



**INTERNATIONAL JOURNAL OF ENGLISH LANGUAGE, LITERATURE  
AND TRANSLATION STUDIES (IJELR)**

**A QUARTERLY, INDEXED, REFEREED AND PEER REVIEWED OPEN ACCESS**

**INTERNATIONAL JOURNAL**

<http://www.ijelr.in>



**RESEARCH ARTICLE**

**Vol. 3. Issue.4.,2016 (Oct.-Dec. )**

**ISSN**

INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER  
INDIA

**2395-2628(Print):2349-9451(online)**

**MOTIVATION AND DEMOTIVATION AMONG LEARNERS OF ENGLISH IN THE FACULTY OF  
EDUCATION – ARHAB- IN SANA'A UNIVERSITY**

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**ABSTRACT**

The influence of motivation or demotivation in second or foreign language learning cannot be underestimated. The aim of this study is to describe and examine the students' instrumental and integrative motivation toward learning English as a foreign language in the Faculty of education in Arhab, Sana'a University in Yemen. Furthermore, the study aims at finding the factors that demotivate students' learning. For this purpose 56 students majoring in English in the third level were selected to complete a questionnaire reflecting their motivation for learning English and the factors that demotivate their learning. The results showed that the students were instrumentally motivated and they showed low integrative motivation. The results also reported that teacher, learning environment, English language difficulty and administrative and other factors were found to be demotivating factors for the students. Finally, based on the findings some recommendations and implications for educators and policymakers have been highlighted.

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**INTRODUCTION**

**Statement of the problem**

English language is the international language in various fields. It enjoys a prestigious position in many countries in the world and Yemen is one of them. In Yemen, English gains a great importance as it is the dominant language of many fields such as, the foreign trade, air traffic in international airports and sea navigation, international conferences, maintaining Yemen's international relations with other countries, regional and global organizations.

English language in the Yemeni context is a foreign language. It is the most widely taught foreign language at all stages of the education system in the country. English is a required subject of study at schools and universities. In public schools, learners start learning English at the seventh level in basic education till level twelfth in secondary education, some others start as early as first level in basic education or even pre-school in private education. At the university level, English is one of the major component of entrance or placement tests in scientific colleges and a requirement in fields related to education and humanities.

Despite the fact, that the students have been exposed to English instruction for a long time at different levels, English teachers either in schools or colleges often complain that the level of English proficiency among students is constantly declining. Al-Quyadi (2002) ,Al-Tamimi and Shuib (2004).

Yemeni learners of English usually face the problem that after graduating from universities, they don't have the ability to communicate in English. This general weakness in English language could be attributed to various demotivating factors such as teaching methodology, lack of English language environment and the learners demotivation. Mukkatash (1986) and Zughoul (1987).

As English becomes a necessary requirement for most rewarding types of jobs in Yemen, most of the learners may have the desire and motivation to learn English, but they face many demotivating factors that may obstruct their learning to achieve well.

While many studies about learning English as foreign language focus on the learners motivation, little emphasis is given to the demotivating factors such as social-economic and individual factors that affect the Yemeni learners of English. This study tries to highlight the motivation and demotivation factors that affect the foreign language learning among the students in the Faculty of education in Arhab, Sana'a University.

#### **Purpose of the study**

The present study attempts to investigate the types of motivation that the students in Arhab college of Education , Sana'a University display and the demotivating factors influencing their learning in English Language. The study also try to suggest some pedagogical implications for English Language teaching in Yemen at the college level.

#### **Significance of the study**

Researchers indicate that attitude and motivation are important factors in influencing the second/ foreign language learning in the formal education. Grass and Selinker (2001) argue that individuals who are motivated will learn second or foreign language faster. Masgorel et al. (2003) and Dornyei (2003) assert that attitude and motivation are key factors that influence the success of L2/ FL learning. Furthermore, Anderson (2001) declares that attitudes are the most important factors in deciding the success of language learning informal classroom education.

The students in this study seem to have interest and enthusiasm for learning English when they start learning in the college. After spending the first two years in studying English in the college, it is noticed that they start losing their interest , enthusiasm and enjoyment in participating in the classroom activity. This may due to the fact that these learners face several demotivating factors that affect their learning in the college or outside the college environment.

The results of this study will be of great significance to suggest better ways of motivating learners and overcoming the demotivating factors. Furthermore, better conditions for successful learning could be created and better motivational benefits would be gained. The results will also provide teachers with professional understanding in motivating reluctant learners. The results will provide great help for those who are interested in second/ foreign learning.

#### **Study questions**

The aims of this study will be investigated through the following research questions:

- 1- To what extent the Arhab college of education students are instrumentally or integratively oriented towards English language learning?
- 2- What causes students' demotivation for English language learning?

#### **Literature review:**

Over the last three decades, motivation has been a significant and a central topic for empirical research in the field of second/ foreign language in order to measure out and explain the achievements and individual differences in language learning. (Gardner and Lambert 1972, Oxford and Shearin 1994, Clement , Gardner and Smythe, 1980)

Motivation plays an important role in enhancing success in any activity. In this respect, Brown 2000 p.160 states that learner in second language learning will be successful with the proper motivation. Gardner (2006) has similar view points where indicates that "if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities , attends to the task, shows desire to achieve the goal, enjoys the activities, etc" Gardner, 2006, p243)

Gardner and Lambert (1972) tried to make a distinction between two types of motivation; instrumental motivation and integrative motivation. They explained that instrumental motivation is a desire to gain social recognition or economic advantages through the knowledge of foreign language ; and integrative motivation is a desire to be a representative member of the other language community, (1972,p14). They also claimed that learners with integrative motivation seemed to be more successful than those with instrumental motivation when learning a second or foreign language. Dornyei (1996) opposed Gardner in this view by stating that instrumental motivation and the learner's need for achievement are more important than the integrative motivation. Oxford (1996) also claimed that sometimes instrumental motivation is meaningful for the learner specially those who have limited access to the second language culture or foreign language settings.

Gardner (1985) introduced the attitude/motivation Test Battery (AMTB) which was considered to be a very important means that aided researchers in conducting various research in the field of motivation as an important variable in second or foreign language learning.

Several studies have been conducted in different countries to measure the instrumental and integrative motivation among learners of second/ foreign language using Gardner Test Battery. They reached to different results.

Al-Shalabi (1982) found out that most of the Kuwaiti university students show strong tendency towards instrumental motivation.

ALam & Pkhn (1988) who studied the attitude of a group of students, teachers and parents in small public in Saudi schools, they came into a conclusion that most students study English due to its vital role in business and higher education.

In 2005 Dhaif Allah conducted a study to explore integrative and instrumental motivation among middle school learners of English in Saudi Arabia. He concluded that the students showed equal importance to both integrative and instrumental motivation.

Dwaik.R. and Shehadeh.A. (2010) conducted a study to find out motivation types among EFL college students in the city of Hebron/Southern Palestine. In their study, they surveyed 127 students majoring in English and Engineering of Hebron university and Palestine Polytechnic university. The findings showed that none of the students showed integrative motivation. The students learn English as it is a compulsory requirement or to protect their culture from the influence of the target language culture.

Qashoa (2006) conducted a study to explore motivation types and the factors that affecting learners motivation in learning English among secondary school students in Dubai. He found that students display stronger instrumental motivation than integrative motivation. He also found that the English vocabulary, structure and spelling were among the most de motivating factors.

Al-Quyadi (2002) surveyed 518 students majoring in English at the Department of English, Faculties of Education at Sana'a university in Yemen, in order to identify student's attitudes and motivation towards learning English as a foreign language. The findings of the study showed that the students displayed a high degree of instrumental and integrative motivation. Furthermore, the findings showed that the learners had positive attitudes towards the English language.

Al-Tamimi (2009) carried out a study to identify 81 petroleum Engineering student's motivation and attitudes towards learning English at Hadhramout university of science and technology in Yemen. The result of the study showed that the students displayed greater support to instrumental motivation. Integrative reasons had the list impact in student's English language motivation. The results also showed that students had

positive attitudes towards the social value and education status of English. Most of these studies above mentioned confirmed that in a foreign language situation students are instrumentally oriented.

#### **Factors demotivating foreign language learners**

Many studies have been conducted on second/ foreign learning motivation and only few on the demotivating factors. However, one may say that many second / foreign language learners are originally motivated, but due to some negative external and internal factors facing them while learning the language they become demotivated so they lose their motivation and interest to learn the language.

Dornyei (2001) defined demotivation as " Specific external factors that reduce or diminish the motivational basis a behavior intention or an ongoing action" p.143. Trang & Beldaul (2007) indicated that " Demotivation has a negative impact on students, preventing them from gaining expected learning outcome" p.100.

Dornyei & Otta (1998), Gardner (1985), Skehan (1991) and Sivan (1980) asserted that there is a relationship between demotivation and the learning environment, teaching methods and the curriculum,

Dornyei (1998) found out nine demotivating factors affecting the foreign language learners. These are teachers' personalities, competence, teaching methods, inadequate school facilities, reduced self-confidence, negative attitude toward the foreign language studied, compulsory nature of the foreign language studied, interference of another foreign language, and attitudes of group members.

Sakai and Kikuchi (2009), found five demotivating factors among Japanese learners. These were learning contents and materials, teachers' teaching styles, inadequate school facilities, lack of intrinsic motivation, and test scores.

Kablawi (2006) studied demotivating factors among Arab learners of English in Palestine. He found three main demotivating factors which were teacher related demotivating factors which were classified into two groups, the way teachers taught and presented the materials to the students and the way they behaved with students, the textbooks and the evaluation system.

Many studies have shown that teacher is the most frequent demotivating factor and learning materials comes second, Gorham & Chistophel (1992), Chambers, (1993) and Kablawi (2005).

We can come into conclusion that most second or foreign language learners may have motivation and interest to learn a language at the beginning. These learners are faced by some external and internal factors which demotivated them of learning that language. This study tries to find out to what extent the participated students are motivated and if there are any factors that demotivated them of learning English.

#### **Methodology**

**Population and sample:** The population of the study consists of all the English language department students in the college of education in Arhab, Sana'a University in the academic year 2012/2013.

The sample of the study comprised of 56 female and male students English major enrolled in the third level. They have studied courses in linguistics and literature for two years. In pre-university education, they usually spend twelve years in formal education system in the public schools. They studied English as a foreign language for six years starting from grade seven.

**The instrument:** Data was collected through two questionnaires. The first questionnaire consists of two parts. The first part required personal information ; gender, age, when and where they started to learn English. The second part contains the 8 integrative and instrumental motivation items based on Gardner's AMTB and were modified to suit the purpose of this study

The second questionnaire was constructed by the researcher to find out the demotivating factors facing the students learning English. The researcher generated 19 possible demotivating factors on the basis of the results of relevant studies and a pilot experiment which contained an open-ended items completed by the students, aiming at revealing the demotivating factors facing the students in learning English.

**Data collection Procedures:** Prior to distributing the questionnaires, the students were informed about the objectives and significance of the study. The purpose and terms of the two questionnaires were also explained to them. During the completion process of the questionnaires, the researcher helped the students to

understand all parts. The students were informed that the information they gave would be kept confidential and be used for research purpose only.

**Results and discussion**

Table1: the frequency distribution and percentages of the items on instrumental motivation,

No	Item	Agree		Disagree	
		frequencies	Percentage	frequencies	Percentage
1	I study English because it will be useful in getting well paid job easily.	47	83.9	9	16.1
2	I study English because I need to know how to use the internet for educational purposes.	46	82.1	10	17.9
3	I study English because I need to know how to use the internet for business purposes.	44	78.6	12	21.4
4	I study English in order to be able to talk with native speakers of English for business purposes.	36	64.3	20	35.7
Total		173	77,2	51	22.8

As presented in the table above, the overall percentage of the students who agree with the four items of the instrumental motivation is 77.2 %. This indicates that most students participated in this study are quite high instrumentally motivated in learning English as a foreign language. The item which has the highest degree of agreement among the students is item (1) 'I study English because it will be useful in getting well paid job easily' 83.9%. The students agreed that English plays a vital role in their future career. When they finish their study in the college, they have to compete in order to get good jobs as the labour market offers well-paid jobs only for those who can master the English Language well. In addition, English proficiency becomes a major prerequisite condition in job advertisements for getting well-paid jobs in banks, petroleum companies and the private sector.

The second item in this category that received students' high agreement is the one which refers to the importance of English in order to use the internet for educational purposes 82.1 %. To know how to use the internet becomes an urgent and curial need for the students in order to search for English materials for conducting their assignments and graduation research as the college library is very poor with English references. Furthermore, they can get better chance for pursuing their higher education locally or abroad. Foreign countries, international organizations and local petroleum companies usually advertise some scholarships through the internet. In addition, some local and abroad universities provide higher education degrees in some fields through electronic distance learning.

The third item in term of strength is the one related to the importance of learning English to know how to use the internet for business purposes 78.6 %. Using the internet for running business becomes common and effective in Yemen. Most of the business institutions do their business correspondence, advertising products and money transfer through the internet. So a person who knows English and some skills in the internet will get more chance of work with high salaries.

The final item in this category, is learning English in order to be able to talk with natives speakers for business purposes, got the least agreement 64.3%. This probably could be interpreted that there is rare direct contact among Yemeni citizens and native speakers of English because of security reasons.

Table 2: the frequency distribution and percentages of the items on integrative motivation,

No	Item	Agree		Disagree	
		frequencies	Percentage	frequencies	Percentage
1	I study English because it will enable me better understand and appreciate the English way of life	11	19.6	45	80.4
2	I study English because it will help me to think and behave like native speakers do.	13	23.2	43	76.8
3	I study English in order to be more at ease with native speakers of English.	16	28.6	40	71.4
4	I study English because I will understand British & American arts and literature.	28	50	28	50
Total		68	30.4	156	69.6

As presented in table 2 above, the overall percentage of the students who agree with the four items of the integrative motivation is 30,4 %.This indicates that most students participated in this study are not integratively motivated in learning English as a foreign language. The integrative motivation items 1 and 2 , to learn English to enable them better understand and appreciate the English life and help them to think and behave like native speakers do, show low level of motivation among students 19.6 % and 23,2% respectively. The students also expressed disagreement with item 3, that they study English in order to be more at ease with native speakers of English 28.6%. This disagreement with the three items might be justified on this explanation. Yemeni learners of English may find it difficult if not impossible in most cases to integrate with native speakers of English. They don't have the opportunity to contact and communicate with native speakers of English. This due to the fact that Yemen hosts only few English speaking foreigners. Those foreigners come to Yemen as tourists or to work in some civilian and international organizations or petroleum companies. Their availability is only limited to their institutions, some hotels and some tourist sites in which Yemeni people are not allowed to go and communicate with them due to security reasons at the present time. Students have not gone to the English speaking countries because it is very difficult for Yemeni people to get visa to any one of these countries. These reasons may decrease the ambition of the students to integrate with the people of these countries. Item 4 which refers to the importance of studying English for the purpose of understanding British and American arts and literature, illustrates that students are moderately motivated 50 %. The students study some British and American literature courses as part of their BA program. They have some knowledge about the arts and literature of these countries. They also find it easier to get materials from libraries and the internet to read about British and American arts and literature than contacting and communicating with the natives of these countries.

**Demotivation**

The second part of the study is about the demotivating factors that demotivate students when learning English. For this purpose, the students were given a list of 20 demotivating factors to choose the ones which demotivate them when learning English. The students could choose more than one factors.

Table 3: the demovating factors

No.	Demotivating factors	Frequencies	percentage
1	Teacher related factors	167	33.4%
2	Learning environment related factors	139	26.8%
3	Administrative and other factors	129	25.8%
4	English Language related factors	65	13%
Total		500	100%

Table (3) shows a total of 500 demotivating answers related to 19 demotivating factors which are grouped into four categories. These are, teacher-related demotivating factors, learning environment related factors, administrative and other factors and English language difficulty related factors.

As we can see from table (3), teacher-related demotivating factors accounted for 167 (33.41%) of the total number of the demotivating factors encountered by the students. Learning environment related demotivating factors come in the second rank. It accounted for 139 (27.81%) of the total number. The demotivating factors that resulted from other factors such as the difficulties in getting the results of the exams and lack of cooperation from the administrative staff in the college accounted for 129 (25.8%). The difficulty of the English language came last 65 (13%).

Table 4: Teacher related factors

Item no	Demotivating factor	Frequency	Percentage
1	Teachers are not competent enough.	22	12.2
2	Teachers use complicated methods of teaching.	25	14.97
3	Inappropriate characteristics of the teachers.	18	10.78
4	There is great difference between what teachers teach and what is examined.	26	15.57
5	Teachers do not use modern technological aids.	25	14.97
6	The textbooks are difficult, boring and out of date.	16	9.58
7	No focus on oral skills (listening& speaking)	35	20.96
Total		167	100 %

Table (4) summarized teacher-related demotivating factors which accounted for 167 (33.4%) of the total answers of the learners. " No focus on oral skills (listening and speaking)" is the highest in this category. It accounted for 20.96% of the total number of the demotivating factors. From my experience in teaching in this college, the oral skills are taught in the form of lecture where learners cannot have opportunity to practice listening and speaking with their teachers or peers. Furthermore, English labs and tape records are not available in the college. Thus, learners are deprived of listening to native speakers of English voices.

The way of examination the teachers use to evaluate the students' scores the second. It generates 26 demotivating answers, 15.57% of the total number. There is a gap between coursework studied and exam questions. Students complained that most of the items in the exam are not included in the syllabus of the courses. Teachers' methods of teaching and the lack of use of modern technology by teachers accounted for 14.97% each of them of the total number. The incompetency of the teachers accounted for 12.2% of the total number. The inappropriate characteristics of teachers and the text books prescribed by the teachers are the least frequent factors in this category 3.6% and 3.2% respectively.

We can conclude that teachers' personality, their incompetency, boring and ineffective teaching methods in teaching and presenting the materials, lack of use of audio-visual aids and other teaching equipment to facilitate learning and motivating learners, lack of effective and evaluative testing methods and also neglecting the listening and speaking skills, are the factors that demotivate the students to learn the target language effectively and efficiently. Learners do not want teacher-centered classes in which their teachers dominate the classes and do not use modern teaching aids to involve them in classroom activities. They prefer to have interactive classes in which their teachers introduce interactive activities.

In fact, there are some reasons behind this. First, most teachers in the department of English are BA holders recently graduated from the college as the non-Yemeni teachers left the country during the youth revolution in 2011. Second the overcrowded classes – over 200 students in each group- make it very difficult for any teacher – whatever qualified- to teach well. Due to this fact, teachers tend to use teacher-centered teaching method which is difficult for a teacher to ensure individual attention and introduce interactive activities in a large class. This makes students lose interest and causes demotivation among them. The absence

of comprehensive courses syllabuses in the department may lead some teachers to choose boring, inappropriate, irrelevant and out of date textbooks. This makes it rather demotivating for the students.

Table 5: Learning environment related factors

Item no	Demotivating factor	Frequency	Percentage
1	The big number of students in the class.	18	13%
2	Inadequate college facilities	29	20.8 %
3	Lack of people with whom I can practice my English.	31	22.3 %
4	The college is very far from my home.	25	18%
5	The bad atmosphere during taking the exams,	36	25.9%
Total		139	100%

The learning environment demotivating factors category consists of 139 answers accounted for 26.8% of the total number. The bad atmosphere during taking the exams is the most frequent cause of learners demotivation in this category 25.9%. The second frequent demotivating factor is, that students do not find people with whom they can practice their English 22.3% followed by inadequate college facilities 20.8%, the far distance of the college 18% and the overcrowded classes 13%.

The college is situated in a rural area about 30km north the capital Sana'a. It has a small building with limited number of small classrooms. These classrooms lack the essential teaching and learning facilities. Of course, one cannot find native speakers of English with whom students can practice their English in such area. Teachers are unable to form English-speaking groups in the classrooms to enable students practice English speaking with each other and that is due to the big number of students in each class. Due to the overcrowded classes, some students tend to cheat from each other and teacher become very tough during administrating the examinations.

Table 6: Administrative and other factors

Item no	Demotivating factor	Frequency	Percentage
1	Late distribution of textbooks,	33	25.6%
2	Lack of cooperation from the staff of the college,	31	24%
3	The difficulties in getting the results of the exams,	41	31.8%
4	Economic problems	24	18.6%
Total		129	100%

Administrative and other demotivating factor comes as the third category. It has 129 factors accounting for 25.8% of the total number. The difficulties of getting the results of the exams has the highest frequency in demotivating factors 31.8%, followed by late distribution of textbooks 25.6% and lack of cooperation from the college administration 24%. The demotivating factors related to the low economic situations of the learners were accounted for 18.6% of the respondents. As mentioned above the college is in a rural area and most of the administrators were recruited from the villages near the college. They lack qualifications and the necessary skills for their jobs. Most of the students come from low-income families and they consider their low economic situations as demotivation to learn English.

Table 7: English Language related factors

Item no	Demotivating factor	Frequency	Percentage
1	The English grammar rules are difficult.	21	32.3%
2	Committing many spelling pronunciation errors.	24	36.9%
3	The number of lexical items which we should memorized is very long	20	30.8%
Total		65	100%

The difficulty of English language constitutes a demotivating factor for some learners. This category accounted for 65(13%) of the total number. Spelling pronunciation errors is considered the first demotivating factor 36.9%, followed by difficulty of English structures and vocabulary load 32.3 % and 30.8% respectively. The students face some difficulties in English language, particularly in grammar, spelling and vocabulary. These difficulties are due to the difference between the Arabic system and the English system. This phenomenon is common among Arab learners of English, (Mukkatash, (1986), Alkadasi (2000) and Khuwaileh and Alshoumali 2000). The Arabic grammar has three tenses whereas the English grammar has fourteen tenses which represents the most difficult problem for the students. One of the reasons that the English spelling is difficult for the students is that the correspondence between the sound of a word and the way it is spelt is not always obvious. For example a single phoneme may have different spelling e.g. (paw, poor, pore pour) and the same spelling may have different sounds e.g. (or, word, worry, information). Also some sounds in English don't have equivalent in Arabic. The silent letters in English are also a problem for Arab learners of English because there are nearly no silent letters in Arabic language.

### **Conclusion**

The results of this study show that the students are instrumentally motivated at the same time they do not integrative motivation in learning English. It seemed that in the beginning of learning English, the students were probably motivated, but due to some external and internal factors they become demotivated. These factors include teacher, learning environment, English language and administrative and other factors.

Since integrative and instrumental factors are considered to be necessary requirements for real foreign language learning, students' motivation should be heightened. It is the responsibility of the teaching staff and the administrators in the college to enhance and raise the motivation of the students to learn English by creating a positive and interesting atmosphere in the college in general and in the classroom in particular.

Learners' instrumental motivation can be enhanced by making the study of English relevant to learners lives. This can be achieved through focusing on the practical skills which enable them to express themselves correctly, communicate with others fluently and how to use the internet in order to benefit from it in their real lives. Furthermore, the syllabuses of the course should be geared and modified to meet the learners' instrumental motivation.

The students in this study lack contact with native speakers of English and this in return affects developing positive attitude towards the English speaking communities Dornyeri (1990). Teacher can adopt some strategies for enhancing students' integrative motivation through encouraging positive attitude and correcting any negative views towards the English speaking communities. In addition, teachers may include some cultural texts about the English speaking communities in the syllabuses of the courses. These texts should reflect positive cultural information that show the bright sides of the civilization of these communities and the role it plays in the international civilization. Teachers should also try to create opportunities for students to communicate with native speakers of English through inviting native speakers guests, if possible, to the classroom and they also try to establish electronic channels of contact with native speakers such as the face book social network.

As mentioned earlier that teachers, the learning environment atmosphere, the courses content, the facilities and the administrative procedures in the college have negative influence on the learners' motivation. To overcome these demotivating factors and to heighten learners' learning motivation, the followings should be considered:

- The English department should make a comprehensive English syllabus which includes detailed course description, teaching methods, teaching aids, testing and evaluation, references and the measures of selecting textbooks in which learners' interest and proficiency in the target language should be among the major criteria in this regard. Furthermore, teachers should ensure that the content of the courses are communicative, interesting, nonthreatening at the same time appropriately challenging students' capabilities, stimulating successful performance and presented according to the learners' abilities and needs, Oxford and Ehrman (1993) Cook,(2002).

- The appointment of the teachers in the department should follow objective and professional considerations. The appointed teachers should be better qualified and trained to deal with the difficult realities in the college such as how to deal with large classes.
- The learning environment in the college is in need for positive changes that ensures better learning and minimize the effect of the contextual demotivating factors.
- The college classes should be equipped with laboratories and video-projectors in order to increase learners' motivation.
- Learners lose their motivation because of the lack of opportunity to use the language out of the class. In this respect, teachers may form English-speaking groups so that the learners can practice English speaking not only in English classes but also find opportunities of practice outside the academic setting in the real world.

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