

Demotivating factors in second language learning influencing on Pir Syed Subghatullah Shah Shaheed degree college students, Sanghar

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Abstract

Demotivating factors are the basic factors which negatively influence the learners' behaviors and attitudes and undesired learnings results. The purpose of this study is to examine demotivating factors effecting English language learning among PSSSS degree college students, Sanghar. To address this issue, a quantitative method was used in which 100 students of P.S.S.S.S govt boys Degree College, Sanghar were randomly selected who participated in this study. The data was analyzed by statistical package for social service SPSS software version 20th. The research findings indicates some demotivating factors such as lack of teaching style, lack of intrinsic motivation, insufficient facilities, learning context inappropriate, characteristics of teaching method and lack of college facilities. Finding suggests that internal forces can be ignored as demotivating factors when studying them among students.

Keywords: *Demotivating factors; second language learning; college students.*

Introduction

English language is the center of significant of present development due to the fact that English language has become a lingua franca in the entire world. The demand of English cannot be rejected as it is the important of science and technology. Mannivanan, (2006) described that the superiority of social has been extremely connected with English language. Pennycook, (2007); Phillipson, (1992) they both have discussed that the symbolic power been shown that the dominant language in the global village and cannot be ignored because of its global market. In Pakistan most of the interviews for the job been taken in English, examinations are conducted in English which shows the importance of language for career opportunities in the country. Ali, (2014) explored that Pakistani students are linked with English language with success, honors and power of language. Rehman, (2005) explored that to learn English in better way is the need of learners to enhance a positive attitude towards English language.

Falout & Maruyama, (2004); Dornyei; (2001) Zhang; (2007) they were of the view that demotivation still not privileged but it is under the researched area as much as the demotivation is being concerned, it has highly being focused in the field of second language learning and teaching. Dornyei, (1998) he explained that demotivation external forces that decrease or abolish the motivation and ongoing on work discipline, demotivation consciously or unconsciously bring a negative impacts which damage the learning process of the learner's outcome. Dornyei, (2001) described that demotivation prefers to exact external forces that decrease motivational of behavioral attitude and the work which is in process. Definitely doing work on the concept of demotivational shall be important for not only researchers but also many students and teachers who are involved in demotivational factors in educational levels. Might be curiosity about issue of in order to examine the issue of demotivation and its causes with the support of motivation theories and teachers would be understand the issue of their students.

Research problem

There are a lot of demotivating problem with students during learning English language in everywhere there is needs to study the problems lack of teaching style, lack of intrinsic motivation, insufficient facilities, learning context inappropriate, characteristics of teaching method and lack of college facility

Significant of study

This research is most important in different ways. First it focuses on demotivating factors in English language learning. Majority of the students and teachers are not aware of demotivating factors which are negatively and internally influencing on students motivation level in different performance. But they are not aware about demotivating factors. Though most of students are studying but they are not jumping out from problems. This study is more important and productive for students and coming researchers in order cup up demotivating factors.

Research Question

What are the demotivating factors influencing on Pir Syed Subgताल Shah Shaheed govt boys degree college students in Sanghar?

Literature Review

Dornyei (2005), described that demotivation is being as a specific external forces which decrease the motivational base of behavioral target which is going on or action. (Deci & Ryan, 1985) explored that, the term used a motivation that means is to relative nonexistence of motivation which is not caused of basic interests by every individual experience of feeling and incompetence and helplessness when facing problem with ongoing activity. Dornyei (2001) explicated that “demotivation does not fully refers to means demand that all the positive impacts that in the beginning made up the motivation basis have been lost” (p.143). The content of learning towards the text books could be a demotivating factor. It is probably to being observed that some text books used in language classes. (Erlina, Marzulina, Pitaloka, Astrid, Fikri Yansyah, & Mukminin, 2018), for instance difficulties grammar or would be vocabulary words, not suitable words or boring materials, would be decrease learners’ motivation (Dornyei, 2001a; Falout & Maruyama, 2004; Kikuchi, 2007). If the practical and interesting text books would not be provide in class room to students would show demotivating in learning. (Gorham & Christophel, 1992) defined that the dislike of the subject would be the one of the reason in a learning language and have negative effects which influence on motivation too. (Dornyei 2001), described that the sum up of the difference between these two interrelated terms, demotivation is related to specific external & internal forces whereas a motivation discusses to common result prospects that are unworkable for one reason or another. (Tsuchiya, 2004) he was of the view that demotivators have negative effects on unsuccessful learners such as, consult with the name of teachers, classes, the nature of English study, negative comment and attitudes towards English community, negative attitude towards English itself too, to decrease self-confidence and the lack of positivity of speaking English, ways and learning process. (Zhang, 2007), explained that demotivation has been studied in the field of instructional communication and academic presentation lectures in different countries.

Takase, (2004) purposed that demotivation would be Influenced by different factors in language learning with students, for instance appropriate teaching materials with activities some other demotivating factors was considered by him such as, read very difficult, too long, too easy English, low content of course and not active interested part. Chamber, (1993) Illuminated that due to insufficient belief of learner’s skills, laziness and unwillingness in learning are the basic factors of demotivating to students. Sakai & Kikuchi, (2009) they were of the view that the burden of great number of book and extra ordinary materials given to readers it is one of the demotivating factors.

Ikeno, (2003) found out that there are some demotivating factors in Japanese students they mostly lacking of sense that what have to learn through dishonesty of teachers and sense of teachers and character feelings of inferiority of English language learning. Muhenon, (2004), he has been described that demotivation is the basic issue in second language learning and teaching. He was of the view that Pakistani context most of the students are unable to enhance their proficiency level in English language and have a less competence that’s why students face difficulties in compulsory subjects and college level.

Sun & Lei, (2013) identified some teacher related factors, like the content of teaching, students related teaching atmosphere are the major demotivating factors. Trang & Baldauf, (2007) investigated demotivators in Vietnamese student's English study. They described that 88% students had a very weakening of towards English language learning and the factors shows in demotivation can be divided into internal factors were 36% and external factors were 64% percent.

Dimyat & Mudjino, (2009) investigated that attitude is the ability of paying value towards something. Some students were of the view that they have lack of vocabulary, did not expert in grammar and were not able to choose right language to use. Those mistakes would bring towards that they were not able to speak in English and were making mistakes while speaking because of previous fear of making mistakes. Problem of learning English language could be caused by both external and internal factors

Research Methodology

To investigate demotivating factors a quantitative method was used to collect data for this research. Because it can help the researchers to organize large data from population collectively. In this research a quantitative research was used to collect about knowing demotivating factors which are influencing students learning levels. 100 hundred students were participated in this study, From Pir Syed Subgatalah Shah Shaheed govt degree collage Sanghar. The students were from first year and intermediate class. The ages of students were in between 17 and 18 year. Majority of the participants were belonging from urban area and some of from rural area. To analyzing a data, statistical package of social science (SPSS) 19th version was used in order to get exact and accurate data. The findings of this study suggested that internal things can be ignored among students learning.

4. Research findings

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
My English teacher criticized me when I did not well in the study	100	4.3333	1.19722	.26125
Teachers show preferences to those who are good at learning English.	100	3.4286	1.24786	.27230
I am frustrated to be placed into different classes according to my English Scores	100	3.2381	1.30018	.28372
Teachers cannot take all students into consideration in the large class.	100	3.7143	1.45406	.31730
Teaching method is outdated and cannot satisfy the needs of students.	100	3.1429	1.35225	.29508

The high frequency to change teachers makes students uncomfortable.	100	2.8571	1.42428	.31080
I lost my confidence by being compared with other peers.	100	3.0000	1.30384	.28452
My parents do not give me praise when I make progress.	100	4.0000	1.37840	.30079

Summary of Findings

The findings of this result have been given in mean. Participants claimed on 1st statement that, My English teacher criticized me when I did not well in the study. The 1st statement goes on high level of mean (M=4.3333). the 2nd statement was that Teachers show preferences to those who are good at learning English. The mean of 2nd statement showed that (M=3.4286). The 3rd statement showed that, I am frustrated to be placed into different classes according to my English Scores. (M=3.2381). While 4th statement was that, Teachers cannot take all students into consideration in the large class. Mean was to (M=3.7143). Teaching method is outdated and cannot satisfy the needs of students. This statement found out the mean that, (M=3.1429). And statement number 6th showed that, the high frequency to change teachers makes students uncomfortable. The mean of this statement was that, (M=2.8571). And 7th statement I lost my confidence by being compared with other peers. This statement mean was that (M=3.0000). And the last statement was that, my parents do not give me praise when I make progress. The mean of this statement seen as (M=4.0000).

Amemori, (2012) researched on undergraduate students of Finland. His research revealed that, the content and the material of teachings were one of the major factors which demotivate to students in English language learning. The current study showed that some demotivating factors such as lack of teaching style, lack of intrinsic motivation, insufficient facilities, learning context inappropriate, characteristics of teaching method and lack of college facilities. Due to some factors student of Pir Syed Subgatalah Shah Shaheed government boys degree collage were not active in learning English language in very proper way.

Conclusion

This study is an attempt to understand demotivating factors in English language learning influencing P.S.S.S degree college students. Demotivating factors are the basic factors which negatively influence the learners' behaviors and attitudes and undesired learnings results. English language is the center of significant of present development due to the fact that English language has become a lingua franca in the entire world. The demand of English cannot be rejected as it is the important of science and technology. (Ali, 2014), explored that Pakistani students are linked with English language with success, honors and power of language. To investigate demotivating factors a quantitative method was used to collect data for this research, in which 100 students were selected and given questionnaire. findings indicates some demotivating factors such as lack of teaching style, lack of intrinsic motivation, insufficient facilities, learning context inappropriate, characteristics of teaching method and lack of college facilities.

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