

PERCEPTION OF ENGLISH MEDIUM AND NON-ENGLISH MEDIUM STUDENTS REGARDING DEMOTIVATION IN LEARNING ENGLISH AS FOREIGN LANGUAGE

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Abstract

Demotivation is a great impediment to language learning, especially in Pakistan where English language learners face a lot of demotivating factors due to the dichotomy in the educational structure of the country. Current study is an attempt to explore the factors that are perceived as demotivating factors in learning of English as L2 by Sardar Bahadur Khan Women's University students due to their different mediums of education. The collected data was analyzed to find out the statistically significant difference of opinion which may exist in the response of English medium and non-English medium students. The sample of the study responded to the adapted version of Ali Al-Khairi (2013) questionnaire. This study is supported by L.Deci and Richard M.Ryan (1985) "Self-determination theory (SDT)". The factors investigated include, English teacher's behavior; teaching methodology; classroom environment, student's lack of self-confidence; student's negative perception of English; less exposure to English; tough English vocabulary and grammar. The findings revealed that there is a statistically significant difference in opinion between English medium and non-English medium students regarding demotivating factors. English medium students do not consider teacher's decreased use of English, negative response of their friends, spellings and grammar as demotivating factors whereas non-English medium consider these factors as demotivating and discouraging.

Keywords: De-motivation, Motivation, EFL learners, Demotivating factors, English Medium (EM), Non English Medium (NEM).

1. INTRODUCTION

This study investigated the impact of demotivating factors on English medium and non-English medium students. Demotivating factors have a significant impact on learners' performance. Demotivation refers to external factors that reduce motivation of an ongoing action (Dornyei, 2001). Owing to the status of English as language of power and progress in some countries, it becomes imperative for students to learn the

language. The criteria for scoring high at university, school and college level demand of students to acquire proficiency in English language, thus despite hard work and struggle the L2 learners fail to acquire the native like ability (Brutt-Griffler, 2002). Hence, speakers in non-English speaking countries have weak English Proficiency level, their speaking, writing, and listening skills are not as refined as compared to their reading proficiency.

Pakistan is one of those countries which have a dichotomous educational system, labeled as English medium and non-English medium or Urdu medium schools. Many students have no other option but to take different language courses of at least one year duration before they join Master programs, despite all efforts they fail to achieve the native like expertise. It is observed that there are some de-motivating factors which cause hindrance in learning the English language. Current study dealt with the de-motivating factors like teacher's negative attitude, teaching style, overcrowded classroom, student's lack of self-confidence, student's negative perception of English, less exposure to English language, course content and spellings and grammar that may create obstacles in learning English. The objective of this investigation was to find out the difference (if any) regarding the de-motivating factors of English medium and non-English medium students. De-motivation plays a vital role in learners' performance. It is a general observation that in learning a foreign language, EFL learners encounter a lot of complications, which demotivate them in learning the language. These factors, if addressed properly can help learners in acquiring language in a better way. The study attempted to explore the comparison between English medium and non-English medium students regarding the demotivating factors. The present research played an important role in highlighting the dichotomy of the Pakistani educational system and factors that discouraged the students. This research also gave a vision to government and policy makers for modification of the obsolete practices of the Pakistani educational system. The current study also helped in bringing to forefront the de-motivating factors encountered by English and non-English medium EFL students.

1.2 Objective of the Study

The objective of the study is to explore the difference (if any) regarding the de-motivating factors of students due to their medium (EM and NEM) for learning English as a foreign language.

1.3 Hypothesis

1.3.1 Null Hypothesis

There is no statistically significant difference between English medium and non-English medium students regarding the demotivating factors of learning English as foreign language.

1.3.2 Alternative Hypothesis

There is statistically significant difference between English medium and non-English medium students regarding the demotivating factors of learning English as a foreign language.

2. LITERATURE REVIEW

2.1 Motivation

Plethora of research has been conducted on impact of motivation in foreign language learning and the elements that promote motivation. Dorneyi (1994) has reported the significance of motivation in English language learning and described it as major source in learning a foreign language. The author asserts that motivation has many components that vary according to different levels. These levels can be learners' level, learning situation's level and language level.

2.2 Demotivation

Motivational factors are different from demotivating factors. According to Yan (2009) de-motivational factors are negative or opposite of motivational factors. Motivational factors have positive impact but demotivating factors are impediments in the process of second language learning and it directs a learner towards unsuccessful learning of foreign language (Hu, 2011).

Keblawi (2005) did an investigation on de-motivational factors of Arab students. He divided de-motivating factors into two categories relating to teachers and students respectively. The two categories were 1) teacher's style i-e the way teacher's taught in class and 2) student's personality traits i-e the way students behaved in class. Other factors such as textbooks and students' evaluation system were also identified by EFL learners as de-motivating factors.

3. RESEARCH METHODOLOGY

A quantitative mode of inquiry was adopted for the present study. The data for this work was collected through close-ended questionnaire. This research work was delimited to the de-motivational factors faced by English and non-English medium students'. In order to identify the factors that demotivated the students, a questionnaire from Ali Al-Khairy (2013) was adapted. The 10-item questionnaire was originally applied in a Saudi context; therefore, some items included in this questionnaire had to be adapted according to the Pakistani context. Two groups of ten English medium and ten non-English medium students were formed and the questionnaire was distributed among them. The questionnaires contained total 10 questions and all the questions were close-ended. Questionnaires were given to 10 English medium and 10 non-English medium students. Total 20 questionnaires were analyzed. A Likert-scale 5 point questionnaire was developed for the study. The participants were asked to indicate their degree of agreement by marking one of five responses.

3.3 Theoretical Framework

The study has taken its emergence from one of the renowned macro theory known as "Self-determination theory (SDT)" by L.Deci and Richard M.Ryan (1985). This theory is basically a theory of motivation and personality which deals with intrinsic and extrinsic sources and their role in social development and human behavior. The theory also deals with the amount of motivation present in the students and also focuses on different types of motivation.

Self-determination theory represents the difference between *autonomous motivation* and *controlled motivation*. Autonomy is self-governance, or rule by the self and intrinsic motivation is a type of autonomous motivation that involves activities done out of enjoyment. On the other hand, controlled motivation involves actions which are executed due to force or pressure.

Intrinsic and extrinsic motivations are the significant parts of Self-determination theory.

Intrinsic motivation

Intrinsic motivation deals with the internal factors which motivates a person, it is a natural source of learning. Intrinsic motivation has great role in creativity and good quality learning.

Extrinsic motivation

In contrast extrinsic motivation deals with external factors which play a significant part in motivating a learner. Extrinsic motivation deals with an activity or a task which is performed in order to achieve certain goals and is not intended for recreation or enjoyment. Extrinsic motivation is not natural like intrinsic motivation rather it is more instrumental, as extrinsic factors revolve around advancement and achievement of goals.

The current study deals with both intrinsic and extrinsic sources and their impact on learner's de-motivation. The researchers have taken these intrinsic and extrinsic sources as variables and investigated their effects on EFL learner's de-motivation. The main focus of this study is to explore the difference between English medium and non-English medium students regarding the impact of demotivating factors.

4. DATA ANALYSIS

The modified version of the questionnaire devised by Ali-Khairy (2013) was used to gather the data on demotivating factors and to find out the factors that negatively affected students' motivation. The researchers analyzed data quantitatively by comparing the responses of English medium and non-English medium students. The researchers got information on demotivating factors of English medium and non-English

medium students and endeavored to achieve objectives of the research. The tables below exhibit the responses of all ten questions as elicited by both the groups.

Question no: 1) English teachers do not speak in English in class all the time

Table no 1:

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English medium	10%	20%	0%	70%	0%
Non-English medium	20%	10%	10%	20%	40%

Analysis: The aforementioned statement is related to extrinsic source of motivation and an independent variable that is teacher's teaching style. According to the results, majority of English medium students which is 70% agreed that English teachers do not speak English in class all the time. 20% students disagreed and 10% strongly disagreed with the statement. On the other hand, 40% non-English medium students strongly agreed with the statement. Whereas 20% strongly disagreed, 20% agreed, 10% felt neutral and 10% disagree with the statement. It shows that almost 60% non-English medium students firmly believed that English teachers don't speak English all the time in class. The results of English medium and non-English medium manifest that both type of students feel demotivated because English teachers' do not speak English in class all the time.

Question no: 2) I feel disheartened when Teachers speak English very fast during class.

Table no 2:

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English medium	40%	10%	20%	30%	0%
Non-English medium	20%	10%	10%	20%	40%

Analysis: Statement no (2) of the questionnaire was related to teachers style of delivering lecture, which serves as an extrinsic source of demotivation. Results show that 40% of English medium students strongly disagreed, 30% agreed, 20% felt neutral and 10% disagreed with this statement. A small number of English medium students, i-e 30% agreed with the statement, on the contrary, none of the English medium student showed strong agreement to the statement. The results reveal that almost 50% of English medium students disagreed with the statement. On the other hand, the responses of non-English medium students disclose a different scenario, 40% students strongly agreed, 20% agreed and 20% strongly disagreed with the statement. 10% disagreed and 10% felt neutral about the statement. The results demonstrate that almost 60% of non-English medium students felt discouraged because of the teachers' manner of speech. According to the results, teachers' style of speaking discouraged non-English medium students, whereas majority of the English medium students did not face this problem in class.

Question no: 3) I don't feel comfortable in an overcrowded English class

Table no 3:

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English medium	10%	10%	10%	40%	30%
Non-English medium	0%	0%	30%	30%	40%

Analysis: Table no (3) exhibit results for statement no (3) which was regarding classroom environs. The classroom serves as an extrinsic source and it can play a major role in demotivating the students. The

results of English medium students reveal that 40% agreed, 30% strongly agreed, 10% strongly disagreed, 10% disagreed and 10% felt neutral about the statement. According to the results, almost 70% of English medium students agreed with the statement. On the other hand, results of non-English medium demonstrate that 40% students strongly agreed, 30% agreed, 30% neutral and 0% disagreed with the statement. None of the students showed a strong disagreement to the statement. The results exhibit that almost 70% of non-English medium students find classroom environment poor. The results state that overcrowded classroom environment, which is an independent variable, serves as negative factor for both non-English medium and English medium students.

Question no: 4) Teacher becomes angry when I communicate in wrong English?

Table no 4:

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English medium	10%	10%	10%	40%	30%
Non-English medium	10%	20%	10%	30%	30%

Analysis: Statement no (4) deals with extrinsic source of demotivation, which is teacher's behavior. The results of English medium students reflect that 40% agreed, 30% strongly agreed, 10% disagreed, 10% strongly disagreed and 10% felt neutral about the statement. It means almost 70% of English medium students agreed to the statement. The results of non-English medium students almost show a similar picture with 30% students who agreed, 30% strongly agreed, 20% disagreed, 10% were neutral and 10% strongly disagreed with the statement. It shows majority of the non-English medium students that is almost 60% of non-English medium students found teacher's negative response demotivating. The final results of English medium and non-English medium state that both English medium and non-English medium students felt demotivated due to the independent variable i-e teachers' negative response.

Question no: 5) My friends laugh whenever I speak English?

Table no 5:

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English medium	30%	40%	20%	0%	10%
Non-English medium	20%	0%	30%	20%	30%

Analysis: Statement no (5) deals with the extrinsic source of demotivation, which is friend's negative response. The results of English medium students disclose that 40% students disagreed, 30 strongly disagreed, 20% were neutral and 10% strongly agreed with the statement, which means almost 70% of English medium students showed disagreement to the statement. On the contrary, the results of non-English medium show that 30% strongly agreed, 30% were neutral, 20% agreed and 20% strongly disagreed with the statement. 0% non-English medium student disagreed with statement. It shows that most of the non-English medium students found their friends' behavior discouraging. The final results indicate that friends do not serve as a de-motivating factor for English medium students.

Question no: 6) I don't feel confident while speaking English in class?

Table no 6:

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English medium	10%	10%	20%	30%	30%
Non-English medium	10%	10%	20%	30%	30%

Analysis: Statement no (6) of the questionnaire deals with students' lack of confidence which serves as intrinsic source of demotivation and dependent variable. The results of English medium students manifests that 30% students agreed, 30% strongly agreed and 10% disagreed with the statement, whereas 20% felt neutral and 10% disagreed with the statement. The results denote that almost 60% of English medium students agreed with the statement. The results of non-English medium displayed a very similar trend that is 30% of the students agreed, 20% were neutral, 30% strongly agreed and 10% disagreed with the statement. 10% strongly disagreed with the statement. It shows that majority of the students which is 60% felt demotivated due to lack of self-confidence. The final results indicate that both English medium and non-English medium students felt demotivated due to an intrinsic source of demotivation which is lack of confidence.

Question no: 7) English is not as important for me as other subjects?

Table no 7:

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English medium	60%	20%	10%	10%	0%
Non-English medium	40%	30%	10%	10%	10%

Analysis: Statement no (7) deals with intrinsic source of demotivation which is students' negative perception towards English language. The results of English medium students reflect that 60% strongly disagreed, 20% disagreed, 10% were neutral and 10% agreed with the statement. 10% strongly agreed with the statement. The results of non-English medium show an identical behavior that is 40% of the students strongly disagreed, 30% disagreed, 10% were neutral and 10% agreed that English is not a very important subject for them. None of the respondents strongly agreed with the statement. The results signify that majority of non-English medium students, which is 70% felt English is an important subject for them. The final results show that both English medium and non-English medium students did not feel demotivated in learning English because of this intrinsic source, which also serves as dependent variable.

Question no: 8) I feel discouraged, because of little exposure to English language.

Table no 8:

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English medium	30%	0%	20%	10%	40%
Non-English medium	30%	10%	20%	20%	30%

Analysis: Statement no (8) regarding exposure to English language is connected to extrinsic source of demotivation. The results of English medium students show that 40% strongly agreed, 10% agreed with the statement while 30% strongly disagreed and. 20% English medium students felt neutral about the statement.

The results for the English medium indicate that 50% of English medium students felt that they did not have normal exposure to English language. The results of non-English medium students almost indicate a similar trend that is, 30% of students strongly disagreed, 30% strongly agreed, 20% disagreed, 10% agreed with the statement. 10% felt neutral about the statement. The results show that most of the non-English medium students which is 50% thought that they have normal exposure of English language. The final results regarding this independent variable (exposure) indicate that English medium and non-English medium students both felt demotivated because they lacked proper exposure to English language.

Question no: 9) I lose interest in learning English, because of boring and lengthy textbooks.

Table no 9:

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English medium	60%	20%	10%	10%	0%
Non-English medium	40%	30%	20%	10%	0%

Analysis: Statement no (9) dealt with the effect of textbooks which is an extrinsic source of demotivation. The results of English medium students indicate that 60% strongly disagreed, 20% disagreed, 10% felt neutral and 10% agreed with the statement. None of the English medium student strongly agreed with the statement. The results of non-English medium show that 40% strongly disagreed, 30% disagreed, 10% were neutral and 10% agreed with the statement. None of the non-English medium student strongly agreed with the statement. It shows that 70% of the students did not find English text books boring and discouraging. Final results, regarding this independent variable indicate that both types of students do not find their textbook boring and they did not feel demotivated due to this factor.

Question no: 10) It becomes difficult for me to learn English because of tough grammar rules and complicated spelling.

Table no 10:

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English medium	40%	30%	20%	0%	10%
Non-English medium	0%	20%	10%	30%	40%

Analysis: Statement no (10) deals with the extrinsic source of demotivation that is the rules of the language. The results of English medium students indicate that 40% students strongly disagreed, 30% disagreed, 20% were neutral and 10% strongly agreed with the statement. None of the English medium student agreed to the statement which means that almost 70% of English medium students did not find spellings and grammar as demotivating factors the results of non-English medium students' show that 40% of the students strongly agreed with the statement whereas 30% agreed, 20% disagreed and 10% felt neutral and none of them strongly disagreed with the statement. It shows that 70% of non-English medium students found spellings and grammar as demotivating factors.. The final results show that for English medium students spellings and grammar which is independent variables are easy but for non-English medium students it serves as demotivating factor.

5. FINDINGS AND CONCLUSION

The factors investigated for the present study were: teaching methodology, style of teacher's speech and negative attitude, classroom environment, textbooks, spellings and grammar, friend's response, negative perception of English and less exposure to English. The findings showed that lack of self-confidence, little

exposure to English language, lengthy and boring textbooks, students' negative perception regarding English language, teachers' negative response and overcrowded classroom environment are common demotivating factors for both English medium and non-English medium students.

The results also brought to surface the fact that non-English medium students considered teachers minimal use of English language in class, teachers' speech and negative attitude, grammar, spellings and their friends' negative response as major causes which demotivated them to carry out their English language learning effectively. Whereas English medium students did not find teachers' way of speaking, spellings and grammar and their friends' response as demotivating factors in learning English language. Therefore, the null hypothesis of the study which stated that "there is no statistically significant difference between English medium and non-English medium students regarding the demotivating factors of learning English as a foreign language" can safely be rejected. In other words, it can be said that there is a difference between the opinions regarding demotivating factors of English medium and non-English medium students in learning English as foreign language.

5.1 CONCLUSION

The purpose of present study was to explore significant differences regarding the demotivating factors of English medium and non-English medium students. The findings showed that there is difference regarding the demotivating factors faced by students due to their mediums of instructions. The theory dealt with intrinsic and extrinsic sources and their role in social development and human behavior. Basically the theory dealt with internal and external factors, which were incorporated in the present study to investigate their impact on the learning process of the students of two different medium of instructions. The intrinsic sources studied were; Lack of self-confidence, negative perception of language and extrinsic sources included teacher, classroom environment and exposure to English language, friend's negative response textbooks, tough spellings and grammar.

Therefore, the alternative hypothesis of the study which stated that "there is statistically significant difference between English medium and non-English medium students regarding the demotivating factors of learning English as a foreign language" can safely be accepted.

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