Speaking, Listening, Reading, Writing and one is about administrative issue. Likert scale has been employed to get the responses of the respondents in form of strongly disagree, disagree, neutral, strongly agree and agree. The responses of each question item have been given in the following tables.

Table 1. Over all responses of the respondents

Sr. No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	English Teachers do not use English in class.	2	15	0	25	8
2	Teachers do not explain concepts in Urdu.	8	18	0	19	5
3	My friends laugh when I speak English.	4	5	7	16	18

Sr. No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	Poor pronunciation is a major cause of demotivating the students.	6	5	0	26	13
5	It is difficult to understand teachers who are fluent speakers of English language.	10	10	4	23	3
6	Teachers do not plan classroom activities to improve all language skills.	2	8	3	10	27
7	Overcrowded classroom becomes a problem to understand the lecture.	4	12	0	15	19
8	Noise in the classroom creates detract the attention.	0	6	2	13	29
9	Lack of written practice demotes the students to write English independently.	3	3	4	28	12
10	Students have poor vocabulary of English.	0	3	7	19	21
11	Inductive method of teaching confused the students to learn grammar properly.	3	12	3	21	11
12	Poor background knowledge of tenses becomes a hurdle to understand advance concepts of grammar.	5	0	0	25	20
13	Teachers do not discuss something interesting that might inspire the student to read more about it.	10	10	3	6	21
14	Too much focus on syllabus books discourage the students to read something new.	0	3	10	25	22
15	Students do not like reading something new when the words are too difficult.	2	0	5	30	13
16	The teachers do not provide the reading assignments.	5	23	0	19	13
17	English teachers do not use modern audio-visual aids during lectures.	0	8	3	13	26
18	Inadequate facilities in classroom creates problem to develop a learning atmosphere.	3	11	6	17	13
19	Using cell phones during the lecture creates hurdles to learn English.	7	5	6	19	13
20	Frequent change of class teachers disturbs the learning process.	0	2	6	6	36
Total Responses		74	159	69	365	333

The researcher designed the first four questions to investigate the demotivation factors affecting the speaking skills. Question 1 was about the use English in classroom by the teachers, 2 students strongly disagreed, 15 disagreed, no one remained neutral while 25 students agreed with it and the rest of 8 students strongly agreed to it. Question 2 was about presentation of concept in Urdu. Here 8 students strongly disagreed, 18 students quite disagreed, no one remained neutral while 19 students expressed their opinion to agree with

this question and 5 students completely agreed. Question 3 was about friends laughing during discussion in English. 4 students strongly agreed to it, 5 learners disagreed, 7 students remained neutral, while 16 students agreed to it and 18 students completely agreed to this notion. Question 4 was about the poor pronunciation. 6 students expressed their opinion in form of strongly disagreed, 5 disagreed, no one remained neutral, rest of 26 students were agreed and 13 students were completely agreed.

Table 2. Speaking Skills

	Q1	Q2	Q3	Q4
Strongly Disagree	2	8	4	6
Disagree	15	18	5	5
Neutral	0	0	7	0
Agree	25	19	16	26
Strongly agree	8	5	18	13

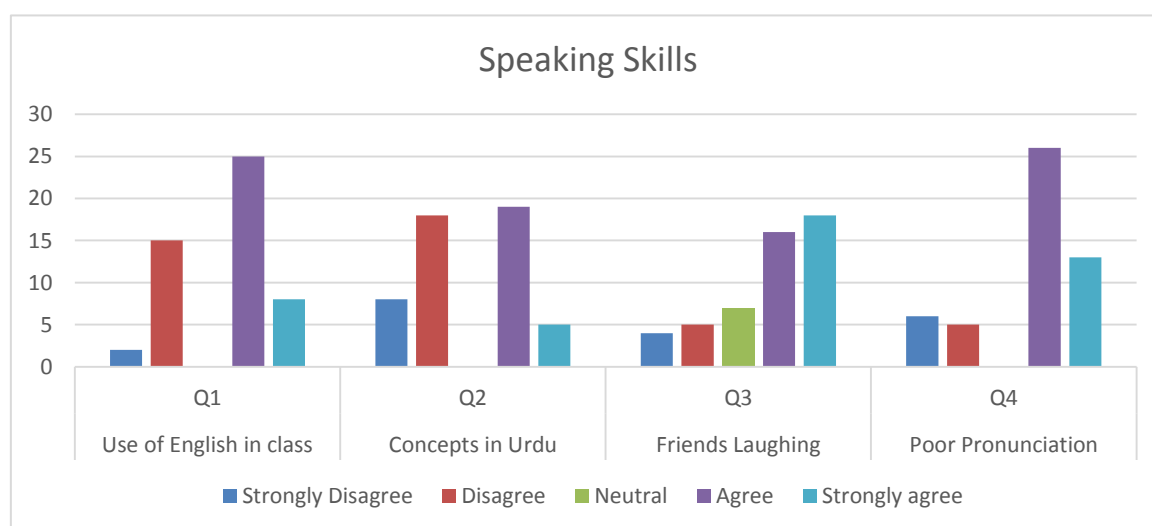


Figure 1. Speaking Skills

Table 3. Listening Skills

	Q5	Q6	Q7	Q8
Strongly Disagree	10	2	4	0
Disagree	10	8	12	6
Neutral	4	3	0	2
Agree	23	10	15	13
Strongly agree	3	27	19	29

The researcher designed the 5 to 8 questions to investigate the demotivation factors affecting listening skills. Question 5 was about the use difficulty of understanding in English language, 10 students strongly disagreed, 10 disagreed, 4 students remained neutral while 23 students were agreed to it and the rest of 3 students strongly agreed to it. Question 6 was about classroom activities. Here 2 students strongly disagreed, 8 students quite disagreed, 3 students remained neutral while 10 students expressed their opinion to agree with this question and 5 students completely agreed.

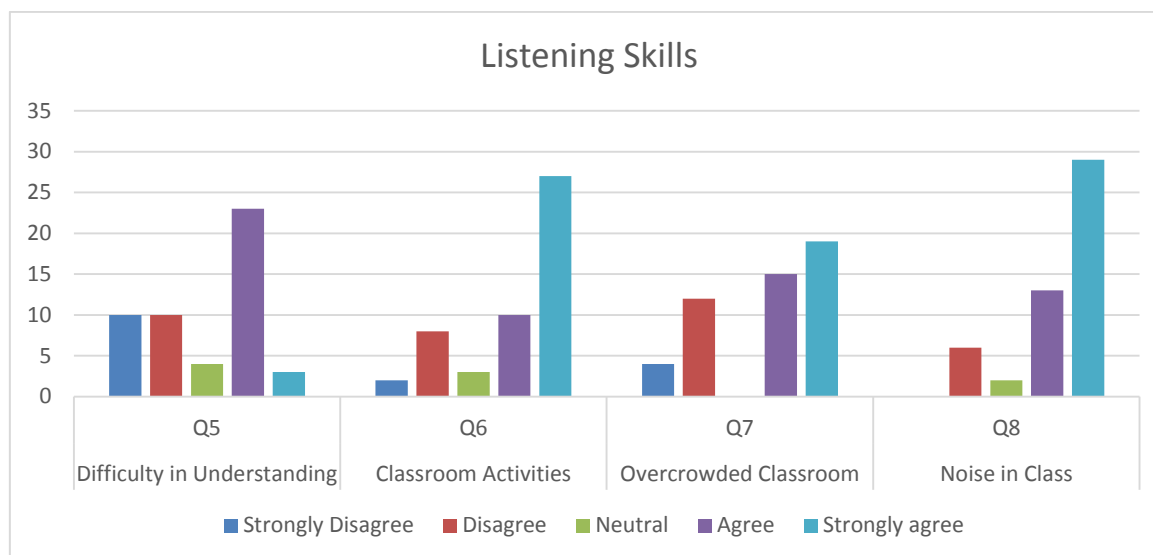


Figure 2. Listening Skills

Question 7 was about friends laughing during discussion in English. 4 students strongly agreed to it, 5 learners disagreed, 7 students remained neutral, while 16 students agreed to it and 18 students completely agreed to this notion. Question 8 was about the poor pronunciation. 6 students expressed their opinion in form of strongly disagreed, 5 disagreed, no one remained neutral, rest of 26 students were agreed and 13 students were completely agreed.

Table No. 4: Writing Skills

	Q9	Q10	Q11	Q12
Strongly Disagree	3	0	3	5
Disagree	3	3	12	0
Neutral	4	7	3	0
Agree	28	19	21	25
Strongly agree	12	21	11	20

Question 9, 10, 11 and 12 were related to writing skills. Question 9 was about the lack of written practice in English language, 3 students strongly disagreed, 3 disagreed, 4 students remained neutral while 28 students were agreed to it and the rest of 12 students strongly agreed to it. Question 10 was about poor vocabulary. Here no one was strongly disagreed, 3 students remained disagreed, 7 students responded neutral while 19 students expressed their opinion to agree with this question and 21 students were completely agreed. Question 11 was about use of inductive method in English classroom. 3 students strongly agreed to it, 12 learners remained disagreed, 3 students remained neutral, while 21 students agreed to it and 11 students strongly agreed to this notion. Question 12 was related to poor tenses. 5 students expressed their opinion in form of strongly disagreed, no one remained disagreed or neutral, while 25 students expressed their opinion in form of agree and 20 students were strongly agreed.

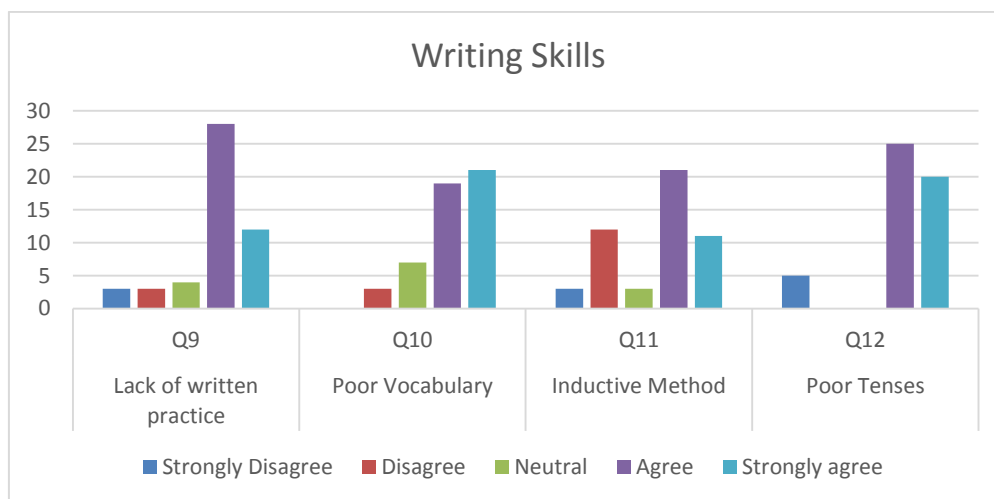


Figure 3. Writing Skills

The researcher planned 13 to 16 questions to examine the demotivation factors affecting reading skills. Question 13 was about interesting topic in English language, 10 students strongly disagreed, 10 disagreed, 3 students remained neutral while 6 students were agreed to it and the rest of 21 students strongly agreed to it.

Table 5. Reading Skills

	Q13	Q14	Q15	Q16
Strongly Disagree	10	0	2	5
Disagree	10	3	0	23
Neutral	3	10	5	0
Agree	6	15	30	19
Strongly agree	21	22	13	3

Question 14 was related to English syllabus books. Here no one was students strongly disagreed, 3 students quite disagreed, 10 students remained neutral while 15 students expressed their opinion to agree with this question and 22 students were completely agreed.

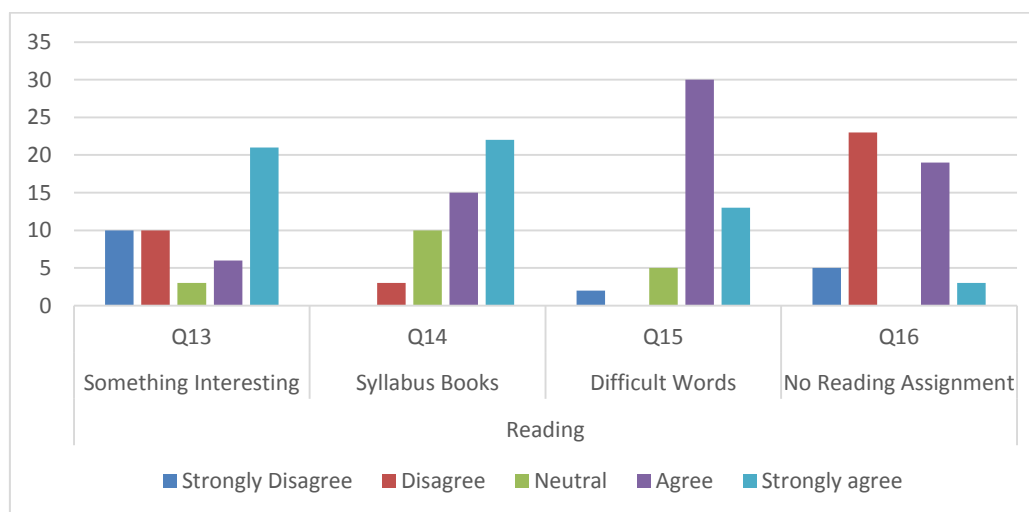


Figure 4. Reading Skills

Question 16 was about reading difficult English words from text books. 2 students strongly agreed to it, not a single learner was disagreed, 5 students remained neutral, while 30 students agreed to it and 13 students strongly agreed to this notion. Question 16 was about the no reading assignments. 5 students expressed their opinion in form of strongly disagreed, 23 disagreed, no one remained neutral, rest of 19 students were agreed and 3 students were completely agreed.

Table 6. Administrative Issues

	Q17	Q18	Q19	Q20
Strongly Disagree	0	3	7	0
Disagree	8	11	5	2
Neutral	3	6	6	6
Agree	13	17	19	6
Strongly agree	26	13	13	36

The researcher designed 17 to 20 questions to examine the demotivation factors related to administrative issue. Question 17 was about no use of audio-visual aids in English class. No learner was strongly disagreed, while 8 were disagreed to it, 3 students remained neutral, 13 students were agreed to it and the rest of 26 students strongly agreed to it. Question 18 was related to inadequate facilities in the classroom. Here 3 students were strongly disagreed, 11 students responded disagree, 6 students remained neutral while 17 students expressed their opinion to agree with this question and 13 students were strongly agreed. Question 19 was about using cell phone in the classroom. 7 students strongly agreed to it, 5 learners were disagreed, 6 students remained neutral, while 19 students agreed to it and 13 students strongly agreed to this notion. Question 20 was about frequent change in teaching staff. Not a single student expressed his opinion in form of strongly disagreed, 2 disagreed, no one remained neutral, rest of 6 students were agreed and 36 students were completely agreed.

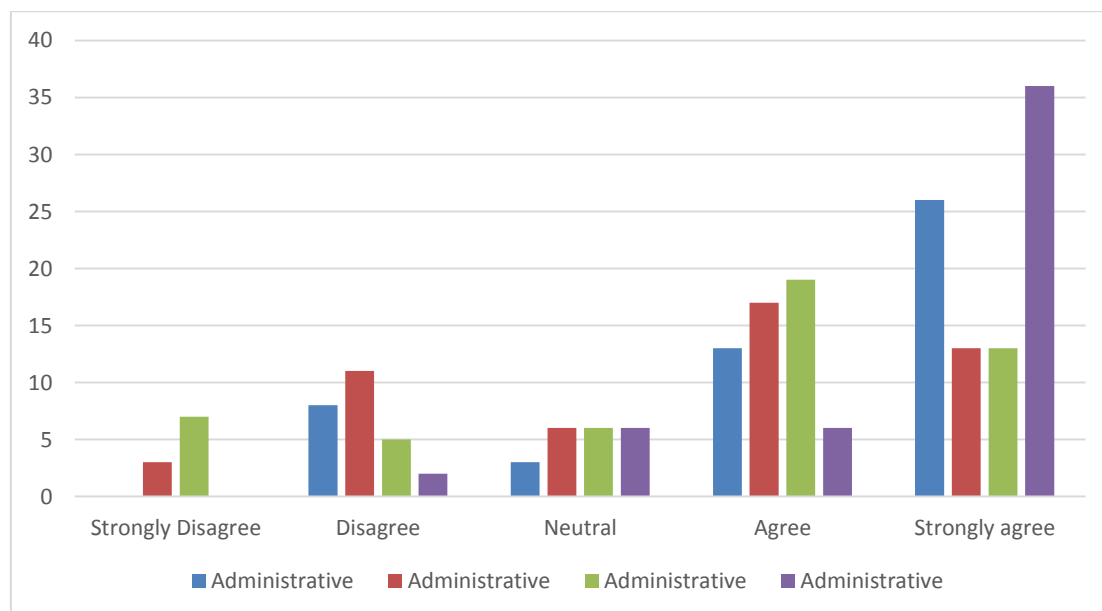


Figure 7. Administrative

CONCLUSION

The present research was about demotivational factors of learning English as second language. The data had been collected from both government and private colleges male learners in Faisalabad. A structured questionnaire of twenty items had been designed on Likert scale. The learners had to fill the Performa to express their opinions about demotivational factors of learning English. There were twenty questions in the Performa which were divided into five factors. It included four language skills and one was related to administration issue. Each segment contained four factors. The factors highlighted by the learners in form of their responses indicated that fluent English teachers, lack of vocabulary, poor pronunciation, lack of written practice and learner's use of cell phone during the lecture are major issue which become a great hindrance to learn English as second language.

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