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## **AN EXPLORATION OF THE DEMOTIVATIONAL FACTORS AFFECTING TEACHING LEARNING OF ENGLISH AS A FOREIGN LANGUAGE OF PYP STUDENTS IN GULF COUNTRIES**

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### **Abstract**

*Motivation is instrumental in successfully carrying out any activity while demotivation is a detrimental force that impedes the progress of any action or activity which has widely unveiled its diverse manifestations to EFL learners across the globe. Based on the reviewing of previous works and contexts, the present study aims at investigating the demotivational factors that significantly hamper learning of PYP year learners in EFL classrooms in gulf countries. The*

*work utilized triangulation in the use of research methods, i.e. both qualitative and quantitative methods overlap each other: (i) structured interview of experienced EFL (3 male and 4 female) teachers of JUELC and QUELC respectively, with maximum open ended questions exhibit qualitative dimension of the study; (ii) opinionative developed with closed ended questions by employing Likert's five point scale, represents quantitative perspectives of the work. The objectives of formulating an interview has not only been to collect the data but to cross examine responses of 100 female PYP year learners of Medical College. The data was collected to investigate teacher's teaching style and practices in EFL classrooms; teacher's personality, behavior and method of teaching; curriculum and the level and needs of the learners; personal, social and religious aspects that influence students learning; students' inadequate elementary knowledge of four language skills and their lack of determination of goals and objectives to learn English language. The results indicate that PYP year learners in EFL classrooms in gulf countries are hard put by the lengthy and difficult syllabus, inappropriate teaching techniques and methods, fluency of the teacher, learners insufficient proficiency of four language skills, fear of examination, lack of scope of English in social communication and inappropriate standard of imparting English knowledge at primary and secondary stages. All these factors call attention of the ministry of education to revise and redesign the educational policies at primary and secondary level.*

**Keywords**

Motivation, Demotivational factors, English as a Foreign Language, Teaching and Learning

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**1. Introduction**

In recent years, a pivotal change has observed in teaching and learning of English as a foreign/second language; where an enormous focus has been shifted from the teacher and teaching towards learner and learning. Indeed, it is an important step on the part of the teachers to make their students less dependent on them and more autonomous and self-sufficient in their own learning process ('O Malley and Chamot, 1995). Johnstone (1999, p. 146), perceives motivation as an impetus or a strong desire for achieving a specific target or goal. Similarly, Ryan & Deci (2000), consider that motivation is a state of progress or motion to excel or do something with inner urge. Crump (1995) puts forward main components of motivation: i.e. learner's excitement, interest, urge, and enthusiasm towards learning.

Generally, significance of the concepts of ‘motivation’, ‘remotivation’ and ‘demonization’ cannot be denied in academic teaching-learning process, and particularly in teaching of English as a foreign language (Dörnyei, 2009). The word “motivation” has been defined as the intrinsic and extrinsic drives or forces that determine focus, and direct behavior of the learners towards a specific target or goal (Babae, 2012). It refers to the ability or particular disposition of the learners, who set out, maintain, and direct a positive attitude towards learning (Stern, 1983: 385). Remotivation is a process of restoring impetus by suppressing or restraining all demotivational factors and igniting or intensifying intrinsic and extrinsic drives that help stimulate learners’ curiosity and enthusiasm for learning (Wong, 2011). On the other hand, demotivation is defined as negative external forces that reduce or diminish the stimulus or impulse or an ongoing performance of the learners (Good luck, 2013). Motivation and demotivation both are the opposite forces like two sides of a coin, one reinforces and strengthens the action while the other diminishes or reduces the performance (Dörnyei and Unshod, 2011). They both are the counter poles and play a crucial role in the learning process. Therefore, the researcher has undertaken the study in hand to probe into the types of demotivators and their corresponding factors, which hamper learning of PYP year learners in EFL classrooms in gulf countries. Such probing efforts are expected to be helpful in the formulation of different compatible and effective teaching-learning strategies to achieve promising academic results.

## **2. Objectives**

The objectives of the study were to:

- identify the demotivational factors that discourage PYP year EFL learners in gulf countries;
- seek experienced EFL teachers’ opinion and medical college students’ perception through structured interview and opinionative for the understanding and probing into the demotivational factors;
- Offer possible solutions and recommendations to address demotivational factors that hamper learning of PYP year EFL learners in gulf countries.

The next section has been given over to the scholars’ perception on motivation in general and their views on demotivational factors that hamper students’ learning in EFL classrooms in particular. The most significant aspects of foregoing studies have been enumerated as under:

### **3. Literature Review**

There are so many factors that affect the teaching learning process in Saudi EFL classrooms. Among several instrumental reasons, it has been discovered in many studies that students are hard pressed in EFL classrooms due to lack of elementary knowledge of four language skills and inadequate communicative ability. Because in their primary and secondary education they never have exposed to English as a medium of instruction. Furthermore, family background, social norms, lexical and syntactic differences between English and Arabic, cultural and religious sensitivities also serve as contributory factors in their low language proficiency. However, a mismatch between teaching and learning styles or lack of utilization of interactive activities may also be the reason of poor achievement of the learners. Recently, exploration of the learning styles and application of interactive pedagogical techniques and strategies are the points of great focus for the researchers.

#### **3.1 Significance of Motivation in Language Learning**

Several studies have revealed that motivation plays a vital role in EFL class rooms and Saudi learners run short of this significant phenomenon. As for instance, for effective teaching, if the teacher should be competent and fully equipped with all the tools and devices then on the other hand students should also be willing to learn. Exceptions are always there, i.e. there may be some factors beyond teacher's control which badly affect teaching learning process. It is rightly said one can bring a horse to the tub of water but cannot force the horse to drink water. The acquisition of knowledge, skills, understanding attitudes and appreciation can be made more efficient if the teacher understands the learning process, the meaning of motivation and the interests of the learners. According to Weiqiao Fan (2009) motivation has great importance in igniting the tendency of individual's learning: "It is one of the basic conditions which achieve the goal of learning process, the learner's ways of thinking, the formation of attitudes and values, the collection of information and the problem solving." In many writings, psychologists state that four elements are necessary for learning: motivation, stimulation or cue, learner's response and reinforcement (feedback) of that response. If anyone among these is lacking, learning will not take place.

In order to develop self-motivation of the learners, scholars suggested that one may apply motivational principles in one's teaching to stimulate natural curiosity of the students, but one wants one's pupils to develop their personal interest in learning, to stay motivated so that they

pursue knowledge after they leave the class (Marx and Tombaugh, 1997). But how do we go about motivating our students? Humanists such as Carl Rogers, would suggest that there is a natural eagerness to learn, which teachers can enhance by determining their goals and objectives for learning; behaviorists such as B.F Skinner, would suggest that the classroom environment must be carefully structured to reinforce behavior which indicates motivation. The two have been described by Coleman (1969) as the “push” and “pull” concepts of motivation. In the “push” approach, the individual is self-motivated (pushed from within); in the “pull” view point, motivation is seen as streaming from the individual’s desire to obtain an external reward.

### **3.2 Demotivation – Flip-Side of Motivation**

In the past, most of the research has been mainly done on the positive motivational forces while its reverse concomitant has been neglected until fairly recently. The universe is made up of binary oppositions and the same is true here that beside positive motivational drives there are negative forces that de-energize action or behavior. The present study is an attempt to investigate why proficiency level of PYP year learners for four language skills is weak at Jazan University. Dornyei (cited in Daif-Allah & Saleh Alsamani, 2014) perceived the concept as, ‘specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action’, while other linguists provided the definition with “internal forces” based on empirical evidence. Zhou (2012) exhibited three implications: “(a) Motivation must exist in L2 learners before there can be a gradual loss of the drive to acquire or utilize the target language, (b) It is an internalized process induced by external and/or internal triggers, namely demotivators and (c) it is a reversible process: the recovery procedure of motivation is named remotivation, while the total loss of motivation is termed as a motivation, which is unrecoverable (Li, Lin; Zhou, Cibo, 2013).”

Precisely, EFL learners’ lack of motivation poses a serious challenge to the teachers who aim at developing learners’ interest and curiosity in language learning, but it will be unjust to rob Peter and pay Paul, i.e. blame one side without exploring the whole scenario. Apart from this, there are several other factors which are detriment to motivation and diminish students’ urge to learn English language. In this backdrop, it is significant to identify all those factors that crucially impede learning of Jazan University’s PYP year learners in EFL classrooms.

#### **4. Research Questions**

- What are the demotivational factors that impede PYP year learners' motivation in EFL classrooms in gulf countries?
- What are the underlying reasons for these demotivational factors that discourage the learners from learning English as a foreign/second language in EFL classrooms in gulf countries?

#### **5. Delimitations of the Study**

The study in hand is delimited to the investigation of the demotivational factors that hamper English language learning of PYP year learners in gulf countries. At one end, the present study sets out to explore the external factors that discourage EFL PYP year learners from learning while at the other end, identifies the reasons that play the devil with students curiosity and pursuit to learn a foreign language effectively. Finally, it proposes a set of motivational strategies to enhance learners' interests and involve them in inquisitive probing into foreign language learning.

#### **6. Research Tools**

In the present study, the researcher used a cross sectional survey to collect the data. Both qualitative cum quantitative methods have been used, this is in a way triangulation which may add to the validity of the study, i.e., (i) structured interview of experienced EFL teachers (JUELC) and (QUELC) respectively, with maximum open ended questions exhibits qualitative manifestations of the work; (ii) opinionative developed with closed ended questions by employing Likert's five point scale, represents quantitative dimension of the work. The opinionative was designed on a structured pattern in order to obtain precise and useful information from female PYP year learners of Medical College on specific aspects related to the study in hand.

#### **7. Statistical Analysis**

At the stage of analysis, participants' responses were analyzed to determine the ranking of different demotivational factors that hard put the learners in the EFL classroom. The ranking of these factors were determined by calculating percentages through 22-items' Likert five point scale structured opinionative. The significance of each demotivational factor was determined by the ranking of percentages, while exploring the reasons for the low proficiency of the PYP year

learners. The variation in percentages of learners' responses were analyzed for all the variables and the main purpose of doing it to determine the value and significance level of high and low frequency variables that negatively influence interest of the learners. Finally, the results are demonstrated by using frequency distribution tables, and all the variables are examined and compared within the cluster to determine the relative intensity and impact of each factor.

## **8. Analysis and Cross Examination of the Responses of the Interview and Opinionative**

The sample has been administered to 100 Jazan university's PYP year learners and among them 79 valid responses has been received. The responses were analyzed to examine the demotivational factors that hamper learning of Jazan University's PYP year learners. The results are presented thematically as follows:

**Table 1:** *Factors Related to the Teacher's Teaching Style and Practices in EFL Classrooms*

Teaching style and practices in EFL classrooms		A	SA	N/A	D	SD
1	Teacher of English switches from English to Arabic and vice versa many times during the lesson.	0%	3.8	10.1	51.9	34.2
2	Teacher of English speaks English fluently during the lesson.	59.5	11.4	13.9	13.9	1.3
3	Teacher of English does not have a good pace of delivering the lecture.	54.4	13.9	12.7	17.7	1.3
4	It is difficult to understand native English teacher's accent/pronunciation of English language.	30.4	21.5	27.8	20.3	0%
5	It is hard to comprehend non-native English teacher's accent/pronunciation of English language	19.0	22.8	26.6	27.8	3.8

### **8.1 Comments and Cross Examination of the Responses of the PYP Learners with the Responses of EFL Teachers of Jazan University**

It was found during the analysis of the data of section 1 of the opinionative that the 2nd variable related to the factor that teacher's fluency was considered as the most significant factor of this cluster. And this response of the subjects substantiated by the comments of Keblawi that EFL teacher's fluency makes it difficult for the learners to understand the lesson and consequently adversely affect their urge to learn. Therefore, it is clear that Saudi students' learning has badly influenced by the fluency of the teacher. Ameera Saad, one of the interviewee observes this matter in this manner: 'the fluency distorts interest and concentration of the learners and finally leads to impair understanding with random and erratic sounds.' The data also

shows that the subjects were found divided in the ranking of the negative impacts of this variable, where 59.5% respondents were agreed while 11.4% were strongly agreed about the interference of this variable in achieving the desired goals. Unlike that, during the interview Sahar Yusuf, came up with the opinion that the teachers who explained the difficult concepts in students first language are really imprudent in judging their real needs. They vandalize students' ability to become proficient communicators. The more the students would be familiar to listen to the target language, the greater it will help them in overcoming their inability to communicate in target language. Similar to her opinion, Rabia Bibi perceived the point in debate that: "Language learning is like learning to play cricket. You have to get in there, learn the game rules, mark creases, set up the pitch, litter you with mud and probably swallow a mouthful of it, and take the risk of getting fatal injuries. If you would stay off the field and wouldn't overcome the fear to face these challenges and are not discouraged by somebody to do so, you will never win the tournament or ultimately the world cup." To the same question, Md Russel Talukder, an EFL teacher replied that grammar translation method should be used as a last resort. There is no harm if a teacher adopts translation based method to address few areas like teaching vocabularies, common expressions etc. in the classroom, especially when s/he finds that competence level of the students is notably weak. Teachers and researchers need to buy the fact that no particular method is whole and complete it.

Dr. Muhammad Khan, an interviewee took this question in this way: "Excess of everything is bad. There is no harm in switching from the target language to L1 in some unavoidable situations for an effective communication of the intended information. Overdoing and over-practicing of anything ultimately results in a diverging approach to the target." Furthermore, native/non-native English teacher's accent is fairly appreciated by the subjects and data distribution reflects that it is perceived as a motivational factor in language classroom. The most determining and crucial variable of this cluster was the fluency of an English teacher that distorts interest and understanding of the learners. Only those students can successfully cope up with the fluency of the teacher who has enough practice to concentrate for a longer time on the frequency and intensity of the sound waves.



**Table 2:** *Factors Related to Teacher's Personality, Behavior and Method of Teaching in EFL Classrooms*

Teacher's personality , behavior and method of teaching		A	SA	N/A	D	SD
1	I do not like the personality and physical appearance of the English teacher.	39.2	5.1	12.7	24.1	19.0
2	Teacher of English snubs me when I use wrong English in the class.	15.2	17.7	0%	41.8	25.3
3	Teacher of English does not use auditory and visual teaching aids.	48.1	15.2	5.1	20.3	11.4
4	Teacher of English does not give enough practice to improve all language skills.	15.2	12.7	8.9	40.5	22.8
5	Teacher of English does not use authentic material to teach English in a social context.	51.9	17.7	15.2	8.9	6.3

## 8.2 Comments and Cross Examination of the Responses of the PYP Learners with the Responses of EFL Teachers of Jazan University

During analysis of the data of section 2, it was found that the fifth variable was considered as the most significant variable of this cluster. The heavy responses of the subjects were for this variable: ‘Teacher of English does not use authentic material to teach English in a social context’, reflect the dilemma of examination oriented system where the teacher stays busy in completing the syllabus to meet the deadline before the exam. Conversely, Md Russell Talukder gave entirely different opinion and denied the significance of authentic material in Saudi EFL classrooms. He was of the view that: “Most of these authentic materials are linguistically far above the competence level of the students, apart from having cultural conflicts in them in some cases.” Moreover, the third variable ‘Teacher of English does not use auditory and visual teaching aids’, received second highest ranking that suggests lack of the use of effective teaching aids in EFL classrooms. A fully equipped English language classroom with audio visual aids is conducive for maximum comprehension and effective learning. The use of audio-visual aids helps in better retention of the content of lesson. The judicious use of these aids could effectively replace dull and boring environment of the classroom into pleasant and successful learning outcomes. A very substantial opinion has been added by Md Russell Talukder - an EFL teacher on the significance of audio-visual aids that: “When the students are very weak, when the class room size is very big, and when the teacher feels that trying to teach in the first language of the students will ruin the efforts of both the parties- the teacher and the students, teaching aids such as audio visual instruments, smart boards, poster presentations, illustrations, etc. become an unfailing medium that can help communicate ideas and attract the interest of the students and make them interactive.” All these devices and learning aids, when

used to deliver a very well planned, well organized and well prepared lesson and teaching materials, they defuse the need of speaking in Arabic, apart from making the classroom very dynamic, involved and participatory. It goes without saying that all the experts were unanimously agreed on the use of audio-visual aids as they keep the students involved in the learning, make the classrooms interactive, maintain the memory evermore and bring all the senses of the students into action. In this context, Ameera Saad, an EFL teacher commented that: “teaching English as a foreign language is a challenging task that requires highly qualified people who could handle a good bulk of untrained minds with no sense of right direction.” Therefore, her statement conforms to the Latin phrase, i.e. Tabula rasa that is often translated as “blank slate” in English and originated from the Roman tabula or wax tablet used for notes. It reinforces the idea that individuals are born without inbuilt mental knowledge and understanding. Hence, Sahar Yusuf was of the view that teacher is the one who through thick and thin gives shape to the learners - the empty moulds and fills them with infinite knowledge and possibilities.

**Table 3:** *Factors Related to Curriculum and the Level and Need of the Learners*

Curriculum and the level and need of the learners		A	SA	N/A	D	SD
1	English syllabus is very lengthy, difficult and boring.	72.2	17.7	2.5	7.6	0%
2	English grammar and vocabulary are difficult and different from Arabic.	65.8	20.3	7.6	5.1	1.3

### **8.3 Comments and Cross Examination of the Responses of the PYP Learners with the Responses of EFL Teachers of Jazan University**

It was found during the data analysis of section 3 that first variable was considered as the most significant variable of this cluster. The respondents endorsed this variable: “English syllabus is very lengthy, difficult and boring,” and they perceived it one of the significant demotivators. Conversely, several studies claim that many times efforts of the policy makers and syllabus designers of Saudi Arabia have been failed even after administering and evaluating needs of the academic programs. In terms of difficulty of the syllabus two opinions prevail among EFL teachers, some perceived it according to the level of the students while others took it difficult for some students and easy for the others. Md Russell Talukder gave a general opinion on the level of the syllabus by neither perceiving it difficult, nor easy in these words: “In most cases the syllabuses are suitable, but the contents, text material etc. are not easy enough or

suitable for the students to seek ‘learning for pleasure’ in them.” He cultivated his point by adding the differences between both the languages: “The differences are varied and complex. The phonological, morphological, syntactical and semantic differences of the two languages along with the differences in the sentence formation, especially the position of verb, noun, and adjective in the sentence create a complicated reality for the learners.” Unlike this, some of the interviewees were of the opinion that it is not above the level of the students. A very significant opinion has been given by Dr. Muhammad Khan by saying that: “There is nothing wrong with the syllabus of English as it seems parallel to the predetermined level of the university. The problem is the yawning gap between the existing level of the learners’ knowledge of English language and the prescribed syllabus. Moreover, sometime their expectations are also defeated for one or the other reason.” As a researcher and an experienced pedagogue Dr. Khan identified the true reason behind the whole scenario and said that there is no default in the curriculum rather big lacuna exists at primary and secondary level education of Saudi learners. The ministry of education needs to address this issue by alleviating the educational standards at primary and secondary level. At the same time, admission and registration authorities should induct the students by appropriately investigating their background and existing knowledge of the subject. Only then the chasm between the level of the students and the syllabus can be bridged up.

**Table 4:** *Factors Related to the Personal, Social and Religious Aspects that Hamper Students Learning*

Personal, social and religious factors		A	SA	N/A	D	SD
1	The fear of exam and failure haunt my mind and impedes my learning coupled with cripple my performance during the exam.	59.5	19.0	6.3	15.2	0%
2	My English is not good so I feel embarrass to speak English in the classroom.	51.9	32.9	5.1	7.6	2.5
3	I never participated in the classroom because I am scared from committing the mistakes.	35.4	32.9	8.9	13.9	8.9
4	My friends do not like to communicate in English and laugh at me when I speak it.	8.9	22.8	17.7	29.1	21.5
5	I could not give enough time to my studies because of the family pressure and responsibilities.	7.6	11.4	16.5	49.4	15.2
6	There is usually excessive strength of students in the class that is why teacher could not give sufficient time to each student.	59.5	26.6	6.3	6.3	1.3
7	English is a language of non-Muslims, so there is no obvious reason for me to learn it.	16.5	11.4	0%	45.6	26.6

#### **8.4 Comments and Cross Examination of the Responses of the PYP Learners with the Responses of EFL Teachers of Jazan University**

Data of section 4 reveals that sixth factor, i.e., ‘There is usually excessive strength of students in the class that is why teacher could not give sufficient time to each student’, was considered as the most significant variable in this cluster. The responses of the subjects substantiated the point that they are well aware of the drawbacks of the excessive strength of students in the classroom. They know that due to crowded classes the teacher cannot give sufficient time to each student. Rabia bibi, an experienced and diligent pedagogue perceived that: “the crowded classes are devoid of mutual harmony and string of rapport between teacher and students.” He further observed that: “dream of the exploitation of student-centered activities may end in smoke in the crowded classes, where apathy prevails not only from student to student but also from teacher to students.” Ameera Saad, a very subtle observer expressed her views on crowded classes that: “delivering a lecture in a class with the strength of 100 students may seem like a nightmare, where focus of the teacher has left to the extent of transmitting chunks of information to the recipients.” It has been revealed from the discussion that excessive strength of students require tremendous efforts by the teacher, hard to develop intimacy with the students, organizing, planning and presenting lessons may give challenging time to the teacher. So, in order to make the classes more attractive and interesting a balanced number of students from 15-20 should be maintained where discrete segment of information should not only be transmitted rather inculcated effectively.

The 2nd variable, i.e. ‘My English is not good so I feel embarrass to speak English in the classroom.’ The poor proficiency students or the low achievers are always reluctant to participate in the classroom activities. Sahar Yusuf shared her experience that: “Once in a casual conversation in the classroom with my students they acknowledged that they understand the lesson but they could not communicate it in English language due to insufficient vocabulary and lack of confidence.” It reveals that their background or existing knowledge of the language is not sufficient to associate it with new vocabulary items. In reply to the question about the weaknesses in English language of Saudi preparatory learners, Dr. Muhammad Khan, one of the interviewee was of the view that: “It’s a fact that in Saudi Arabia, teaching-learning of English up to secondary level is quite unsatisfactory. The weaknesses include all four skills of English language. The obvious reason may be the teachers don’t teach and students are not motivated to

learn English language.” To the same question, another interviewee Md Russel Talukder replied that, “students have lack of elementary knowledge of four language skills”. He further added that: “reasons are numerous, mainly owing to neglecting the language or lack of motivation to learn the language at primary and secondary schools.” He asserted the point that: “The texts and curriculum are not weak. The students are weak. The primary and secondary stages of learning English may be addressed to find the answer.” After taking into consideration the opinions of all the interviewees, it came to the fore that maximum scholars were agreed upon the idea that the reasons for students’ fear of failure and participation in the EFL classroom are due to unsatisfactory standard of Education at primary and secondary level.

**Table 5:** *Factors Related to Students’ Lack of Determination of Goals and Objectives to Learn English Language*

Students’ lack of determination of goals and objectives		A	SA	N/A	D	SD
1	There are other subjects which are crucially important for me to study.	51.9	16.5	0%	10.1	21.5
2	English language does not serve any purpose in social communication in Saudi Arabia.	57.0	31.6	2.5	7.6	1.3
3	English textbooks represent the Western culture and do not play a significant role in my advance studies.	35.4	13.9	8.9	32.9	8.9

### **8.5 Comments and Cross Examination of the Responses of the PYP Learners with the Responses of EFL Teachers of Jazan University**

The 2nd variable, ‘English language does not serve any purpose in social communication in Saudi Arabia’, can be better elaborated with the famous saying that: “I hear and forget, I see and believe, I do and I understand.” The wise saying clearly reflects the significance of practical implications of the language use in social communication which clearly manifests that more the learners will be exposed to the language, greater the intimacy and understanding of the language will take place. In this context, Ameera Saad observed that: “in order to ensure greater success in the achievement of 2nd language, the exposure of children should be facilitated and increased to the target language in the same way as they are exposed to the first language.” In the words of Md Russel Talukder, who opts a moderate view regarding the scope of English language in social communication that: “Not entirely. In a few rare situations, some of the Saudis try to use English. (i) In writing wedding invitation card for the foreign guests; (ii) in talking to native speakers in the public places; (iii) in talking to online friends whose mother tongue is not Arabic.” Dr. Muhammad Khan precisely portrays the constant growing tendency of the usage of

English in Saudi Arabia that: “Language is always meant for social interaction that ultimately leads to the development of inter and intra nation relationship. Now the use of English in social communication is growing slowly but constantly in KSA.” According to Sahar Yusuf, English language is significant in social context. Contrary to this, Asra Anjum mentions the current prevailing situation of English in the Kingdom that: “I feel most of the people are comfortable in using Arabic as a means of communication.” Nusrat Tabassum, an EFL teacher, endorsed the opinion of Asra Anjum: “Yes, it does not serve any purpose in social communication.” It is pertinent to mention here that generally it has been observed that students hardly avail a chance to use the language in authentic social situations outside the EFL classrooms, despite possessing several opportunities like, English newspapers, T.V. programs, and interaction with the expatriates working in the Kingdom. The same has been viewed by the opinion of EFL teachers and high ranking responses of the students that presently English doesn’t serve any real purpose in social communication. So teacher is the one who can help the learners to overcome such feelings by developing dialectical interaction between diverse situations to make the both ends meet.

## **9. Recommendations and Conclusion**

From the above given results, it came to the fore that there are multiple demotivational factors that diminish Saudi students’ urge to learn English language. Along with probing into those factors, it became crystal clear that teacher should go at length to devise strategies that ensure maintain and inculcate higher motivational level of the learners. The findings reveal that better outcomes can be achieved if the teacher puts his shoulder to a wheel and develop activities that cater students’ interest and attention. In order to keep the atmosphere conducive for learning the teacher should start lecture with interesting jokes, puzzles, games and role plays related to the content of the lesson. Furthermore, the activities reduce the strain of formality and make the classroom more learner-centred and less teacher-cantered. In a similar vein, one of the significant and foremost reasons for the demotivation of the learners at PYP level is the crowded classes. An average number of students ranging from 15-20 provide opportunity to the teacher to give special attention and more assistance to the weak students for maximum time. The teacher can easily conduct role plays, pair work and group work to inculcate concepts of the course content more effectively. The use of audio-visual aids is the best strategy to keep the students motivated and

full attentive in the class. In Audio-visual aids, both visual and auditory senses have been at work and used as a tool to stimulate imagination and inculcate understanding of difficult and abstract ideas in a concrete manner. Verbal rewards to which we commonly say positive feedback serve as a tool to ignite motivation of the learners. The aim of praise and reward is to enhance performance, promote appropriate behavior and let the individuals feel good about their work.

Last but not least, the central issue discussed in this article pertains to the persistent constraints faced by Jazan University's PYP year learners in EFL classrooms. Numerous manifestations of these constraints have been identified and highlighted, including: crowded classes, lack of the use of audio-visual aids, limited EFL exposure in social context, use of unauthentic material, difficult English grammar and vocabulary, students' lack of elementary knowledge of four language skills, inadequate educational standards at primary and secondary level, entirely different lexical and syntactic structure of English and Arabic languages and for some of the learners fluency of the teacher distorts their understanding and concentration.

Looking and probing into these aspects give the academicians, pedagogues, and researchers an insight that by identifying, analyzing, and suggesting correct solutions for the existing problems would be beneficial in bringing about innovative reforms.

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