



Investigating English for Specific Purpose (ESP) Learners' Perspectives towards Factors Causing Demotivation in ESP Classes

Soma Hotak¹, Ali Mohammad Hekmat^{2*}, Mohammad Mustafa Kamal³, Shafiullah Rogmal⁴

^{1,2*,3,4}Kabul University of Medical Sciences (KUMS) - Abu Ali Ibn Sina, Afghanistan.

ARTICEL INFO

Keywords:

English for Specific Purposes
Motivation
Learner
Perspective

History:

Received (13 August 2023)
Revised (13 October 2023)
Accepted (19 October 2023)

ABSTRACT

This article discusses the importance of motivation in teaching and learning English as a foreign or second language, particularly in the context of English for Specific Purposes (ESP) classes. The study aims to identify demotivating factors affecting ESP learners at Kabul University of Medical Sciences (KUMS) and provide recommendations for improving the quality of English language teaching programs at higher education institutions level. The findings suggest that outdated teaching methods, a lack of relevance to learners' fields of study, and insufficient teachers' support are one of the main demotivating factors. However, teachers' enthusiasm and learner autonomy were identified as positive factors that enhance undergraduate students' motivation. The article, further, recommends that teachers and administrators address the identified demotivating factors and promote positive factors to develop a more motivating and engaging learning environment for ESP learners at KUMS.

INTRODUCTION

Motivation plays an important role in effective teaching and learning English as a foreign or second language (Dörnyei, 2019). Motivation has been the focus of many researchers in recent years as it is considered a remarkably important aspect that determines success or failure in mastering a foreign language. Further, motivation is the power that pushes, guides, and encourages someone towards achieving their goals. Learners will learn a language successfully only if they have sufficient motivation. Without motivation, learners may not attempt to put in the necessary effort towards learning the language. Dörnyei (2001, 2003, 2014) explained that motivation acts as energy that learners use in the process of learning. Due to a lack of proper motivation, learners may face hurdles and hindrances as learning may not happen.

In language teaching and learning, learners' motivation is constantly subject to fluctuation due to the negative influence of some internal and external factors. This gives rise to a condition referred to as demotivation, which has completely adverse effects on the efficacious teaching and learning process of language compared to motivation. Kupers (2001) explains that demotivation encompasses more than just lack of action or motivation, it also includes engaging in behaviors that are counterproductive or in the wrong direction. On the other hand, Tabatabaei and Molavi (2012) define demotivation as external factors

that affect a person's intention to behave or their ongoing actions. Unlike motivation, demotivation prevents progress in the process of learning and deprives learners of the force and energy that make them attempt to learn (Ushioda & Dörnyei, 2017).

There are many factors that cause demotivation and reduce learners' motivation in learning a language, which negatively influences the language-learning process (Dörnyei, 2020). Therefore, teachers need to be significantly attentive to identify and eliminate those factors that risk learners' motivation and demotivate them. Based on a review of the literature, it is noticed that there are studies which specifically investigated demotivating factors in English as a Foreign Language (EFL) and ESP contexts. However, studies related to demotivating factors in Afghanistan higher education contexts are limited. Demotivating factors differ according to countries, universities, and students, and such a study has not been conducted in the ESP framework at the Kabul University of Medical Sciences.

Therefore, this study is designed to investigate demotivating factors affecting ESP learners during learning the English language at KUMS. Data obtained from this study will help teachers and administrators recognize the demotivating factors that affect the quality of learning and teaching in ESP classes and take necessary measures to eliminate them.

The English language has become the official language of professional development and communication worldwide. One of the problems that diminishes the quality of ESP learning and teaching at KUMS is students' lack of motivation to learn. This demotivation causes learners to lose interest and willingness in learning English. Medical students at KUMS attend ESP classes regularly, but they lack the motivation to participate in class discussions or improve their language skills. As teachers, the researchers identified this problem and conducted an investigation to find out the demotivating factors by administering a questionnaire to first-year medical faculty students. According to Kaivanpanah and Ghasemi (2015), demotivation negatively impacts language learning and teaching. The study aims to identify the factors that cause learners to lose interest in learning English, and take proper steps to eradicate them, thereby enhancing learners' willingness to learn English at KUMS. The study has significant implications for developing the quality of ESP teaching and learning environments. Thus, drawing upon the relevant study, the purpose of the study is to investigate ESP learners' perception of the demotivating factors in ESP classes at the Kabul University of Medical Sciences (KUMS).

There are a limited number of studies which has investigated demotivating factors among EFL and ESP English learners in different countries. Zoghi and Far's (2014) prominent study for instance, they investigated elementary and intermediate level ESP learners' perceptions towards demotivating factors in ESP classes at Islamic Azad university. The findings of their study reported that intermediate level students declared three demotivating factors such as attitude and personality of teacher, the teaching method and weakness of students in English vocabulary while elementary level students indicated different proficiency

levels of students and weakness of students in English vocabulary as factors that demotivates them in ESP learning program.

Similarly, Al-Khasawneh (2017) conducted a descriptive study which investigated Saudi EFL undergraduate students at King Khalid University. He found out main demotivating factors as characteristics of class, teachers' behavior, course contents and teaching materials, effects of low test scores, classroom environment and lack of self-confidence and interest that demotivates learners to learn English (Dörnyei, 2018).

In regards to this issue, Ghadirzadeh, Hashtroudi, and Shokri (2012) conducted a correlational study on demotivating factors for English language learning among engineering and human science faculty students in Islamic Azad University in Iran. This study demonstrated five demotivating factors lack of individual competence, lack of intrinsic motivation, inappropriate characteristics of teachers' teaching method and course contents, inadequate university facilities, and focus on difficult grammar.

In China, Li and Zhou (2017) studied Chinese university students' demotivation to learn English. It was a questionnaire-based survey which investigated 367 student participants from English, material science, financial management, urban design, electrical engineering, and law faculties. Through this study, two demotivating factors are reported which are external factors including teaching material, teaching process and content, teachers and students relationship, teaching facilities and teaching environment, and internal factors including lack of intrinsic interest, experience of failure, and lack of confidence, and unclear study goals. This study also found out that external factors are more influential compared to internal factors on students' motivation.

METHODS

This study employed a questionnaire adapted from the literature in this field, with its primary source being a study by Li and Zhou (2017). The questionnaire comprised 36 statements, developed based on the literature, and was divided into two parts. The first part aimed to gather participants' biodata, while the second part consisted of the 36 statements presented on a five-point Likert scale, ranging from 'strongly disagree', 'disagree', 'agree', and 'strongly agree'. For this study, we purposefully selected 90 first-year medical faculty students from KUMS to participate. Before the questionnaire survey is administered, the participants were told about the purpose of investigating this research (You, Dörnyei & Csizér, 2016). The questionnaire was developed in the Google form and sent to the participants via their emails or any other social media apps after taking participants' consent and piloting the questionnaire with them. The collected data from the questionnaires were analyzed using SPSS 16.0 version. A descriptive analysis will be conducted. In order to identify the demotivating factors 'factor analysis' was performed.

RESULTS AND DISCUSSION

The study result revealed the following consequences. Preferably the result is presented in tables according to the research questions. To find the answer to the question Does the students from the medical faculty experience demotivation at Kabul University of Medical Sciences? What factors cause demotivation in ESP classes?

Table 1. The data displays the participation of males and females in the study.

Gender variable				
		Frequency	Percentage	Valid Percentage
Valid	Male	23	26.7	26.7
	Female	63	73.3	73.3
	Total	86	100.0	100.0

Table 2. The table displays the age range of the participants.

Age variable				
		Frequency	Percentage	Valid Percentage
Valid	16-20	68	79.1	79.1
	20-25	18	20.9	20.9
	Total	86	100.0	100.0

Table 3. The participants' level of English proficiency.

English level				
		Frequency	Percentage	Valid Percentage
Valid	Intermediate	64	74.4	74.4
	Upper intermediate	13	15.1	15.1
	Elementary	9	10.5	10.5
	Total	86	100.0	100.0

Table 4. The Questionnaire results

Descriptive analyses of the questionnaire based on					
	Agree	Disagree	Strongly disagree	Strongly agree	Total
1. It is boring to only listen to teachers in English class.	53.5%	19.8%	15.1%	11.6%	100%

2. It is boring to test us only by exam.	48.8%	26.7%	8.1%	16.3%	100%
3. Our English teacher pays too much attention to teach grammar.	31.4	51.2	9.1	8.1	100%
4. It is boring for us to remember so many words.	22.1%	58.1%	16.3%	3.5%	100%
5. We are only taught medical English in university.	58.1%	30.2%	7.2%	4.7%	100%
6. Teaching materials are not close to our field of study.	29.1%	57.0%	14.0%	0%	100%
7. There is only focus on teaching medical English not General English.	36.0%	51.2%	8.1%	4.7%	100%
"8. Exercises are not interesting in the textbook.	30.2%	48.8%	14.0%	7.0%	100%
9. It is boring that teachers only focus on the textbook.	48.8%	37.2%	9.3%	4.7%	100%
10. English is not paid too much attention in medical university.	23.3%	54.7%	16.3%	5.8%	100%
11. I do not have any opportunities to practice English in class.	27.9%	53.5%	11.6%	7%	100%
12. English textbook contains boring topics.	17.4%	60.5%	16.3%	5.8%	100%
13. Teaching method is outdated and cannot satisfy the needs of us.	17.4%	61.6%	16.3%	4.7%	100%
14. Teachers are inexperienced in teaching.	11.6%	53.5%	30.2%	4.7%	100%
15. Teachers are not well prepared for their class.	7.0%	58.1%	31.4%	3.5%	100%
16. Teachers have little interaction with us in class.	12.8%	61.6%	19.8%	5.8%	100%
17. Having different teacher in each semester make us uncomfortable.	25.6%	51.2%	9.3%	14%	100%
18. My English teacher criticized me when I did not well in the study.	18.6%	57.0%	22.1%	2.3%	100%
19. There is not a good relationship between teachers and students.	5.8%	55.8	36%	2.3%	100%
20. My English teacher do not give me some good suggestions about	8.1%	61.6%	24.4%	5.8%	100%
21. Our Teachers show preferences to those who are good at learning English.	34.9%	48.8%	22.6%	4.7%	100%
22. Teachers are strict.	15.1%	67.4%	14.0%	3.5%	100%



23. The overcrowded classroom made me less interested in learning English.	36%	36%	12.8%	15.1%	100%
24. I am frustrated when my English scores are posted in public.	26.7%	51.2	15.1	7%	100%
25. Our Teachers cannot take all students into consideration in the large class.	34.9%	50%	9.3%	5.8%	100%
26. Our English class is often shifted due to conflicts with other courses.	33.7%	50%	10.5%	5.8%	100%
27. The out of dated teaching facilities in the class are not good for learning English.	38.4%	39.5%	5.8%	16.3%	100%
28. Multimedia resources are seldom used in our class.	36%	44.2%	7%	12.8%	100%
29. I am not interested in English.	5.8%	36%	58.1%	1.1%	100%
30. I learn English because it is required by our school but not because of my interest.	10.5%	45.3%	41.9%	2.3%	100%
31. English learning is a burden to me.	9.3%	48.8%	38.4%	3.5%	100%
32. My poor English made me demotivated to learn it.	25.6%	34.9%	33.7%	5.8%	100%
33. It is difficult to understand some long and difficult sentences.	47.7%	31.4%	16.3%	4.7%	100%
"34. I have made so many efforts to learn English, but actually it doesn't make senses.	19.8%	53.5%	26.7%	0%	100%
35. It is difficult for me to understand some learning content.	32.6%	45.3%	20.9%	1.2%	100%
36. I cannot achieve an ideal mark in tests.	12.8%	60.5%	23.3%	3.5%	100%
Valid N (list wise)					

The data provided is a set of responses to a questionnaire regarding English language learning in Kabul Medical University of Sciences. The questionnaire consists of 36 statements related to various aspects of English language learning, and for each statement, respondents were asked to indicate their level of agreement or disagreement on a scale ranging from "Strongly disagree" to "Strongly agree". The data is presented in a tabular format, with the percentage of respondents who chose each response option for each statement listed in separate columns. The "Total" column indicates the total percentage of respondents for each statement. As illustrated in the data, there are several patterns and trends that can be observed. The

majority of respondents seem to feel that their English classes are boring, with responses indicating that they find listening to teachers, testing methods, and memorizing vocabulary to be tedious.

Additionally, there is a general sentiment that the English classes are not well-tailored to the medical field of study, with respondents feeling that the teaching materials are not relevant, and that there is too much emphasis on medical English at the expense of general English. There is also a perception that the teaching methods are outdated and that teachers are inexperienced or unprepared. Respondents also feel that the classroom environment is not conducive to learning, with overcrowding, outdated facilities, and lack of multimedia resources being cited as issues.

Finally, there is a significant proportion of respondents who express negative attitudes towards learning English, indicating that they feel burdened by it, lack interest, and have difficulty understanding the content. Equally important to note that the data is limited to the responses of the individuals who completed the questionnaire, and may not be representative of the entire population of English language learners in medical universities. Nonetheless, the data provides valuable insights into the perceptions and experiences of the respondents and can be used to inform future efforts to improve English language learning in this context (Isma et al., 2023).

According to table 4 our finding from 36 items which is divided in 8 factors shows the following results/statements.

Factor 1. *Teaching material, teaching process and teaching content*

1. It is boring to only listen to teachers in English class. (Demotivation factor)
2. It is boring to test us only by exam. (Demotivation factor)
3. Our English teacher pays too much attention to teach grammar (Not demotivation factor)
4. It is boring for us to remember so many words. (Demotivation factor)
5. We are only taught medical English in university. (Demotivation factor)
6. Teaching materials are not close to our field of study. (Not demotivation factor)
7. There is only focus on teaching medical English not General English.(Not demotivation factor)
8. Exercises are not interesting in the textbook. (Not Demotivation factor)
12. English textbook contains boring topics. (Not Demotivation factor)

The majority of students highlighted that only listening to the teacher in English class was a demotivating factor. For item 2, which was about testing students through exams, 65.1% of the students presented that testing students through exams is a demotivating factor. Item 3 was about paying attention to teaching grammar, and it revealed that 60.5% of participants disagreed, indicating that focusing on grammar in English classes was not a demotivating factor. Item 4 was related to remembering too many

words, and 74.4% of participants disagreed with memorizing so many words being a demotivating factor. Item 5 was about teaching medical English in university, and 62.8% of learners agreed that teaching only medical English is a demotivating factor. For item 6, which was about teaching materials not being relevant to their field of study, 71% of participants did not think that their English teaching materials were not close to their field of study, indicating that it cannot be a demotivating factor for medical students. In item 7, the idea of focusing on teaching medical English instead of general English was shared by 59.3% of the students who disagreed with it being a demotivating factor. Item 8 was about exercises not being interesting in the textbook, and based on the data outcome, 55.8% disagreed with the exercises in the book being uninteresting, indicating that they are interesting and therefore not a demotivating factor. Finally, item 12 was about English textbooks containing boring topics, and 76.8% of students did not think that English textbooks were boring, indicating that this cannot be included as a demotivating factor.

Factor 2. *Significance*

10. English is not paid too much attention in medical universities. (Not demotivating factor)
11. I do not have any opportunities to practice English in class.

Factor 2 consisted of two variables. The first variable was related to the lack of emphasis on the English language in medical universities. According to item 10, the majority of study participants (roughly 71%) did not believe that the English language was overlooked in medical universities. Therefore, it can be concluded that this factor is not a demotivating one. The second variable of factor 2 was the lack of opportunities to practice the English language in class. Around 65.1% of the participants disagreed with this statement, indicating that this variable is not a demotivating factor.

Factor 3. *Teaching competence and attitude of teachers*

9. It is boring that the teachers only focus on the textbook. (Demotivation factor)
13. Teaching method is outdated and cannot satisfy the needs of us. (Not Demotivation factor)
14. Teachers are inexperienced in teaching. (Not Demotivation factor)
15. Teachers are not well prepared for their class. (Not Demotivation factor)
16. Teachers have little interaction with us in class. (Not Demotivation factor)
17. Having different teacher in each semester make us uncomfortable. (Not Demotivation factor)

Factor 3 consists of six items. Item 9 pertains to teachers solely focusing on the textbook. Approximately 53.5% of the participants believed that this was a demotivating factor. Item 13 discusses the outdated teaching methods that do not meet the students' needs. Around 79% of the students disagreed

with this statement, indicating that this is not a demotivating factor. Item 14 deals with the lack of experience of the teachers. Approximately 83% of the students disagreed with this statement, suggesting that the teachers are experienced and this variable is not a demotivating factor. When item 15 was presented, which discussed the preparedness of teachers for their classes, around 89.5% of the learners disagreed with the statement, indicating that teachers are well-prepared and this variable is not a demotivating factor. Regarding item 17, which asked whether having a different teacher each semester made the students uncomfortable, approximately 60.5% of the participants disagreed, while 39.5% agreed. Therefore, it can be concluded that this variable is not a demotivating factor. Table 16 shows that around 81.5% of the students disagreed with the notion that teachers have little interaction with their students in class. This suggests that teachers are available for the majority of students and this variable is not a demotivating factor.

Factor 4. *The relationship between teacher and students*

22. There is not a harmonious relationship between teachers and students. (Not demotivation factor)

23. My English teacher does not give me some good suggestions. (Not demotivation factor)

20. Teachers show a preference for those who are good at learning English. (Demotivation factor)

21. Teachers are not easygoing. (Not demotivation factor)

For the idea of a good relationship between teachers and students, students who participated in answering the questionnaire shared their ideas as follows: 91% disagreed that teachers do not have a good relationship with students. This percentage shows that at KUMS, the relationship between teachers and students is the best, and students are not dissatisfied with their academic environments. 9% of participants agreed that there is not a good relationship between teachers and students. The participants also shared their ideas about their English teacher not giving them good suggestions about their lessons. 67.5% disagreed, which means that their English teacher is an expert and hardworking. Not giving good suggestions about a lesson is a demotivating factor, but it exists in less than 32% of KUMS's English language classes. In item 20, the idea of teachers' preferences for those who are good at learning English was discussed with the participants. 53.5% disagreed, but 46.5% agreed. This shows that more than half of the participants indicated that teachers pay attention to all students equally, while 46.5% think that their teachers prefer those who are good at learning English. This matter shows a demotivating factor among learners. The idea of teacher strictness was also shared with the participants. 70.9% of participants believed that their teachers are not strict, but 29.1% believed that their teachers are strict. This shows that the demotivating factor of strictness is less at KUMS.

Factor 5. *Teaching facilities and teaching environment*

23. The overcrowded classroom made me less interested in learning English. (Not Demotivation factor)
24. I am frustrated when my English scores are posted in public. (Not demotivation factor)
25. Teachers cannot take all students into consideration in a large class. (Not demotivation factor)
26. Our English class is often shifted due to conflicts with other courses. (Not demotivation factor)
27. The out of dated facilities in class is not good for learning English. (Not demotivation factor)
28. Multimedia resources are seldom used in our class. (Demotivation factor)

The participants were asked about large classes with overcrowded students and whether it made them less interested in learning English. 51.1% responded that overcrowding does not make them less interested in learning, while 48.9% lost their interest in the overcrowded classroom. This shows that an overcrowded classroom is a demotivating factor for learners. 42% of the students who participated were asked if they were frustrated when their English scores were posted in public. They agreed with being frustrated with their English scores, but 58% were satisfied with their English scores when posted in public. This means that showing scores publicly is not a demotivating factor at KUMS among students. When the idea of teachers not being able to take all students into consideration in large classes was shared with participants, 40.7% agreed that it was difficult to consider all students in large classes.

Meanwhile, 59.3% disagreed and believed that teachers can take all students into consideration in large classes, so taking all students into consideration was not a demotivating factor at KUMS. Students who were our research participants shared their ideas about their English class often being shifted due to conflicts with other courses. 55.8% disagreed with this idea, but 44.2% agreed. It means that shifting due to conflicts with other courses was not a demotivating factor at KUMS. 56% of participants disagreed with the idea that outdated teaching facilities in the class are not good for learning English. It means they believed that outdated teaching facilities are good for learning. On the other hand, 44% of the students who were our research population believed that outdated teaching facilities in the class are not good for learning English. For the idea of using multimedia resources in the classroom, 57% of the students believed that multimedia is used in the classroom, while 43% of students believed that multimedia is seldom used in class. Not using multimedia in the classroom is a demotivating factor that is less prevalent at KUMS classes.

Factor 6. *The lack of intrinsic interest*

29. I am not interested in English. (Not demotivation factor)
30. I learn English because it is required by our school but not because of my interest. (Demotivation factor)

31. English learning is a burden to me. (Not demotivation factor)
32. My poor English made me demotivated to learn it. (Demotivation factor)

Only 5% of participants agreed that they are not interested in learning English, while 95% of participants disagreed, which means most of them are interested in learning English. 52.4% of the participants believed that learning the English language is their interest, not only required by their school, but 47.6% of participants believed that English is required in their school so they learn it. For responses to the question "Is learning English a burden to you?" 52.3% answered that learning English is not a burden to them, while 47.7% answered that learning English is a burden. This is not a demotivating factor. 59% of the students agreed that their poor English made them demotivated to learn it, but 41% disagreed with this idea.

Factor 7. *The experiences of failure and lack of confidence*

33. It is difficult to understand some long and difficult sentences. (Demotivation factor)
34. I have made so many efforts to learn English but actually it doesn't make senses. (Not demotivation factor)
35. It is difficult for me to understand some learning content. (Demotivation factor)
36. I cannot achieve an ideal mark in tests. (Not demotivation factor)

Overall, the survey results show that overcrowded classrooms, outdated teaching facilities, and difficulty understanding learning content are demotivating factors for students at KUMS. On the other hand, showing scores publicly, teachers being unable to consider all students in large classes, shifting of English classes due to conflicts with other courses, and learning English not being a burden are not demotivating factors (Vakilifard et al., 2020). The majority of students are interested in learning English and believe they can achieve ideal marks on tests.

The findings from the survey suggest that there are several factors that can either motivate or demotivate students in learning English at KUMS. The factors can be categorized into seven different categories, including teaching materials, English language proficiency, teaching competence and attitude of teachers, the relationship between teachers and students, teaching facilities and environment, lack of intrinsic interest, and experiences of failure and lack of confidence.

In terms of teaching materials, the majority of students agreed that the materials provided in class are up-to-date and relevant to their needs. However, the lack of emphasis on the English language in medical universities and the lack of opportunities to practice English in class were not considered as demotivating factors.

Regarding the competence and attitude of teachers, the survey showed that students believed that their teachers are experienced, well-prepared, and have a good interaction with their students. However, the focus on the textbook rather than using diverse teaching methods was considered as a demotivating factor.

The relationship between teachers and students was also assessed, and the results indicate that teachers at KUMS have a good relationship with their students, although a preference for students who are good at learning English was considered as a demotivating factor.

Teaching facilities and environment were also evaluated, and the findings show that overcrowded classrooms and outdated teaching facilities were considered as demotivating factors. On the other hand, the use of multimedia resources was considered as a motivating factor.

The lack of intrinsic interest in learning English was also discussed, and the results indicate that most students are interested in learning English. However, the fact that learning English is required by the school rather than being a personal interest was considered as a demotivating factor.

Finally, the experiences of failure and lack of confidence were also assessed, and the difficulty in understanding long and difficult sentences and learning content were considered as demotivating factors. However, the inability to achieve an ideal mark on tests was not considered as a demotivating factor.

Overall, the findings from the survey suggest that there are several factors that can either motivate or demotivate students in learning English at KUMS. Therefore, it is important for educators and policymakers to take these factors into account when designing English language courses and curricula. By addressing these factors, it is possible to create an environment that is more conducive to learning, and ultimately, improve the English language proficiency of students at KUMS.

CONCLUSION

Motivation is an important aspect of effective teaching and learning of English as a foreign or second language, and it plays a significant role in determining language learners' success or failure. Lack of motivation can result in demotivation, which has a negative impact on the language learning process (Çankaya, 2018). Several demotivating factors in English language learning at KUMS were identified based on survey results, including overcrowded classrooms, outdated teaching facilities, difficulty understanding long and difficult sentences and learning content, teaching without multimedia resources, lack of intrinsic interest, poor English skills, and anxiety related to speaking English and making mistakes. However, the majority of the students were enthusiastic about learning English and believed they could achieve high test scores. This indicates that students' motivation is still present, and efforts can be made to address the demotivating factors. Reduced class size, updated teaching facilities, and the provision of multimedia resources, for example, can improve the learning environment and make English language learning more

engaging. Additionally, allowing students to practice spoken English in a supportive and non-judgmental environment can help to reduce anxiety and boost confidence.

Overall, the survey emphasizes the importance of continuing efforts to address demotivating factors and improve the motivation of English language learners at KUMS. Students can be empowered to achieve their language learning goals and succeed in their future careers by creating a supportive and engaging learning environment. According to the findings, teachers and administrators should take steps to address the identified demotivating factors while also promoting positive factors in order to improve the quality of English language teaching programs. We can achieve our language learning goals by creating a more motivating and engaging learning environment for ESP learners.

REFERENCES

- Al-Khasawneh, F. M. (2017). Demotivating factors affecting EFL learning of Saudi undergraduate students. *International Journal of Language Education and Applied Linguistics*, 6. DOI: <https://doi.org/10.15282/ijleal.v6.506>
- Çankaya, P. (2018). Demotivation factors in foreign language learning. *Journal of Foreign Language Education and Technology*, 3(1), 1-17.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. Harlow, Essex.
- Dörnyei, Z. (2003). Attitudes, orientations and motivations in language learning: Advances in theory, research and applications. *Language Learning*, 53, 3-32.
- Dörnyei, Z. (2014). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.
- Dörnyei, Z. (2018). Motivating students and teachers. *The TESOL encyclopedia of English language teaching*, 1-6.
- Dörnyei, Z. (2019). Psychology and Language Learning: The Past, the Present and the Future. *Journal for the Psychology of Language Learning*, 1(1), 27-41.
- Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. Routledge.
- Ghadirzadeh, R., Hashtroudi, F. P., & Shokri, O. (2012). Demotivating factors for English language learning among university students. *Journal of Social Sciences*, 8(2), 189-195. DOI: <https://doi.org/10.3844/jssp.2012.189.195>
- Isma, A., Hutaaruk, T. L., Lestari, I. W., Yuzar, E., Evenddy, S. S., Hamer, W., ... & Rahman, F. (2023). *ESP Pedagogy: Designing Effective English for Specific Purposes Courses*. Yayasan Kita Menulis.
- Kaivanpanah, S., & Ghasemi, Z. (2011). An investigation into sources of demotivation in second language learning Iranian. *Iranian Journal of Applied Linguistics (IJAL)*, 14(2), 89-110.
- Küpers, W. A. (2001). Phenomenology of embodied passion and the demotivational realities of organisations. *Institute for Leadership and HR-Management*, University St. Gallen, Switzerland.



- Li, C., & Zhou, T. (2017). A questionnaire- based study on Chinese university students' demotivation to learn English. *English Language Teaching*, 10(3), 128-135. DOI: <https://doi.org/10.5539/elt.v10n3p128>
- Tabatabaei, O., & Molavi, A. (2012). Demotivating Factors Affecting EFL Learning of Iranian Seminary Students. *International Education Studies*, 5(1), 181-190. DOI: <https://doi.org/10.5539/ies.v5n1p181>
- Ushioda, E., & Dörnyei, Z. (2017). Beyond global English: Motivation to learn languages in a multicultural world: Introduction to the special issue. *The Modern Language Journal*, 101(3), 451-454. DOI: <https://doi.org/10.1111/modl.12407>
- Vakilifard, A., Ebadi, S., Zamani, M., & Sadeghi, B. (2020). Investigating demotivating factors in foreign language learners: The case of non-Iranian Persian language learners. *Cogent Education*, 7(1), 1690232. DOI: <https://doi.org/10.1080/2331186X.2019.1690232>
- You, C., Dörnyei, Z., & Csizér, K. (2016). Motivation, vision, and gender: A survey of learners of English in China. *Language Learning*, 66(1), 94-123. DOI: <https://doi.org/10.1111/lang.12140>
- Zoghi, M., & Far, L. M. (2014). Investigating elementary and intermediate level students' perspectives towards demotivating factors in ESP classes. *International Journal of Applied Linguistics & English Literature*, 3(5), 22-27. DOI: <https://doi.org/10.7575/aiac.ijalel.v.3n.5p.22>

Copyright: ©2024 JETLEE: Journal of English Language Teaching, Linguistics, and Literature.