NAVIGATING THE DARK SIDE OF MOTIVATION IN LEARNING ENGLISH: PROBLEMS AND SOLUTIONS

Hamed Barjesteh, PhD
Department of English Language and Literature
ha_bar77@yahoo.com

ABSTRACT

This study sought to uncover the demotivating factors in learning English language among Iranian university students. In so doing, from the population of students studying at Islamic Azad University master students of teaching English as a foreign language (TEFL) and Clinical psychology (CP) were selected based on a purposive sampling method. To uncover the most frequent demotivating factors in learning English, the subjects were asked to fill out a translated version of a demotivating questionnaire developed by Sakai and Kikuchi (2009). In addition, a semi-structured interview was conducted to uncover what factors can help students overcome their demotivation. The findings revealed a number of demotivating factors in learning English such as the size of classroom, teachers' behavior, inadequate use of digital apparatus, and the lack of communication activities to name a few. In addition, some suggestions were proposed to overcome the dark side of motivation in learning English. Knowing how students perceive the demotivating factors may help teachers, policy makers, and syllabus designers to take into account factors promoting the success and the rate of second language learning as general and learning English at university in particular.

Keywords: Clinical Psychology**,** Demotivating factor, EFL learners, Learning English, Motivation

INTRODUCTION

There is a general consensus among teachers, materials developers and language policy makers that motivation plays a pivotal role in learning a language. However, motivation as a construct encompasses a number of facets and disciplines to arrive at a logical understanding of its various components. Psycholinguistic, neurolinguistic, sociolinguistic, and socioeducational theories have something to contribute for dealing with language learning motivation (LLM). LLM has gone through various stages over the past four decades. Experts in social psychology were the pioneers in developing models on motivation due to their awareness in cultural and social factors in language learning (Dornyei, 2003). This awareness leads postulating different models that highlight different cognitive, affective, and social factors in language learning. In general, three different perspectives emerged for LLM. From behavioristic perspective, it is a matter of anticipation of reward. A number of experts in the field such as Skinner, Pavlov, and Thorndike put this type of motivation as the cornerstone of their study. From the cognitive aspect, it relies on individual's decision, and the choice people make as to what experiences or goal they will approach or avoid. From the constructivist perspective each person is motivated differently which is derived from interactions with the peers (Dornyei, 2005, Ellis, 2008). From this perspective a number of influential theories emerged which aimed to explain the concept of motivation such as attribution theory (Weiner, 1992), self-efficacy theory (Bandura, 1993), self-worth theory (Covington, 1992), goal-setting theories (Locke & Latham, 1990), and self-determination theory (Deci & Ryan, 1985).

LITERATURE REVIEW

Probably, one of the prominent figures in the field of LLM is Gardner (1985) who proposed a socioeducational model. To him motivation is "combination of effort plus desire to achieve the goal of learning the language" (p.10). This model classifies motivation as *integrative and instrumental*. While the former refers to learners' tendency to communicate or assimilate with the member of the target language, the latter deals with a functional reason for language learning like getting a better job, receiving more income or passing a test (Gardner, 1985). Some experts in the field (Dörnyei 2009; Ushioda, 2011) have criticized the way experts classified motivation in the past. They proposed a process model of motivation comprised of integrative motivation, instrumental motivation, and the concept of motivation itself. The model came to known as L2 Motivational Self System (Dornyei, 2001). In Dornyei's process model (2001) motivation is treated as a dynamic aspect which changes over time. To him, motivation is classified as a learning process in three phases: initial motivation, maintaining and protecting motivation, and self-reflection.

Initial motivation is considered as getting learners excited about what they are about to learn. It happens prior to learn a language. Generating initial motivation is about increasing learners' expectancy of success and creating realistic learner beliefs about the language (Dörnyei, 2001). This comprised of a number of strategies such as promoting integrative motivation and raising students' awareness of the instrumental value of the language. The second phase occurs while the students are taking some action to learn the language. In this phase learners should cultivate their motivation and maintain the motivation. Maintaining a motivation includes a number of strategies such as using goal setting methods and providing students with regular experiences of success. The third phase is positive self-reflection. As the students complete some task on the way to their goal,

they should reflect positively about the experience and themselves. Fostering a positive self-reflection includes different strategies such as finishing class early when students work hard, and promoting effort attributions in students.

Demotivation concerns negative influences that reduce or cancel out motivation (Dörnyei 2001). It may relate to particular learning-related events, experiences, and factors in the social learning environment as well as experiences and personal engagement of learners outside the classroom (Dörnyei & Ushioda, 2011). These negative forces have a significant role in the L2 learning process and it has been suggested that de-motivation can have a greater influence on the learner's learning experience than the initial positive motivational basis. Moreover, it has been argued that failure to learn is often directly related to de-motivation (Dörnyei & Ushioda, 2011).

Many teachers are looking for the best ways to motivate their students. Christophel and Gorham (1995) found that the strongest influence on motivation was not the presence of motivators in the classroom, but the absence of de-motivators.   Demotivation concerns external forces that reduce motivation. It does not result from (1) powerful distractions of a more attractive option, (2) a gradual loss of interest, nor (3) an internal process without any external trigger (Dornyei, 2001). This last qualification concedes de-motivation as a product of cognitive processes, but specifies that such processes must start as a reaction to external stimuli, or the phenomenal world. Among these researchers, Dörnyei, in particular, has done extensive research on practical aspects of motivation such as the question of how teachers can help to improve learner motivation in classrooms (Dörnyei, 2001). A number of experts in the field (Dornyei, 2001b, Falout & Maruyama, 2004; Zhang ,2007) consider demotivation as the dark side of motivation. Dörnyei (2001) has defined demotivation as "specific *external* [italics added] forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (p. 143).

Different studies demonstrate that those learners who have higher motivation are more successful and effective in their learning (Ely, 1986; Gardner, 2000). Motivation can be regarded differently by people coming from different contexts. Second language (L2) professional literature stipulates that students who spend more time on assignment seem to have more learning efficacy (Sternberg & Williams, 2002). However, demotivate students cannot accomplish learning even with the appropriate teaching method (Dörnyei, 2009). Research on L2 motivation has been currently mushroomed, but few have examined the demotivating factors in language learning. It is treated as the dark side of motivation which decrease learners' tendency to learn a language. In fact, it is detrimental to students LLM. In fact, learners become de-motivated due to many reasons such as unpleasant and difficulty in learning content and materials of foreign language and shortage of facilities in the learning process. Thus, a teacher will be overburden to maximize students LLM and minimize demotivating factors in language learning. Knowing how students perceive the demotivation factors can pave the ground for better language learning.

Molaee, Dortaj, Sadipour (2016) highlight the effectiveness of an instructional-motivational plan based on self- conscious and self report on personal de-motivating factors which can motivate EFL learners. A similar study was conducted by Hosseini and Jafari (2014) to uncover major demotivating factors in learning English at high school. The result of factor analysis revealed that insufficient school facilities, inappropriate teaching materials and contents, and the   dearth of intrinsic motivation were the most demotivating factors. Similarly, Molavi and Biria (2013) investigate the probable difference between the achievement of 50 motivated and de-motivated Iranian seminary students in EFL learning. The finding revealed students with high score in Gardner's attitude/ motivated test battery had higher score in the proficiency test as well due to their motivational factors. Likewise, Jafari (2013) attested that language learning is facilitated when learners are highly motivated. He suggested that language teachers should learn how to motivate their students to increase their chance of learning the language. Another study was conducted by Alavinia and Sehat (2012) to investigate Iranian students' de-motivating factors. Their findings demonstrate there is no significant difference among the classes except for the factors concerned with the teachers' behavior and learning experience. They maintain that both internal and external factors might demotivate learners.   Meshkat and Hassani (2012) concluded that Iranian students considered factors like lack of school facilities, overemphasis on grammar, lengthy passages for reading comprehension, and expectancy to use correct grammar in the classroom as the main obstacle for learning language. In addition, they conclude that male and female students are different as far as their demotivating factors in language learning are concerned. In a similar vein, Akbarzadeh and Sharififar (2011) in an attempt investigated demotivating factors among EFL learners and found classroom-related factors as the highest de-motivating ones among three factors of teachers-related factors, learners-related factors, and classroom-related factors, particularly for less motivated learners.

Examining L2 professional literature confirms the necessity of conducting a research on uncovering the main demotivating factors for learning English. Despite a plethora of study examining the demotivating factor in language learning, few studies conducted a comparative analysis to navigate the dark side of motivation between English vs. non-English major students.

THIS STUDY

The present study attempted to uncover and compare the demotivating factors in learning English between TEFL and CP students. Many students need to study English language in Iran due to the fact that it is a mandatory course. In addition, There has been a growing interest in the topic since L2 learning is the area of education that is perhaps most commonly characterized by failure to learn (Dörnyei & Ushioda, 2011). Despite its importance, de-motivation has remained rather an under-researched area and only a few studies have been conducted on the topic. Therefore, more research is needed to identify the sources of de-motivation in order to deal with them effectively. Knowing the dark side of motivation can promote better language learning. This study was conducted to tap the main demotivating factors among TEFL and CP students at the master level. To undertake the study, this paper addressed the following research questions:

RQ1: What are the demotivational factors in learning English among TEFL students?

RQ2: What are the factors causing demotivation in learning English among CP students?

RQ3: Is there any significant difference between TEFL and CP students on demotivation factors in learning English?

Q4: What factors can help university students overcome the dark side of motivation in learning a language?

The third research question is quantitative in nature. To answer this question, a null-hypothesis was proposed. The other research questions are qualitative in nature. Detail of data analysis is provided in this paper.

METHOD

PARTICIPANTS

A purposive sampling method was conducted for screening the participants and two groups of TEFL (N=20) and CP (N=20) students comprised the subject pool of the study. The selection of participants was informed by consent from the respondents, emphasizing the voluntary nature of participation addressing concerns regarding privacy, anonymity and confidentiality. Of 53 students, 40 were interested to participate in the study. They were all Persian native speakers studying at higher education level, M.A., in Islamic Azad University in Amol. The TEFL students had at least 4 years' experience in language learning at B.A. and the CP students had experience in learning English at high school. They were aged between 23 and 32years and 17 were male and 13 female

INSTRUMENTATION

A translated version of demotivating questionnaire developed by Sakai & Kikuchi (2009) was used to measure the demotivating factors among English and non-English students. The questionnaire comprised 44 items in a Likert-scale format and the potential demotivating factors were already identified by an exploratory factor analysis. To probe the reliability of the questionnaire for the context of this study. It was administered among 60 mater students and the reliability checked through Cronbach Apha method turned out to be .78.

FOCUSED GROUP INTERVIEW

In addition, a focused group interview was conducted to uncover learners' perception about factors that help them cope with de-motivation. Focus group interview is a qualitative technique for data collection. Anderson (1990) posits that focus group is "a group comprised of individuals with certain characteristics who focus discussions on a given issue or topic" (p. 241). Denscombe (2007) believe that this type of interview includes a number between six and nine participants who are invited by a researcher to uncover attitudes and perceptions, feelings and ideas about a topic. A focus group interview provides a setting for the relatively homogeneous group to reflect on the questions asked by the interviewer. Five open ended questions were used to explore motivating factors among the participants. The items were adapted from an extensive literature review (Chambers, 1999; Dorneyei & Ushioda, 2011; Gregersen, 2003; Kikuchi, 2009). It was used to consider participants` experiences in coping with de-motivation. In addition, it aimed to compare motivation factors among TEFL and CP students. Interviewees were also free to ask any questions when appropriate.

DATA COLLECTION PROCEDURE

The primary purpose of this study was to probe the de-motivating factors in learning English among Iranian university students at M.A. level in Islamic Azad University. A purposive sampling procedure was employed two groups of university students, TEFL and CP, as the subject of the present study. They were all informed about the main objectives of the study and how their contribution can help the researcher to uncover the dark side of motivation in learning English among university students in Iran. They were asked to fill out the translated version of a demotivating questionnaire developed by Sakai and Kikuchi (2009). In addition, a focused group interview was conducted to triangulate the data collection with a hope to uncover what factors can help university students cope with the demotivating factor. The interview was conducted among selected samples who had time enough to participate. Students in both groups invited voluntarily to a class in due time for the

interview. Each interview lasted about 10 minutes, and all interviews were digitally recorded and transcribed verbatim for further data analysis.

RESULTS
Demotivating factors of EFL learners

This study aimed to uncover demotivating factors in the EFL context and compare the corresponding factors between students in English language major and non-English majors. The first research question revealed the demotivating factors of learning English among Iranian EFL learners. To uncover the factors, the demotivation questionnaire was administered among the participants. The respondents were asked to checkmark each item from number 1 (Never) to number 5(Always). Therefore, the highest score for an individual item could be 220 and the lowest score could be 44. The aim was to find out which factors were the most and least demotivating factors. The results of the survey are presented in Figure 1 for the EFL students.
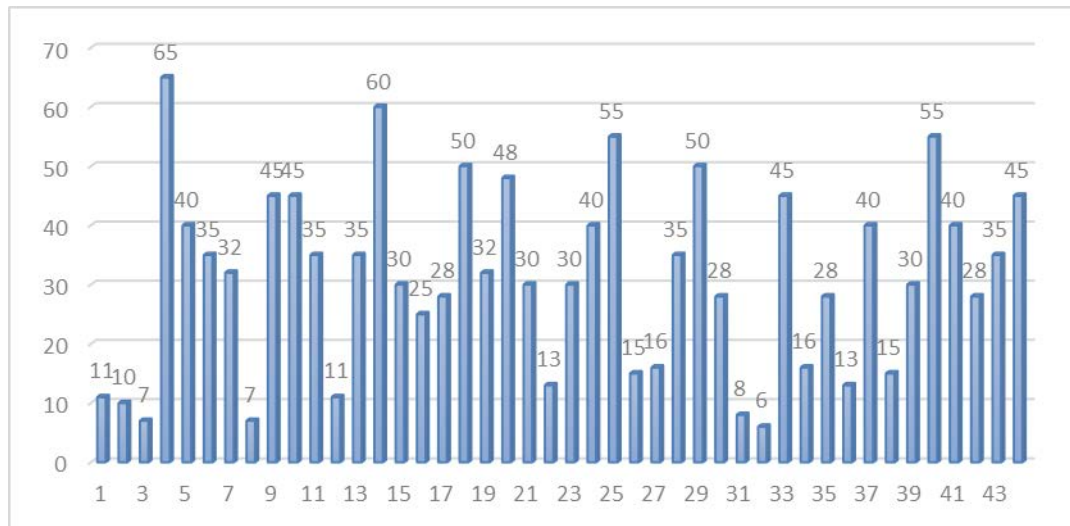

Figure 1. Frequency of the demotivating factors of learning English among EFL learners

As it can be seen in Graph 1, factors 4, 14, 25, 40, and 29 were among the most frequently selected demotivating factors by Iranian EFL learners. The first rank among the items goes to item 4 (Most of the lessons were examination oriented). Factor 4 is related to psychometric value for a test. Of all participants, 65% considered exam orientation of the educational system of Iran as the demotivating factors among EFL learners. The second item among the most demotivating factor is item14 (Teacher ridiculed students' mistakes). This shows that teachers should build rapport among EFL learner.

The other three demotivating factors among the frequent ones are item 25 (There were too many complicated things to learn) item 40 (I lost confidence because I felt studying the target language became difficult) as well as item 29 (I did bad on test despite my effort).

Items 3, 8, and 32 are the least demotivating factors among Iranian EFL learners. Item 3 (Class lacks communicative activities in the target language) is the least frequently demotivating factors among Iranian EFL learners. Factor 8 (Sentences used in lessons were difficult to interpret) is the second in the list of the least frequent ones. Iranian EFL learners reported that they had no problem in interpreting sentences used in their lesson. Item 32 (My friends made fun of me when I made mistakes in class) is the last factor among the least frequent ones. Iranian EFL learners reported that their friends do not make fun of them in case of making a mistake.
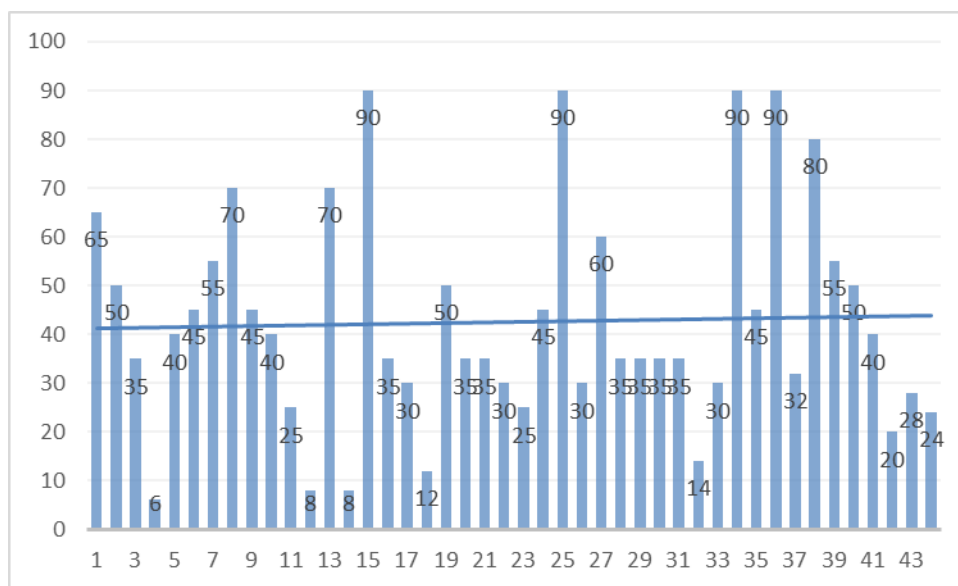
To demonstrate the demotivating factors among all the 44 items, the following pie chart used to show the proportions of a whole.

Figure 2. The most and least motivating factors among EFL learners
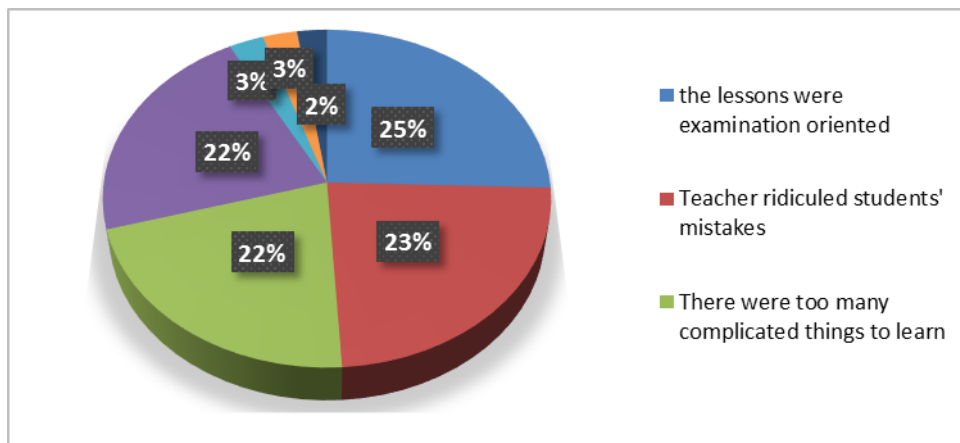
Demotivating factors of EFL learners

To answer the second research question aiming to uncover the de-motivational factors of learners in non-English majors, students of clinical psychology, the same procedure was conducted for data analysis. Similarly, they were asked to score each item from number 1 (Never) to number 7(Always). The results of survey are illustrated in the graph 3 below.

Graph 3. Frequency of the demotivating factors of learning English among Psychology students

As it can be seen in Graph 3, factors 15, 25, 34,36, 38, 8 and 13 were the most frequent demotivating factors among Iranian clinical psychology students in learning English. The first rank among the most frequently demotivating factors goes equally to items 15, 25, 34, and 36 (Teachers shouted or got angry, There were too many complicated things to learn, I disliked my classmates, and Computer equipment was rarely used). The next item among the most demotivating factor is item 38 (The size of my language classes was not appropriate). They complained large number of students as a demotivating factors for language learning. The last demotivating factors are items 8 and 13 (Sentences used in lessons were difficult to interpret, Teachers lectured too much). They reported that they had problem in interpreting sentences in lessons. Similarly, they considered teacher oriented centered as a demotivating factor. The other three demotivating factors among the frequent ones are item 1(The pace of the lessons was not appropriate) and item 27(Grammar was not useful in daily life) ae well as item 7 (I could not learn what I wanted to learn).

Items 4, 12, and 14 are the least demotivating factors among CP students. Item 4 (Most of the lessons were examination oriented) is the least frequent demotivating factors among Iranian EFL learners. Factor 12

(Teacher's pronunciation of the target language was poor) is the second in the list of the least frequent ones. Psychology students were satisfied with their teachers' pronunciation. Item 14 (Teacher ridiculed students' mistakes) is the last factor among the least frequent ones.

To graphically represent demotivating factors, the following pie chart was used to show the proportions of a whole among clinical psychology students in learning English.
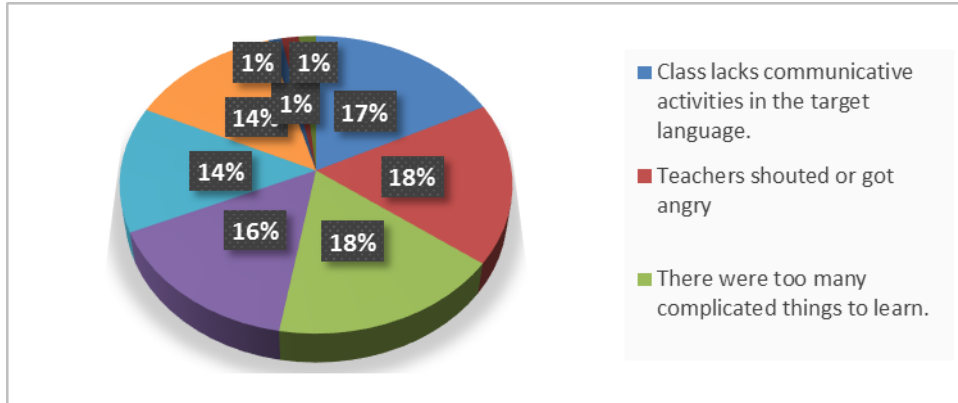
Graph 4. The most and least demotivating factors among Psychology students

Comparing EFL and CP students' demotivating factors

To provide a better schematic representation of EFL learners and psychology students' demotivating factors, table 1 below compares the demotivating factors of both groups.

Table 1. Comparative analysis of demotivating factors in two groups

No.	Factors For Psychology Learners	F	P	Factors for EFL learners	F	P
1	Class lacks communicative activities in the target language.	90	40.90%	The lessons were examination oriented.	65	29.54%
2	Teachers shouted or got angry.	90	40.90%	Teacher ridiculed students' mistakes.	60	27.2%
3	There were too many complicated things to learn.	90	40.90%	There were too many complicated things to learn.	55	25%
4	I disliked my classmates	80	36.37%	I lost confidence because I felt studying the target language became difficult.	55	25%
5	Computer equipment was rarely used	70	31.81%	Class lacks communicative activities in the target language.	7	3.18%
6	The size of my language classes was not appropriate	70	31.81%	Sentences used in lessons were difficult to interpret.	7	3.18%
7	Most of the lessons were examination oriented	6	2.72%	My friends made fun of me when I made mistakes in class.	6	2.72%
8	Teacher's pronunciation of the target language was poor	8	3.63%	---	--	--
9	Teacher ridiculed students' mistakes	8	3.63%	----	---	--

F= frequency   P= Percentage

To probe the third research null-hypothesis stating that there is not any difference between learners in English language major and non-English majors based on demotivation factors, a Mann-Whitney U test was conducted. Table 2 below shows the mean rank of both groups.

Table 2. Descriptive statistics of the mean Ranks for EFL learners and psychology students

	Groups	N	Mean Rank	Sum of Ranks
Score	EFL Learners	20	16.32	326.50
	Psychology students	20	24.68	493.50
	Total	40		

As indicated in the table 1, there is a difference between the mean rank of EFL learners and psychology students with the mean rank of (16.32 and 24.68). In order to examine if this difference is significant, a Mann-Whitney U test was conducted. Table 3 below illustrates the result.

Table3. Mann-Whitney U test for the both group

	Score
Mann-Whitney U	116.500
Wilcoxon W	326.500
Z	-2.280
Asymp. Sig. (2-tailed)	.023
Exact Sig. [2*(1-tailed Sig.)]	.023[a]

a. Not corrected for ties. b. Grouping Variable: Groups

Table 3 reveals that there is a significant difference between both group (sig=.023). This result reveals that there is a difference in learning English between English vs. non-English major students as far as their demotivating factors in learning the language are concerned.

Factors overcoming demotivation

To answer the last research question stating that what factors can help students overcome their demotivation in learning English, a focused group interview was conducted among both TEFL and CP students. Their interview was digitally recorded. After the data collection, the data were transcribed verbatim. Next, the theme analysis was conducted. Students' motivation can be fostered by both internal and external factors. All students commonly believe that teachers have crucial role in motivating and demotivating the students. They maintain that teachers should be skillful enough to motivate students to pair works and project works. They maintained that an adept teacher can define short term projects to constantly assess the learners while they do not feel that they are being evaluated. This will motivate students to have an active role and maximize their self efficacy. In addition, this will cause a teacher build rapport. Most of the students believe that a teacher should provide supportive atmosphere in the classroom for an optimal motivation (Alderman, 2004) and a collaborative atmosphere (Gregersen, 2003). Almost majority of CP students mention that making fun of a wrong answer could not be tolerated. Thus teacher and learning relationship can pave the ground for a better learning environment. They advocate indict feedback instead of direct one. Following Lightbown and Spada (2012), this would discourage them. Most of the students postulate that a teacher maximizes eye contact with all the students and avoid praising students for the minor achievement. They also maintain that a teacher should provide a link between the classroom content and the real world situation. They recommend that a teacher use realia, audio-visual materials and L1 in the classroom when there is a gap of communication**.**

Although the quantitative data suggest some demotivating factors among the groups, CP students seem to demotivate in learning English. The interviewees revealed some factors which are interrelated to demotivation. They also explained some factors which can help concerning demotivation in learning English. They suggest students' self-confidence is deeply interrelated especially with tests. The correlation between reduced self-confidence and tests is strong for both groups. What follows provide excepts from the interview:

A: *I really miss my confidence during examination.*
E: *I don't1 like tests. I don't have enough confidence to cope with tests.*
C: *I don`t like English because I can`t get good marks in English, so I lose my self*
 confidence in English.

CP students also reported that learning grammar was a demotivating factor. The evidence suggests that learning grammar among CP students cause frustration and confusion. The following presents excepts of students' perspective regarding grammar.
J: *I don't like English because I can't understand the grammar.*
 F: *I don't like English because the books focus on grammar. I like to learn how to speak. I don`t like the grammar.*

For those who have low language proficiency, learning how to learn was another hurdle for learning English.

K: *I like English but I don`t know how to study.*

L: *I'm demotivate in English because I don`t know how to memorize the words.*

In addition, teachers' behavior seems to be another demotivating factor. Lack of building rapport demotivates students in learning.

H: *Our teachers were too angry. They shouted when I made mistakes in English.*

M: *One of my teacher ridiculed student` mistakes in the classroom. I couldn`t ask
 any questions or answer the questions in the classrooms.*

DISCUSSION

This study aimed at uncovering demotivating factors in learning English among TEFL and CP students at the master level. It also attempted to determine factors that can help university students overcome the dark side of motivation in learning English language. The results revealed that the number of students in a classroom, teachers' professional behavior, lack of incorporating ICT, lack of CLT activities, and emphasize examination in the policy of education are among the most cited were among the most cited demotivating factors by TEFL and CP students in dealing with learning English language.

The analysis of data revealed that most of the students were demotivated by grammar. Students were forced to memorize grammar and this force demotivates them. As they explained in the interview, in terms of grammar-based teaching, students quoted that teachers over-emphasized grammar, lessons were examination-oriented, and there were lack of opportunities to communicate in English language in the classroom. In addition, students were expected to memorize rules of grammar, and a large number of English words. This finding is in line with the study conducted by Sakai and Kikuchi (2009) who found grammar-based teaching as a demotivating factor for junior high school students in Japan. Furthermore, the study by Lehikoinen and Leinonen (2010) also confirmed grammar-based teaching as the prime cause of demotivation among upper secondary students in Japan.

Classroom environment is another demotivating factors. Students reported reasons such as inadequate classroom facilities, lack of computer equipment, audio and video materials, and lack of Internet demotivated them to learn English language. Besides, students disliked their classmates and overcrowded classrooms. These findings support the study by Dornyei (1998) which revealed that lack of facilities in the classroom demotivated secondary school students in Budapest. Furthermore, Kikuchi's (2009) study also found that classroom environment also demotivated junior high school students to learn a second language in Japan. The study by Hirvonen (2010) also confirmed classroom environment as a source of demotivation among immigrant students in Finland. University classes should be facilitated with video-projectors and language laboratories to enhance the motivation level among second language learners (Jomairi, 2011). As most interviewees quoted in the interview, they are demotivated by crowded classrooms. English language is a skill that the learners are required to do various drills and activities to attain proficiency and over-crowded classrooms do not provide students appropriate opportunities. Therefore, they demotivate in English language learning (Chambers, 1999).

Receiving low score was another demotivating factor among the participants. This finding echoes Jomairi (2011) who also identified low marks as a demotivating source for Iranian undergraduate students majoring in English. The findings also support Sakai and Kikuchi's (2009) study who claim that low test scores were one of the most influential demotivating factors among Japanese high school students. It was found that low test scores had an impact on students' motivation to learn English. Therefore, teachers need to ensure that students are motivated in order that they are able to score higher in tests which may help them boost their confidence.

Course books and teaching materials were reported as an influential demotivating factor and students attributed the cause of demotivation to readings and assignments assigned by the teachers, and use of uninteresting topics in English lessons. So, the reasons which demotivate students are too many textbooks and readings, uninteresting topics, and irrelevant teaching materials. The finding of the present study reveals that students are fed up with boring lessons, lengthy English lessons, stressful lecture and uninteresting textbooks. The findings also support a study by Hirvonen (2010) who revealed that ineffective teaching materials demotivate immigrant students in Finland. Besides, the study by Sakai and Kikuchi (2009) revealed that characteristics of course contents and teaching materials discouraged Japanese secondary school students to learn English language effectively. In another study by Muhonen (2004), it was found that course contents and teaching materials were the source of demotivation for Finish ninth-graders. In the Pakistani context, uninteresting teaching materials caused boredom and decreased students' motivation in learning English. Kikuchi (2009) also concluded that teaching materials were more demotivating for Japanese high school students than teachers' behavior. Amemori (2012) stated that course contents and teaching materials were one of the key factors which demotivate undergraduate students. Richards and Renandya (2002) also assert that well-designed teaching materials not only address the need of L2 learners, but they also keep students motivated to improve their interest in L2 learning.

Lack of self-confidence and interest appeared as a demotivating factor with students attributing the cause of their demotivation to the compulsory nature of English language, and loss of interest in English. The findings revealed reasons such as fear of making mistakes and shyness which demotivate students to learn English. The findings support the study by Dornyei (1998) who suggests that the compulsory nature of English language pressurized students in. Although lack of self-confidence is an internal problem, students can be motivated by being provided a more conducive environment which is stress-free where they can be encouraged to practice the English language regardless of the fear of making mistakes.

Teachers' behavior emerged as another demotivating. The Misbehavior of teachers reduces students' motivation to learn English language. A number of such misbehaviors reported by the students were mocking at students' mistake and shouting. Furthermore, the qualitative findings of the present study claim that teachers who intimidate and under-estimate students have also been cited as a reason for students' demotivation. The finding echoes Dornyei (1994) who postulate that teachers play an important role to encourage students to participate in language learning activities.

A glance over the main demotivating factors in learning English reveals that most cited problems by the university students are the external factors that are out of the control of the students. A number of factors above such as large number of students, lack of CLT activities, insufficient use of ICT, and teachers' professional behavior in the classroom are among the most common obstacles which are external to the language learner. In addition, the students have no chance in making change for the policy of language learning. Almost two third of the participants criticized the system of evaluation. The critique lies in the fact that their evaluation was based on the preplanned regulation where there was little room for assessment. In other word, the should follow the product oriented policy dictated in the educational setting.

CONCLUSION

This study was an attempt to uncover the demotivating factors in learning English among English vs. non-English major students and to seek the probable differences between the two groups. The findings reveal that TEFL and CP students are different in their demotivating factors in learning English. The findings indicate that the most demotivating factors among TEFL students were the policy of exam orientation, teacher behavior, feeling difficulty of the course content, and lack of communicative activity in the classroom. Similarly, the CP students reported the following factors as the most demotivating factor for learning English: lack of communicative activities, teachers' misbehavior, and lack of building rapport in the classroom. Thus, the findings of the present study suggest language policy makers train qualified teachers to be well equipped and knowledgeable so as to maximize learning opportunity, provide an optimal motivation, build rapport in the classroom, and foster collaborative atmosphere in the classrooms.

REFERENCE
Akbarzadeh, M., & Sharififar, M. (2011). An analysis of de-motivators in English classes for Iranian university students. *The Iranian EFL Journal, 7*(2), 28-40.

Alderman, M. K. (2004). *Motivation for Achievement*. Mahwah NJ: Lawrence Erlbaum.

Anderson, G. (1990). *Fundamentals of Educational Research*. London: The Falmer Press.

Alavinia, P., & Sehat, R. (2012). A probe in to the main de-motivating factors among Iranian EFL learners. *Canadian Center of Science and Education, 15*(6), 35.doi.org/10. 5539/ elt.v5n6p9.

Amemori, M. (2012). *Demotivation to learn English among university students in Finland*. (Unpublished master thesis) university of Jyväskylä department of languages.

Chambers, G. N. (1999). *Motivating language learners*. Clevedon: Multilingual Matters

Christophel, D., & Gorham, J. (1995). A test-retest analysis of student motivation, teacher immediacy and perceived sources of motivation and demotivation in college classes. *Communication Education, 44*(4) 292-306.doi: 10.1080/03634529509379020

Denscombe, M. (2007). *The good research guide for small-scale social research projects* (3rd ed.). New York: McGraw-Hill

Dornyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching, 31*, 117 – 135.

Dornyei, Z. (2001). Motivation and motivating in the foreign language classroom. *Modern language Journal, 73*(3)273-284.

Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Bristol, UK: Multilingual Matters.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Harlow: Pearson Education.

Ely, C. M. (1986). Language learning motivation: A descriptive and causal analysis. *Modern Language Journal, 70*(1), 28-35.

Gardner, R. C. (2000). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology/ /Psychologie canadienne, 41*(1), 10-24.

Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

Gregersen, T. S. (2003). To Err Is Human: A Reminder to Teachers of Language-Anxious Students. *Foreign Language Annals,36*, 1, 25-32.

Falout, J., & Maruyama, M. (2004). A comparative study of proficiency and learner demotivation. Language Teacher, 28(8), 3:9. Accessed at http://jalt:publications.org/tlt/articles/447:comparative:study:proficiency

Hirvonen, M. (2010). *Demotivation in learning English among immigrant pupils in the ninth grade of comprehensive school* (Unpublished Master Thesis). University of Jyväskylä, Department of Languages.

Jomairi, S. (2011). *Demotivating factors in second language learning at State, Azad and Payam-Nour Universities*. International Conference on Languages, Literature and Linguistics. IACSIT Press, Singapore.

Kikuchi, K. (2009). Listening to out learners' voices: What demotivate Japanese high school students? *Language Teaching Research, 13*, 453- 471.

Lightbown, P., & Spada, N. (2012). *How Languages Are Learned* (4th ed.). Oxford: Oxford University Press

Lehikoinen, E., & P. Leinonen (2010). *Motivation and demotivation to study English at three different school levels in Finland*. (Unpublished Thesis) University of Jyvaskyla, Department of Languages.

Meshkat, M., & Hassani, M. (2012). Demotivating factors in learning English: the case of Iran. *Procedia-Social and Behavioral Sciences, 31*, 745-749.

Molavi, A., & Biria, R. (2013). EFL learning among motivated and demotivated Iranian seminary. *Latin American Journal of Content and Language Integrated Learning, 6*(1), 55-66.

Molaeea, Z., Dortaj, F., & Sadipour, E. (2016). Unmotivated Motivating: Toward Motivating L2 Learning, Based on Demotivating Factors. *Journal of social and Behavior Science,217*, 9-15.

Muhonen, J. (2004). *Second language demotivation: Factors that discourage pupil from   learning the English language* (Unpublished pro Graduate Thesis). University of Jyvaskyla.

Richards, J., & Renandya, W. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University press.

Sakai, H., & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom system. *An International Journal of Educational Technologies and Applied linguistics, 37*, 57-69. doi.orgg/101016/i.system2008.09.005.

Sternberg, R. J., & Williams, W. M. (2002). *Educational psychology*. Boston, MA: Allyn & Bacon.

Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning, 24*(3), 199-210.