The Impact of Lack of Motivation on Learning English Language

This book aims to provide students who are studying at Sudanese universities and international ones with the concepts and importance of motivation and demotivation on learning English language. Many students are being left behind by an educational system that some people believe is in crisis. Improving educational outcomes will require efforts on many fronts, but a central premise of this book is that one part of a solution involves helping students to be motivated to continue their learning through the use of effective learning techniques. The concepts of motivation and lack of motivation are approaches applied to learning process. They are generally critical to success in school which is considered to be essential for acquiring good grades, and useful for learning throughout one's life. Motivation and demotivation concepts should be involved at the universities level for the students who study English language as second or foreign language as well as the students whose English is their native's language.

Motivational techniques are more broadly needed as skills which boosts a person's ability to study, retain and recall information which assists in and passing exams and study English as general. Motivation skills and techniques that can be learned, usually in a short time, and applied to all or most fields of study. They must therefore be distinguished from strategies that are specific to a particular field of study (e.g. music or technology), and from abilities inherent in the student, such as aspects of intelligence or learning style.

Worldwide students are facing many of the same challenges that related to the basic motivational skills that enable them to learn English effectively. They need to be helped and motivated to plan and structure their study. They are expected to study professionally and take useful notes. And they are expected to make the most of teaching, group work and supervision.

International students who are placed in a foreign culture are challenged even more to study without being motivated. Besides all the formal issues with which they are expected to be able to cope, they are forced to adjust rapidly to teaching methods, expectations and criteria which might differ from the ones at home.

This book wishes to present some various advice on how instructors motivate their students and how students motivate themselves. The book aims to presents some strategies, techniques, and advice to motivate students to learn English. We are of course unable to deal with and solve all problems related to lack of motivation and motivation in this book So, this book is an attempt to help in motivating the students by studying the demotivating factors. Whether you are a school student or college graduator, a mature student, or an international student embarking on university–level study in English for the first time, this handbook is your passport to success. We wish you all the best of luck with your studies at the university level.

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The Impact of Lack of Motivation on Learning English Language

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Dedication

This book is dedicated to the Soule of our late grandfather Abdelrahman Ahmed.

Acknowledgements

Abstract

This book aims to provide students who are studying at Sudanese universities and international ones with the concepts and importance of motivation and demotivation on learning English language. Many students are being left behind by an educational system that some people believe is in crisis. Improving educational outcomes will require efforts on many fronts, but a central premise of this book is that one part of a solution involves helping students to be motivated to continue their learning through the use of effective learning techniques. The concepts of motivation and lack of motivation are approaches applied to learning process. They are generally critical to success in school which is considered to be essential for acquiring good grades, and useful for learning throughout one's life. Motivation and demotivation concepts should be involved at the universities level for the students who study English language as second or foreign language as well as the students whose English is their native's language.

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Contents

No	Content	Page
	Dedication	
	Acknowledgements	

Preface

This book is aimed at English language students who are studying in Sudanese universities and international ones. Many students are being left behind by an educational system that some people believe is in crisis. Improving educational

outcomes will require efforts on many fronts, but a central premise of this monograph is that one part of a solution involves helping students to be motivated to continue their learning through the use of effective learning techniques.

The concepts of motivation and lack of motivation are approaches applied to learning process . They are generally critical to success in school considered essential for acquiring good grades, and useful for learning throughout one's life.

Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments . They include effective reading strategies ,concentration techniques, and efficient note taking preparing presentation or seminar understanding examination techniques .

study skills are increasingly taught in high schools and at the universities level for the students who study English language as second or foreign language as well as the students whose English is their natives language.

Time management and motivational techniques are more broadly needed as skills which boosts a person's ability to study, retain and recall information which assists in and passing exams and study English as general.

Study skills are discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study. They must therefore be distinguished from strategies that are specific to a particular field of study (e.g. music or technology), and from abilities inherent in the student, such as aspects of intelligence or learning style .

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We are of course unable to deal with and solve all problems related to lack of motivation and motivation in this book . In the bibliography at the back, suggestions for further reading material are found.

So, this book is an attempt to help in motivating the students by studying the demotivating factors.   whether you are a school or college graduator , a mature student, or an international student embarking on university-level study in English for the first time, this handbook is your passport to success.

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Chapter One

Background

Languages play an important role in international human life. Through Languages, human beings can express their feelings, ideas and thoughts. So, English Language is used as a link of developing literature; science and technology. Most of the scientific circles, new inventions, research centers, international conferences, and regional workshop are performed in English. English is the first international language in the world today. No one can deny

the importance of English Language and its pervasive use in international affairs. Therefore, Learning English language can guarantee the availability of opportunities to employment, travelling, higher education, and even better life .As English language is very important in education and at the workplace, therefore, people should learn it so as to be successful learners and workers. Also, in order to cope with the rapid progress in all fields of life, learning English language becomes necessity. In addition to that, English is widely learned as foreign language in the world, it's the leading language of international discourse in many regions.A lot of challenges face learning and teaching English as the foreign and second language such as, lack of motivation, learning environment, attitude toward learning by the students and curriculum. The main concern of this book is to tackle the effect of demotivation on EFL students. The main hypothesis of this study is that a lot students are not motivated to learn English so it affected their language learning.

Motivation is one of the most important concepts in psychology that related and responsible in achieving things properly .Theories concerning motivation attempt to explain nothing less than why human behave. Motivation is also of great importance in language education. Teachers and Students commonly use this term to explain what causes success and failure in learning. Motivation is a key factor in learning and achievement of students at all levels of education. Motivation is an important factor that is instrumental in successfully carrying out any activity and its significance is highlighted widely by a growing mass of motivational studies conducted in the field of second as well as foreign language learning contexts.

As a fact, motivation plays a great role in success in foreign language learning .This fact supported by Yule (1997:195) who states that "it has been noted that those who experience some success are among the most motivated to learn ". Clearly, students who enjoy language learning and take pride in their

progress will do better than those who don't. Also Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly. So, according to what has been mentioned above , we can say that motivation is one of the most important factors among the factors that affecting foreign language learning. It has an important role on learning of student's education. Without motivation learning is not possible, so, in Education the role of motivation is effective on students learning. Without motivation students cannot be able to learn English language easily. Motivation increases the speed of work and makes a person to do everything that enables him/her to achieve his/her goal. Motivation increases the performance of learning, so it provides energy and helps the learner to do what he/she wants to do.

Teachers and parents' role is important for motivating students. Motivating students is difficult task; it needs a lot of efforts and time. It is consuming a lot of efforts that are required for motivating students. But without motivation learning is difficult not possible. The word motivation appears to be simple and easy but it is so difficult to define. It seems to have been impossible for theories to reach consensus on a single definition.

On the other hand lack of motivation has negative effects on learning out comes. Demotivation is a wide spread phenomenon in English as a second Language (L2). Dornyei (2001:142) defines demotivation as "specific external forces that reduce or diminish the motivational basis of behavioral intention or an ongoing action "He adds that the demotivated learner is someone who was motivated but has lost his or her commitment or interest for some reasons "A motive has been seen as a kind of inducement whose force ranges on continuum from zero to strong. In addition to positive influences there are, however,

negative effects that de-energy action. This a darker side of motivation, that is demotivation, has been found to play a crucial role in the learning process.

The researchers aim to investigate the role of demotivation on learning English language. Also, to find out a better solution for the effect of demotivating factors on learning English Language and to present suggestions for reducing demotivating factors on English Language learning. It is worth investigating students become successful or failure in learning English Language because it might affect their motivation and the way they learn the language. As Dronyei. (2002) says that the learners enthusiasm, commitment and persistence, are the key determinant of success or failure.

Demotivation can affect the process of learning English language for EFL learners. The movement of the researchers as English Language instructors in different governmental and private institutions in Sudan observer that, the lake of motivation is one of the most serious problems that face students to learn English Language. This lack of motivation due to many factors such as: school environment, socio-economical pedagogical factors and psychological factors. Also, the researchers observer that English language teachers do not motivate their students to learn English Language . Moreover, these teachers to some extend are not qualified enough to motivate their students when they teach English language.Despite a number of researches and articles that have been written on the importance and effectiveness of motivation, the students need to be further motivated to learn English language. In addition, teachers need to be well aware of the different motivational strategies. Even so, the amount of research on how to motivate students through the use of specific strategies or the application of theoretical knowledge centered in the real classroom has been relatively small in specific situations Dornyei and Otto (1998).

Some of the students, who have finished their school, face some difficulties in understanding English Language even when they begin their education at the University. Therefore the this book investigates the Effect of demotivation on Learning English language, and to find out about motivational strategies that EFL teachers use to motivate their students to learn English language.

The researchers aim to:

1- Investigate the influence of demotivation on EFL learners.
2- Find out a better solution for the problem of demotivation on learning English language.
3- Put suggestions to deal with the demotivating factors.
4- Make sure whether curriculum demotivated the students to learn English or not.
5- Make sure whether economic, social and psychological factors affect on motivation and lead to demotivation.

We attempt to answer the following questions:

1- To what extend instructors responsible for demotivating their students to learn English language?

2- To what extend poor educational environment demotives students to learn English Language?

3- What is the impact of English curriculum on EFL Learning?

4- To what extend do the socio-economical and psychological factors effect on motivation?

The researchers hypothesizes that:

1- Teachers are responsible of demotivating their students to learn English Language.

2- Poor school environment demotives students to learn English Language.

3- English curriculum does not motivate students to learn English language

4- The socio-economical and psychological factors lead to demotivation in EFL learning.

The importance (significance) of the study is that,it will facilitate the means to motivate learning English language to students so as to appreciate learning English and to find better ways through which English language is taught. Also motivation is of prime importance on account to deal with an area of Educational Psychology. It is well-known that the research on motivation is expected to be beneficial for both Teachers and Learners and because of the central importance attached to motivation by practitioners and researchers alike, motivation has been the target of a great deal of research during the past decades.

Moreover, the importance of this study could be observed through its participation on investigating the factors of motivation and cultural background from which pedagogical implications for improvement of the learning can be drawn. In addition to that the significance of studies on demotivation lies in the fact that researchers and teachers who observe learners becoming demotivated in the language classes tend to understand the cause of their demotivation for theoretical and practical reasons. As Sakai and Kikuchi (2009) argue, a case in point is that "understanding the causes of demotivation lends support to understanding theories of motivation".

The researchers seek persuasive answers to the questions being formulated and justification to the hypotheses of the study.

This chapter is an introductory chapter. It begins with background of the study; the researchers introduce concepts of motivation as one of the most effective factors on language learning.There is concentration on demotivation then the chapter gives the statement of the problem, aims and objectives of the study are introduced. Also, the questions of the study, hypotheses, scope and significance of the study have been presented. Finally, the chapter concluded with a summary.

Chapter Two

Definitions and concepts of Motivation and Demotivation

In this chapter, the researcher tries to deal with the theoretical framework part of the study in which the definitions of the main concepts of motivation, Demotivation, attitudes and some aspects such as: the White Nile state's students and teacher's educational environment curriculum, the socio-economical features and psychological factors. The practical studies that concern the area of the study provided overview of a literature deemed relevant to the research objectives Moreover, previous studies, local and global ones will be discussed to enrichthestudy and to see to what extend these studies contributes in enrichment of the study.In addition to that, the researcher is going to provide statement of what this study contributes.

Definitions and concepts

This section containsdefinitions of the main concepts of motivation, Demotivation and attitudes.

Motivation

The term motivation is derived from the Latin verb movere (to move)The idea of movement is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks. Yet there are many definitions of motivation and much disagreement over its precise nature. These differences in the nature and operation of motivation are apparent in the various theories we cover in this text. For now, we will say that motivation has been conceptualized in varied ways including inner forces, enduring traits, behavioral responses to stimuli, and sets of beliefs and affects.

There are a lot of definitions for the term motivation but the researcher triesto mention some of them and makes comparison between these definitions to find out the real meaning of it. Gardner (1985:58), states that motivation

involves four aspects: a goal, an effort, a desire to attain the goal. According to Ryan and Deci (2000:206)" to be motivated means to progress or to be in motion to do something "Furthermore, when we read or hear the word" motivation " many words and expressions are triggered in minds: Goal, desire, will, effort, ambition, energy, persistence, achieve inspire reward. The researcher says that the concept of motivation is very much part of everyday personal and professional life and few would ignore its importance in human affairs in general. And indeed motivational issues take up large part of daily life.

According to Brown, H. Douglas (162-164) Motivation is something that, like self-esteem, be global situational or task-oriented. Learning a foreign language requires some of all three levels of motivation. For example, learner may possess high "global "motivation but low "task " motivation to perform well on, say , written mode of language. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner .Those who learn for their own self-perceived needs and goal are external reward from some else are externally motivated.And those who pursue a goal only to receive an external reward from someone else are externally motivated. Finally, Studies of motivation in second language acquisition often refer to the destination between integrative and instrumental orientations of the learners, which we now consider in the next section.

Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. Ellliot, Andrew (2001). A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behavior Pardee. (1990). According to Maehr and Meyer(1997), "Motivation is a word that is part of the popular culture as few other psychological concepts are.

Motivation can be defined as a need or desire that energizes and directs behavior. Myers (2001) as cited in Shirkey (2003).Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. Ellliot,(2001). A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behavior. Pardee, R. L. (1990). According to Maehr and Meyer, "Motivation is a word that is part of the popular culture as few other psychological concepts are. Maer,(1997).

Demotivation

According to (Dornyei 2001:141).Cited in Marianne Hirvonen(2010:19-21) demotivation means, states or conditions that hinder a person from doing his or her best in achieving a specific purpose. Some regard demotivation similar to a motivation. A motive has been seen as a kind of Inducement whose force ranges on a continuum from zero to strong (Dornyei2001: 141). In addition to positive influences there are, however, negative effects that de-energies action. Dornyei (2001:142) defines demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action". It should be noted that not all negative factors are demotivating factors, and there are three instances, such as alternative that act as a powerful distraction, the gradual loss of interest in a prolonged activity, and the cost-benefit that is too high. Many definitions can be found for it. Dornyei (2001) has, however, contributed significantly to increasing awareness of demotivation and has manage to shed light on the dark side of L2 motivation that has earlier been left with little attention. Sakai and Kikuchi (2009: 58) refer to several studies where researchers have included also internal forces, such as a learner's lack of self-confidence and negative attitudes of the learners in addition to external forces. They point out that in fact Dornyei himself (2001) has listed

reduced self-confidence and negative attitude towards the foreign language as sources of demotivation. Thus, Sakai and Kikuchi feel the need to expand Dornier's definition stated above to comprehend both internal and external factors that reduce or diminish the motivation to learn an L2.Whether external or internal, reasons for demotivation are many. Dornyei (2001: 142) aims to form a portrait of a demotivated learner by giving hypothetical examples of learners who are demotivated. Firstly, a demotivated learner can be a learner whose study group was divided into two groups depending on the ability, and the learner was put among the 'slow' students. Secondly, a learner's motivation to learn French can diminish as result of not understanding what the teacher is talking about in class. Thirdly, a learner can feel demotivated because he has suffered an embarrassing experience of having to speak in front of the class. In short, according to Dornyei, a demotivated learner is someone who once was motivated but for one reason or another has lost his or her commitment or interest in learning. These reasons for losing interest can be called demotive which are the negative counterparts of motives, and whereas motives increase action tendency, demotives de-energize it (Dornyei 2001: 142). All types of negative influences cannot, however, be categorized as demotives .Dornyei (2001:142–143) gives three types of negative influences that in his opinion would not be labeled as demotivation. Firstly, powerful distractions, such as watching TV instead of doing one's homework, are not demotives because they do not carry a negative value in the same way as demotives. Distractions like these do not reduce the actual motivation but as more attractive options distract the action.

Types of Motivation

Motivation has many types; the researcher explains these two types.

Integrative and instrumental motivation

According to Gardner and Lambert (1972:44), "there are two types of motivation: Integrative and instrumental. The integrative motivation means learning the language with intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further motive "These two types of motivation can affect and control the procedure and outcome of learning. Gardner (1985:49) and Ellis (1994:278) also introduce types of motivation; the former occurs when the students like to join or be a member of the certain crowd and culture. The later crops when the learner anticipates numerous benefits that propose to have while learning some particular language.

Ellis (1994:279) believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competence and well-organize.

Instrumental and Integrative Orientations

Once of the best-known and historically significant studies of motivation is second language learning was carried out by Robert Gardner and Wallace Lambert (1972) Over a period of twelve years the extensively studied foreign language learners in Canada . Several parts of the United States and the Philippines in the efforts to determine how attitudinal and motivational factors affected language learning success. Motivation was examined as a factor of the number of different kinds of attitudes. Two different clusters of attitudes divided to basic types of what Gardner and Lambert at that time identified as "instrumental" and "integrative " Motivation. The instrumental side of the dichotomy referred to acquiring a language as a means for attaining instrumental goals: furthering a career technical material, translation and so forth. The integrative side described learners who wished to integrate themselves into the culture of the second language group and become involved in social interchange in the group.

In the important to digress here a moment to note that in 1972, instrumentality and Integrativeness were referred to as types of motivation. A number of years later, Gardner and MacIntyre (1991) more appropriately referred to the dichotomy as a case of orientation. Thatis depending on whether a learner's contexts or orientation was (a) academic or career-related (instrumental), or (b) socially oriented (integrative), different needs might be fulfilled in learning a foreign language. The importance of distinguishing orientation from motivation is that within either orientation, one can have either high or low motivation,one learner may be only muddymotivated within, say, a career context, while another learner with the same orientation may be highly driven to succeed. Gardner and Lambert (1972) and Spolsky (1969) found the Integrativeness generally accompanied higher scores on proficiency test in a foreign language .The important requirements for success language learning. But evidence quickly began to accumulate the challenged such a claim.Such variable findings in empirical investigations do not necessarily invalidate the integrative-instrumental construct. They point out once again that there is no single means of learning a second language: some learners in some contexts are more successful in learning language if they are interactively oriented. And other in different contexts benefit from an instrumental orientation. The findingalso suggests that the two orientations are not necessarily mutually exclusive. Second language learning is rarely taken up in contexts that are exclusively instrumental of exclusively integrative. Most situations involve a mixture of each orientation. For example, international students learning English in the United States for academic purpose may be relatively balanced in desire to learn both English.

Intrinsic and extrinsic Motivation

There is also another concept in the field of motivation introduced by Ryan and Deci (2000) say that self-Determination theory categorized and tells

part diverse types of motivation. The most fundamental difference between intrinsic motivation and extrinsic motivation is that intrinsic motivation is the eagerness and interest to do and take in some certain activities. The researcher says that intrinsic motivation is essential and fundamental for the integrating process of learning. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reason which do not link to activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark.

Yet another, but arguably the most powerful, dimension of the whole motivation construct in general is the degree to which learners are intrinsically or extrinsically motivated to succeed in the task.Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination. Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of reward from outside and beyond

Attitude

Ajzan(1988: 4)considers attitude as a disposition to nubby?respond favorable to an object,person institution, or event" Baker (1992:10) defines attitudes as "a hypothetical construct used to explain the direction and persistence of human behavior "Gardner (1985) considers attitudes as components of motivation in learning" Attitudes defined by Brown (2007:377) as " A set of personal feelings, opinions, or biases about races, cultures, ethnic groups, classes of people, and languages ". Djigunovic (2006: 9) states that "Attitudes are commonly defined as acquired and relatively durable relationships the learner has to an object ".

The most famous three types of attitudes were given by Gardner and Lambert is mentioned by Ellis (1996:118) who stated that "Gardner and Lambert have also investigated a number of different attitudes which they consider relevant to L2 learning. Gardner (1985) maintained that "The overall findings show that positive attitudes and motivation are related to success in second language learning "(Cited in Lightbown and Spada 1996:39).

As an example, we understand when someone says, "She has a positive Attitude toward work" versus "She has a poor work attitude." When we speak of someone's attitude; we are referring to the person's emotions and behaviors. A person's attitude toward preventive medicine encompasses his or her point of view about the topic (e.g., thought); how he or she feels about this topic (e.g., emotion), as well as the actions (e.g., behaviors) he or she engages in as a result of attitude to preventing health problems. This is the tri-component model of attitudes. An attitude includes three components: an affect (a feeling), cognition (a thought or belief), and behavior (an action).

Importance of Motivation

Effect of motivation on learning of students in the education is important. Without Motivation learning is not possible. So in education the role of motivation is effective on students learning. Due to motivation, students do any task and achieve the goal. Motivation increase speed of work and a person is doing everything to achieve goal. Motivation increases the performance of learning. It provide energy and learner achieve the task because it has a direction and performance of learner is increase. In education level of motivation (high or low motivation), effect on students success. Motivation is a factor of high or low of the goal Brown, (2001). Motivation is helpful for reaching the objective for teachers. Administration improves the performance of teaching staff and nonteaching staff. For examples on the base

of performance increase the salary, increase the grade and promotion. Administration can make the school environment healthy. Motivation develops competition between the employ and administration can use it for reaching the school task. Motivation influence on the teaching process and the teachers use it as a weapon for successful teacher. Motivation of a teacher develops the interest of students in subjects. Before teaching any topic teacher motivates the students for learning. Motivation is a necessity so that learning becomes a continuing, improving, interesting and hopefully enjoyable process. Student motivation has to do with students' desire participate in the learning process. But it also concerns the reasons or goals that underlie their involvement in academic activities. Although students may be equally motivated to perform a task, the source of their motivation may differ. According to educators, motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by parents and teachers. Motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, and behavioral engagement in school activities if you do not understand how something relates to your goals, you will not care about that thing. Because we do not want our children to be motivated solely by a desire to please the teacher, what we need to address is how to make the content of the curriculum fit into the concerns of the child. Rarely does one hear parents complain that their pre-school child is 'unmotivated', unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. According to Pintrich andSchunk, "intrinsic motivation refers to motivation to engage in an activity for its own

sake. People who are intrinsically motivated work on tasks because they find it enjoyable. Intrinsic motivation can be influenced by the level of difficulty, curiosity of the learner, or a need for control. Extrinsic motivation, on the other hand, comes from an outside source such as money, grades, praise, etc. A large number of students more than one in four leave schools before graduating. Many more are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in the experience of learning. Motivation can be induced artificially, but its effects then are temporary. There is no substitute for the real thing.According to Ormrod, (2003).There are ways to design curricula so that the learners intrinsic motivation makes them want to learn. Motivation is of particular interest in the field of education because of its strong impact on student learning. Motivation in education can have several effects on how students learn and their behavior towards subject matter.

Chapter Three

Motivation and Lack of Motivation Issues

Motivation in SLA

According to (Dornyei 2001).Cited in Marianne Hirvonen (2010:6-8) the term motivationis used constantly in everyday and professional context but defining motivation precisely is a demanding task due to its complex and multifaceted nature Dornyei(2001). Motivation with respect to language learning possesses even a more challenging dilemma because compared to other school subjects, learning a language presents a unique situation due to its role and nature (Dornyei 1994: 274). A L2 is a "learnable" school subject in which skills such as grammar can be learned, but at the same time language learning is a deeply social event where a wide range of elements of the L2 culture are incorporated (Dornyei 2001: 46). According to Williams (1994, as quoted by Dornyei 2001: 66), language is part of one's identity and learning a language involves "an alteration in self-image, the adoption of new social and cultural behavior's and ways of being, and therefore has a significant impact on the social nature of the learner". To put it simply, motivation explains why a person starts to learn a language and later acts as the driving force to keep the interest in the long process of L2 learning (Dornyei 2005: 65). Despite the complexity of defining motivation in L2 learning, it has been found to be the most influential factor of all the individual differences in language learning (such as aptitude, learning style, and age) when learning outcomes are considered. In addition, all the other factors involved in L2 acquisition seem to presuppose motivation to some extent (Dornyei 2005: 65). Therefore, language abilities or appropriate curricula and good teaching do not guarantee good learning outcomes without motivation and, on the other hand, lack of language aptitude and deficiencies in

learning conditions can be made up by high motivation (Dornyei 2005: 65). As motivation plays such a crucial role in the demanding process of L2 learning, it has been a widely researched topic since the 1950s. The complexity of defining motivation has, however, resulted in great diversity of theories and approaches when studying motivational influences related to L2 acquisition (Dornyei 2001: 46). Scholars have highlighted different aspects of L2 motivation but only a few have attempted to synthesize the different approaches (Dornyei 2001: 46). Some researches provide an overview of the different approaches to L2 motivation and the recent developments in the field of L2 motivation research are discussed.

Relation of Motivation to Learning and Performance

Keith Mitchell's perceptions of his students exemplify intuitive understanding of the role of motivation in classroom learning and performance. Motivation can affect both new learning and the performance of previously learned skills, strategies, and behaviors. Activities such as drills and review sessions involve performance of previously learned skills, but most class time is spent learning facts, beliefs, rules, concepts, skills, strategies, algorithms, and behaviors.

As an example of the effect of motivation on performance, suppose that Keith tells his class to complete some review material and that the students, being less than enthusiastic about this assignment, work lackadaisically. To boost students' motivation, Keith announces that they will have free time as soon as they complete the assignment. Assuming that the students value free time, we would expect them to quickly finish their work. Such performance effects often are dramatic, but the role of motivation during learning is equally important. Motivation can influence what, when, and how we learn. Students motivated to learn about a topic are apt to engage in activities they believe will help them learn, such as attend carefully to the instruction,

mentally organize and rehearse the material to be learned, take notes to facilitate subsequent studying, check their level of understanding, and ask for help when they do not understand the material Zimmerman(2000). Collectively, these activities improve learning. In contrast, students unmotivated to learn are not apt to be as systematic in their learning efforts. They may be inattentive during the lesson and not organize or rehearse material. Note taking may be done haphazardly or not at all. They may not monitor their level of understanding or ask for help when they do not understand what is being taught. It is little wonder that learning suffers.

A key point is that motivation bears a reciprocal relation to learning and performance; that is, motivation influences learning and performance and what students do and learn influences their motivation Pintrich, (2003) Schunk (1995). When students attain learning goals, goal attainment conveys to them that they possess the requisite capabilities for learning. These beliefs motivate them to set new challenging goals. Students who are motivated to learn often find that once they do they are intrinsically motivated to continue their learning.

Five General Approaches to Motivation

According to Anita E. Anita.etal(2012:339- 380) Motivation is a vast and complicated subject encompassing many theories. Some theories were developed through work with animals in laboratories. Others are biased on research with humans in situations that used games or puzzles. Some theories grew out of the work done in clinical or industrial psychology.

Behavioral Approaches to Motivation

"According to the behavioral view, an understandingof student motivation begins with a careful analysis at the incentives and rewards present in theclassroom. A reward is an attractiveobject or event supplied as a consequence

ofa particular behavior. For example: Safe Sara "as rewarded with bonus points when she drew an excellent diagram. An incentive is an object or event that encourages or discourages behavior. The promise ofus an incentiveto Sara. Actually receiving the grade was a reward. If reinforcing used the behaviors can may develop habits or tendenciesto act in certain ways. For example, if a student is repeatedly rewarded with affection, money, raise or privileges to: accomplishments in baseball, but receives littlerecognition for studying. The studentwill probably work longer and harder on perfecting her fastball than on understandinggeometry. Providing students with grades. Stars, stickers, and otherreinforce for learning or demerits for misbehavior is an attempt to motivate students by extrinsic means of incentives, rewards and punishments.

Humanistic Approaches to Motivation

In the 1940s, proponents of humanistic psychology such as Carl Rogers argued that neither of the dominant schools of psychology, behavioral or Freudian, explain why people act as they do. Humanistic interpretations of motivation emphasize such intrinsic sources of motivation as adperson's need for "self actualization. So, from the humanistic perspective, to motivate means to encourage people's inner recourses, their sense of competence, self-esteem, autonomy, and self - actualization.

Cognitive Approaches to Motivation

From the perspective of cognitive theorists, people areviewed as active and curious. In search of information to solve personally relevant problems. Thus,cognitive theorists emphasize intrinsic motivation. In many ways, cognitive theories of motivationalso developed as a reaction to the behavioral

views. Cognitive theorists believe that believe is determined by our thinking, not simply by whether we have been rewarded or punished for the behavior.

Social Cognitive Theories

Social cognitive theories of motivation are integrations of behave-auraland cognitive approaches they take into account both the behaviorists' concern with theconsequences of behavior and the Cognitivists' interest in the impact of individual beliefs andexpectations. Many influential social cognitive explanations of motivation can be characterized asexpectancy x value theories. This means that motivation is seen as the product of two main forces: the individual's expectation of reaching a goal and the value of that goal to him or her. Another words, the important questions are, "If I try hard, can l succeed?" and "If I succeed, will theoutcome be valuable or rewarding to me?" Motivation is a product of these two forces, because ifeither factor is zero, no motivation exists to work toward the goal. For example: If I believe I have a good chance of making the basketball team (high expectation), and if making the team is veryimportant to me (high value), then my motivation should be strong. But if either factor is zero (I believe I haven't a prayer of making the team, or I couldn't care less about playing basketball), then my motivation level will be zero.

Socio-cultural conceptions of Motivation.

Socio-cultural views of motivationemphasize participation in communities of practice. From this perspective, people engage in activicitiesto maintain their identities and their interpersonal relations within the community. Thus, students are motivated to learn if they are members of a classroom or school community that values learning. just as we learn through socialization how to speak or to dress or to order food in restaurants-by watching and learning

from more capable members of the culture. We also learn to be students by watching and learning from members ofour school community. In other wordswhen we see ourselves as soccer players or sculptors or engineers, or teachers, or psychologists, we are claiming an identity within a group. When building an identity in the group, we move from legitimate peripheral participation to central participation. Legitimate peripheral participation means that beginners are genuinely involved in the work of the group, even if their abilities are undeveloped and their contributions are small. The novice weaver learns to dye wool before spinning and the novice teacher learns to later one person before working with the whole group. Each task is a piece of the real work of the expert. The identities of both the novice and the expert arebound up in their participation in the community. They are motivated to learn the values and of the community to maintain their identity as community members.

The Situation of Foreign Languages in Sudan

According to AdilIshag (2016: 61-63) The modern history of formal education in Sudan dates back to 1898 after theBritish colonial administration or namely the Anglo-Egyptian condominium, andestablishing Gordon memorial college, which is now the University of Khartoum,the oldest and most prestigious University in Sudan. Thus, English is the mostimportant foreign language in Sudan and it is the only mandatory language subject atschools starting from the fifth grade and in higher Education as required course. Teaching foreign languages other than English at Sudanese schools is not common.On the other hand, studying other foreign languages at Sudanese universities is alsolimited to quite a few number of languages; English is almost offered asspecialization in all private and public universities; Followed by French at about sixUniversity Departments; German at two Universities namely at the University ofKhartoum since 1990s and a new established Department for German language atSudan University of Science and Technology; as well as a

Department of Russianand recently Chinese at the University of Khartoum.Though, English occupies a special status among the foreign languages in Sudan;Sudanese Students are not able lacking a good command in English, when it comesto language use and communication. This might be attributed to the lack ofopportunities of practicing the language, where Sudan has few contact with Englishspeakers or foreigners, and also as a result of the Arabization policy.Nevertheless, the last decade has witnessed a progressive shift and positivesupporting policy towards multilingualism especially after the peace agreementbetween South and North Sudan.

Additionally, it is offered in all universities as a requirement or even English forSpecific Purposes (ESP). It is also one of the admission conditions to Sudanesehigher education, irrespective of the desired field of study. However, on day to dayconversation, English is rarely spoken even among those who studying it specialization or most notably that students often tend to code-mixing or codeswitchingwith Sudanese Arabic. Thus, students mostly practice the language informal setting, and they have little opportunities to use the language in a genuine andauthentic way.Nevertheless, there is anew trend recently in some private schools in the major cities, especially the capitalcity Khartoum, where some distinguished schools try to offer some optional foreignlanguages such as Chinese, which has become somehow popular due to Chinainvestment in Sudan and for economic factors, where a considerable amount ofscholarships are offered from Chinese government to Sudanese, beside theprobability of employment, for those who have a good command in Chinese.

On the other hand, international languages such as Spanish and Italian are still not offered for study at Sudanese universities, but in the recent years there have been some private languages centers that mostly offer Spanish and to a lesser extent Italian language courses.

Strategies to encourage Motivation

According to AritaE.etal (2012:410) there are four basic conditions should be met to make motivation strategies succeed, but these conditions are not applied at secondary school in white Nile state , this is according to the researcher's observation which result in poor motivation of students. The first condition is that, the classroom should be organized and without disturbance. The observation of the researcher comes out of the fact that, a lot of class rooms of English are not quite, i e, they are not free from constant interruption and disruption the second condition is that teachers must be a patient , helpful person who never frustrate the students when they make mistakes . Teachers should consider student's mistakes as opportunities for learning but a lot of teachers in White Nile secondary schools are not helpful, and used to frustrate their students when they make mistakes which results in having low or no motivation at all. The third condition is the curriculum i.e. tests book and other activities that included in what is called syllabus must be reasonable i.e. it must not be too easy or not difficult. What is said by the researcher can be supported by the result of a Ph D entitled "An Evaluation of Sudanese secondary School English Curriculum by Mohammed Al -aminMohammed y. kebir"The Spine series its objective, content and activates are unsatisfactory to enable the teaching process to have its intended outcomes, so the spine series is to de revised and modified. The teacher guides lack many things to be suitable for teachers and students to teach or learn English Language. Finally, the learning task must be authentic and what make task authentic is its influence by the students customs, tradition and culture, besides that, curriculum makers would review the content and the design of the curriculum to meet the needs and the interests of the students.So, when these above conditions are applied, the students will be motivated to learn English Language.

Socio-economical factors

According to Gamar Al Alanbia Ali(2014) the socioeconomic status affect in the learning of EFL in the White Nile State, students from low social class and those who lived in rural areas their achievement is low and this is as a result of poverty or there is no English teacher's, and schools used un specialist teachers to teach students. In the same time students who come from middle-class or upper-class families in towns or in a country part and most of them studies in private schools or governmental schools, their achievement is high because of the good environment ,qualified, trained and ,high experience teachers whom lived in the towns ,they appointed in government schools and works as apart timers in private schools and this help them to face the difficulties of life and in the same time most of them refused to work out side towns.This what made the learning of EFL in the White Nile State towns better than the country part? Unfortunately, the White Nile State has very high rates of childhood poverty. Furthermore, it is very difficult for the impoverished families to escapepoverty once they are in it. What has been said by Gamar Al-Alanbi Ali is typically can be said about the sample of the current study.

Psychological Factors

Psychological Factors are very important in learning English as a second or a foreign Language. They are crucial factors in motivating students to learn a Language. They can be divided into two categories which are: style, and cognitive factors.

a. Style factors

To satisfy style factors, light will be thrown on learning styles,Shyness,Field dependence / independence and ambiguity tolerance.

b. Learning styles

Learning style is a significant predicator of language learners academic performance. Oxford (2003:273) defines learning style as "The general approach that students use in acquiring a new language, which provides broad relation between learning style and academic achievement" (Cited in Tao 2011:48). Chong- Cheng (1988) discusses the importance of learning styles as being not only necessary, but also important for individual in academic settings. (Cited in Abidin et al 2011:44).Beaudry and Klavas (1989) assert that "Through voluminous studies, it has been indicated that both low and average achievers earn higher scores on standardized achievement and attitude tests when they are taught within their learning styles" (Cited in Abidin et al 2011:144). Dueto the above quotations concerning learning style of students. White Nile State students are less motivated to study English language because of the are taught within their learning styles which is very important to high achievement of learning English.

Shyness

Durkin and Ramsden et al (2008) states that "The concept of shyness is described as "an enduring trait characterized by tension, discomfort, and inhibition in the presence of other people" (Cited in Alvinia and Salmasi 2012:92). The samples'students of the study showsa great deal of shyness which affects their achievement in learning English language. This has been observed by the researcher due his experience of teaching English Language atSudanese secondary schools and White Nile State as particular. Moreover, Dewaele and Pavlenko (2013:2) states that "in both the L1 and theL2 productivity can be affected by psychological factors such as shyness, sociability, introversion and anxiety". Concerning the impact of shyness on speaking, Juhana (2012:101) states that "Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class.

According to Wikipedia, the free encyclopedia) Shyness (also called diffidence) is the <u>feeling</u> of <u>apprehension</u>, <u>lack of comfort</u>, or <u>awkwardness</u> especially when a person is in <u>proximity</u> to other people. This commonly occurs in new situations or with unfamiliar people. Shyness can be a characteristic of people who have low <u>self-esteem</u>. Stronger forms of shyness are usually referred to as <u>social anxiety</u> or <u>social phobia</u>.

So, that shyness could be considered as a source of problem in students' learning activities which can be as demotivated factor that face White Nile secondary school Students in learning English.

Field dependence / independence

According to Witkin et al cited in Sala h Abdalla (2014) (1967 / 1973) Field dependence / independence, as "is a cognitive style, which is in turn defined as a characteristic self consistent mode of functioning found pervasively throughout an individual`s perceptual and intellectual activities" (Cited in Lee (1974:1). The students are with weak self- confidence which is reflected negatively on their achieving observer of secondary school students at White Nile state can note that of learning English language. This has been demonstrated by Salah Abdalla (2014) and other researchers.

e. Ambiguity tolerance

There is strong   relationship between ambiguity tolerance and second language learning. Lori (1990) cited in Salah Abadalla (2014) found that ambiguity tolerance correlated significantly with English achievement, self concept, and overall school achievement" (Cited in Vahid et al 2011:154). In (1986), Chappelle and Roberts measured tolerance of ambiguity in learners of English as a second language in Illinois. They found that learners with a high tolerance of ambiguity were slightly more successful in certain language tasks. (Cited in Brown 2007: 127). This has been observed by the researcher that

secondary school students at white Nile State with low tolerance of ambiguity that results in having low chievement in learning English language .this could be considered as a source of demotivation to learn English language effectively.

Cognitive Factors and intellectual abilities

Cognitive Factors and intellectual abilities include intelligence and Anxiety.

Intelligence

Gardner et al. (1996:2) defined intelligence as "The ability to carry out abstract thinking which in turn refers to the ability to grasp relationships and patterns, especially those that are not readily detected by the senses" (Cited in Viskari 2005:26). Ellis (1999:111) argued that "Intelligence may influence the acquisition of some skills associated with SLA, such as those utilized in the formal study of a L2, but it is much less likely to influence the acquisition of oral fluency skills". The researcher believes that spine curriculum does not help students to develop the abstract thinking that refers to the ability of the learners to get relationships and patterns, especially those that are not readily detected by the senses.

Anxiety

According to Cassie Dobson (2012: 8) many students suffer from school related anxiety. Contemporary research is supportive of the negative effects of anxiety and stress on academic performance in students of all ages. Anxiety can also negatively affect classroom behavior. This is what has been obsereved by the researcher in the sample of the study. Not all data are in support of the negative effects of anxiety. Low self-concept and lack of motivation have been linked to higher levels of anxiety. Met cognition may help students learn to cope with anxiety and use self-regulation of emotions to combat academic anxiety. According to   Cassie Dobson (2012: 3) Anxiety can have negative effects on

all students. Students with anxiety problems tend to show lower levels of academic achievement, self-efficacy, and self-concept. Anxiety reduction requires the work of students, teachers, and parents.

How Motivation Affects Learning and Behavior?

Motivation has several effects on students' learning and behavior.First, motivation directs behavior toward particular goals. Motivation determines the specific goals toward which people strive; thus, it affects the choices students make. For example, whether to enroll in an art class or physics, whether to attend a school basketball game during the week or complete an assignment that's due the next day. Motivation also leads to increased effort and energy. Motivation determines whether a student will pursue a task (even a difficult one) with enthusiasm or a lackluster attitude.

Motivation increases the initiation and persistence of activities. In our first example, Erik continued with art-type activities in his free time and he also tried to perform these types of activities in relation to his other assignments. Motivation will increase students' time on task and is also an important factor affecting their learning and achievement. Motivation enhances cognitive processing. Motivation actually affects what and how information is processed because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner. Motivation determines what consequences are reinforcing and punishing. For example, students with a high level of motivation for classroom achievement and high GPAs are reinforced by receiving a grade of 'A' and they'll feel punished if they receive a grade of 'F. Finally, motivation leads to improved performance. Everything that we have just discussed - effort, initiation, persistence, cognitive processing and the impact of consequences - leads to improved performance.

How Can Foster Motivation among Students?

Brophy (1986) pointed out the importance of classroom climate particularly when students feel a sense of affiliation, being valued and respected, consequently, they are more likely apt to engage actively in the learning process, to enhance motivation to learn among students, educational policies should emphasize mastery learning which is a type of learning based on practice through which students shall be able to apply knowledge in the real world.Prior to presenting some of these motivational strategies, it would be of relevance to say a few things about the teacher/learner relationship. Whichever way thatlook at it, this relationship is riddled with power and status. For many, power plays a large part in the relationship (see "Language and Power in Education" for further details). The rights and duties of teachers and learners are related to power. For example, many teachers might assert that they have the right to punish those learners who misbehave, any social encounter involving two or more people, there are certain power relationships "which are almost always asymmetrical. The basis of coercive power is punishment. Some individuals or institutions have the authority to punish others. The basis of the second type of power is reward. Some individuals or institutions have the power to reward what they deem appropriate behavior. For example, business organizations reward employees with a salary, a bonus etc. The basis of the third type of power is motivation. In this case, individuals or institutions appeal to the commitment and interest of others. In view of this three-fold paradigm, it is of importance to concern ourselves with the fostering of learner motivation, as it is considered to be the most effective and proactive, so to speak, power relationship.

Theoretical Advances of Researches in Motivation

The 1990s brought an extraordinary boom in L2 motivation research: Dornyei (1998)Cited by ZoltánDörnyei (2001:44-45) reviewed over 80 relevant L2 studies from the period, including more than ten newly designed theoretical motivation constructs. The extent of the shift in thinking is probably best characterized by the fact that a new motivation model developed by Robert Gardner's research laboratory (Tremblay & Gardner, 1995:505) in response to calls for the adoption of a wider vision of motivation did not actually include Gardner is best known motivational component, the integrative motive. Approaching the new millennium, the boundaries of L2 motivation were pushed even further, with Researchers adopting varied and increasingly complex perspectives. A good cross-section of the emerging new wave of motivational thinking was provided by a colloquium at the annual conference of the American Association for Applied Linguistics in March, and by an edited volume partly based on the colloquium proceedings which contains 20 chapters written by researchers from over ten different countries in Asia, Europe, and the Americas (Dornyei and Schmidt, 2001).

A social psychological Approach

The most extensive studies in the area of L2 attitudes and motivation have been conducted by Robert Gardner who with Wallace Lambert and several other Associates grounded motivation research in a social-psychological framework (Dornyei 1994: 273). The socio-psychological approach was founded on the belief that "students' attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language" (Gardner 1985:6), as quoted by Dornyei 2005: 67). Several studies on L2 attitudes and motivation mainly in bilingual settings in Canada were conducted, as a result of which Gardner (1985) constructed his social educational model of second language acquisition.

The socio-educational model of second language acquisition

Gardner (1985) outlines how motivation is related to other individual differences in language Learning and language achievement (Dornyei 2005: 68). During the past decades, the original model has undergone several changes. The most recent version of the model is presented in Figure 1 and Gardner (2001: 47) explains it in the following way. Three primary variables constitute the socio-educational model: Integrativeness, and Attitudes toward the Learning Situation both of which influence the third variable, Motivation to learn the L2. The first variable.Integrativeness refers to a genuine interest in learning the L2 with an intention to get closer to the other language community. This may mean openness to and respect for other cultural groups or in extreme cases even complete identification with the community whose language is being learned. According to the socio-educational model, Integrativeness is reflected in an integrative orientation towards learning the L2 which includes favorable attitude towards the language community and openness to other groups in general. In contrast, the second variable, Attitudes toward the Learning Situation includes attitudes related to the situation in which the language is learned, being it the school context or natural L2 learning environment. As maintained by the socio-educational model, whatever the situation, some learners will express more positive attitudes than the others towards the learning situation even though the situation would not be ideal. The third and the most important variable of them all, Motivation, refers in Gardner's terms to the driving force in any situation. In the socio-educational model motivation is seen to consist of three elements: effort expended to learn the language, desire to achieve the goal of learning the language, and positive affect towards the task of language learning because it is enjoyable. The three variables, Integrativeness, Attitudes toward the Learning Situation, and Motivation constitute together Integrative Motivation. An

interactively motivated learner is motivated to learn the L2, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively.Masgoret and Gardner (2003: 170), from these three constituents of integrative Motivation, it is, however, mainly Motivation that is responsible for achievement in the L2. Thus, Integrativeness and Attitudes toward the Learning Situation are seen as support for Motivation and therefore their effect is indirect, acting through Motivation.

In addition to the three main variables discussed above, there are two additional Variables in the socio-educational model, namely Integrative orientation and Instrumental orientation. Integrative orientation towards learning the L2 which Includes positive attitude towards the language community and openness to other groups in general reflects IntegrativenessGardner(2001: 5). In contrast, Instrumental orientation is characterized by a desire to gain social recognition and economic advantages by learning foreign languages, such as getting a better job or a higher salary Dornyei (2001:49). Thus Integrative orientation reflects a personal interest in the people and the culture whereas Instrumental orientation reflects practical value and advantages. Gardner 2001:13).It has been these two orientations that have gained the main attention of scholars and often Gardner's theory has been misrepresented constituting of Integrative and Instrumental orientation which have been equated as integrative and instrumental motivation.

According to Gardner (2001: 16), the orientations are, however, solely classifications of reasons that can be given for studying a language but there is little evidence that these orientations would directly related to success in L2 learning. Thus, although all of the five variables discussed above (Integrativeness, Attitudes towards the learning situation, Motivation, Integrative orientation, and Instrumental orientation) have been found to be positively related to achievement in L2 learning, it is, however, Motivation, that is more highly related to language achievement than the other four variables that

rather act through the variable Motivation. To measure the different variables of L2 motivation, Gardner developed the

Attitude/Motivation Test Battery (AMTB).AMTB is a multi-componential motivation questionnaire and includes over 130 items (Dornyei 2005: 70). The main constituents of Gardner's theory of integrative motive are operational zed in the test battery and it also includes components of language anxiety, parental Encouragement and instrumental orientation (Dornyei 2005: 70–71).

Without question Gardner and his associates' work has been most influential in the field of L2 motivation and his socio-educational model of second language Acquisition, conceptualization of integrative motivation, and the test battery have resulted in numerous studies by other scholars. However, especially from the early 1990s onwards his work has been criticized for several reasons. One of the problems of Gardner's social-educational model of second language acquisition has been that the term integrative is mentioned three times at three different levels: integrative orientation, Integrativeness, and integrative motivation, which has led to misunderstandings as these concepts are easily interchangeable (Dornyei 1994b: 516). In addition, it is not clear what Gardner means when discussing motivation as the overall construct Integrative Motivation includes also a subcomponent Motivation as seen in Figure 1 (Dornyei 2005: 69). Furthermore, instead of viewing the whole theory, scholars have tended to pay attention to only two motivational components, instrumental and integrative orientation, and seen the theory as the sum of integrative and instrumental motivation (Dornyei 2005: 69–70). Interestingly enough, the main problem of Gardner's social psychological approach to L2 motivation seems to be that it has been too influential as a result of which alternative approaches have not been seriously considered.

The cognitive-situated Approach

In the 1980s major changes took place in mainstream motivation research as a consequence of the cognitive revolution in psychological research. Dornyei (2005: 71). These advancements had an effect also on L2 motivation research, as a result of which the 1990s saw a new wave of L2 motivational research in which the new concepts were utilized (Dornyei 2003: 7; Shoaib and Dornyei2004: 22). Gardner's motivation model which had remained unmodified over time despite the changes in mainstream motivation research was no longer considered to be an adequate explanation. According to Dornyei (2005: 74–76), the cognitive-situated period in motivation was characterized by two broad trends. First of all, there was the need to narrow the gap between motivational psychology and L2 motivation research and increase understanding of L2 motivation by utilizing some of the most influential concepts of the 1980s. The new concepts were cognitive in nature, emphasizing the view that how one thinks about one's abilities, possibilities, and past performance, for example, and how one sees various aspects of the tasks to accomplish our goals to achieve, are important aspects of motivation. Second of all, there was a desire to a more situated approach of motivation instead of the macro perspective motivation which the social-psychological approach had adopted. Whereas the macro perspective of L2 motivation focused on the motivational disposition of whole communities, the micro perspective was called for to explain how motivation operated in actual learning situations such as language classrooms. According to Dornyei (2005: 74–76), despite this change in perspectives, the researchers generally accepted that Gardner and his associates' macro perspective still had its place in characterizing and comparing the motivational patters of whole learning communities as a basis of which conclusion about intercultural communication and language contact, for example, could be drawn. It was, however, considered that the macro perspective had not much explanatory

power in actual classroom situations and therefore the focus moved on to the learners' immediate learning situation. As a result, many studies on the motivational impact of the main components of the classroom learning, such as the teacher, the curriculum, and learner group, were conducted during this period.

The process-oriented Approach

As a result of the more situated approach to L2 motivation discussed in the previous section, also another neglected area of motivation received attention, namely the dynamic character and temporal variation of motivation Dornyei (2003:17). When motivation is examined in relation to specific learner behaviors and classroom processes, it is obvious that learners' motivation undergoes constant changes even within a single lesson, not to speak of longer periods of time such as a whole school year Dornyei (2001: 45)Dornyei 2003: 17). In order to explain these ups and down of motivation, that is, the on-going changes in motivation over time a process oriented approach is needed (Dornyei 2003: 17–18; Dornyei 2005: 83). In the L2 field, the most detailed process-oriented construct was developed by Dornyei and Otto (1998) Dornyei (2001:46). In their model, three different phases of the overall motivational process can be distinguished: preactional stage, actionalstage, and postactional stage (Dronyei 2001a: 85–92; Dornyei 2003: 18–21; Dornyei 2005: 84). In the preactional stage motivation is generated. Because the generated motivation results in the selection of the goal or task that an individual strives for, the motivation in this first stage can be named as choice motivation. In the second stage, that is, actional stage the motivation generated in the first stage is maintained and protected during the action. This motivation dimension can be referred to as executive motivation and it is important especially in learning a L2 and learning in the classroom context where a set of influences such as off-task Thoughts, physical conditions, or distraction from others might distract learners.

Finally, after the goal has been achieved or the task has been terminated, postactional stage takes place. During the postactional stage, learners process and evaluate their past experiences, which can be referred as critical motivational retrospection. On the basis of this final stage, learners make decisions about what kind of activities will be motivating for them in the future.

According to Dornyei (2003: 18), many of the controversies and disagreements inL2 motivation research result from not paying enough attention to the temporal aspect of motivation. As the key component of the process approach to L2motivation is that learners are influenced by different motivational factors during the three stages of the overall process, instead of excluding each other, different motivation theories can be seen to be connected to different stages of the motivational behavioral process (Dornyei 2003: 18–20). To sum up, a process oriented approach to L2 motivation synthesizes a number of different lines of research by discussing both preactional choice motivation (i.e. the motives influencing selecting goals) and executive factors during the actional phase (i.e. motives affecting ongoing learning behaviors) within one framework (Dornyei2002, as quoted by Dornyei 2001b: 46; Shoaib and Dornyei 2004: 24)

Theoretical Advances of Researches in Motivation

The 1990s brought an extraordinary boom in L2 motivation research: Dornyei (1998a) reviewed over 80 relevant L2 studies from the period, including more than ten newly designed theoretical motivation constructs. The extent of the shift in thinking is probably best characterized by the fact that a new motivation model developed by Robert Gardner's research laboratory Tremblay and Gardner,(1995 : 505) in response to calls for the adoption of a wider vision of motivation , did not actually include Gardner is best known motivational component, the integrative motive. Approaching the new millennium, the boundaries of L2 motivation were pushed even further, with

Researchers adopting varied and increasingly complex perspectives. A good cross-section of the emerging new wave of motivational thinking was provided by a colloquium at the annual conference of the American Association for Applied Linguistics in March, 2000 (Vancouver), and by an edited volume partly based on the colloquium proceedings which contains 20 chapters written by researchers from over ten different countries in Asia, Europe, and the Americas (Dornyei& Schmidt, 2001). From the point of view of their theoretical novelty, the following five motivational areas appear particularly interesting: social motivation; Motivation from a process oriented perspective; the neurobiological basisof Motivation (see also Schumann, this volume); L2 motivation and self-determination theory; and task motivation.

Social Motivation

In an article deliberating upon the future of applied linguistics, McGroarty (1998:592) Cited by ZoltánDörnyei (2001: 45-46)has argued that in order to be able to address the most intellectually challenging and practically significant aspects of language learning and teaching applied linguists need to understand better how the social contexts surrounding language acquisition affect the learning process. This view accords with the recent emergence of a broader perspective in the whole of the social sciences sometimes referred to as an ongoing second cognitive revolution Hickey (1997:183) that emphasizes the socio-cultural roots of learning and cognition in general. Motivational psychology has not remained immune to the new spirit: in a pioneering article, Bernard Weiner (1994) set out to conceptualize social motivation, involving the complex of motivational influences that stem from the socio-cultural environment rather than from the individual. During the past five years, social goals have been the subject of a great deal of research in psychology cf., Juvonen and Nishina, (1997; Wentzel, 1999). Because of the inherently social

nature of L2 acquisition, the study of the linguistic impact of various socio-cultural factors has, in fact, had a relatively long history in the L2 field. In addition to Gardner's motivation theory, social determinants of L2 learning were the focus of Giles and Byrne (1982) intergroup model, Schumann _s (1978) acculturation theory, and Clément and Noels (1992; Noels and Clément, 1996) situated language identity theory, although these theories were not always expressed explicitly in motivational terms. In the light of the increasing social awareness in motivational psychology, this line of inquiry is of particular significance and, as emphasized by Clément and Gardner (in press), Dornyeiand McGroarty (2001), L2 motivation as a situated construct will undoubtedly be one of the main targets of future motivation research. Motivation from a Process-Oriented Perspective A recent line of investigation that I have been actively involved in has examined the temporal dimension of motivation, that is, the way in which motivational processes happen in time. This question is, I believe, particularly important when the target of interest is a sustained learning process, such as the mastery of an L2 that can take several years to be successfully accomplished. During the course of such a lengthy process, student motivation does not remain constant but undergoes continuous changes; as Ushioda (1996:240) summarizes, within the context of institutionalized learning especially, the common experience would seem to be motivational flux rather than stability. In view of this, the study of the dynamics of motivational change and the identification of typical sequential patterns and developmental aspects is likely to be a fruitful area for future research. Examples of a process oriented conception in L2 motivation research include the separation of the initiation of motivation from the process of sustaining motivation by Williams and Burden (1997) and Ushioda (1998, 2001) analysis of how new motivational orientations evolve while the learner is engaged in theL2 learning process. The most complex process-oriented construct in the L2 field has been put forward by

Dornyei and Ottó (1998; cf. 2001), who devised a process model of L2 motivation which organizes the various motivational influences along a sequence of discrete actionable events in the chain of instigating and enacting motivated behavior. The model details how initial wishes and desires are first transformed into goals and then into operational zed intentions, which are seen as the immediate antecedents of action; after action has been initiated, an appraisal and an action control process mediate executive motivation, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process. In a recent paper summarizing theoretical and practical implications of the process-oriented approach, I have argued (Dornyei, 2000) that focusing on the temporal aspect of motivation is particularly useful because it allows researchers to discuss both preactionalchoice motivation (i.e., the motives leading to selecting goals and forming intentions) and volitional/executive factors during the actionable phase (i.e., motives affecting ongoing learning behaviors) in a unified frame work. Although this research perspective is still relatively new.we can fully accommodate the learner s active role in controlling and shaping the affective foundation of the learning process. This perspective fits in well with the recent emphasis placed on the study of student self-regulation.

A Neurobiological Explanation of Motivation

A novel line of research that has the potential to revolutionaries the study of L2 motivation has been pursued by John Schumann (1998, 1999, this volume), who has examined second language acquisition from neurobiological perspective. This work has been one of the first attempts in the L2 field to incorporate the findings of neuroscience and to link the study of language to this particularly dynamically developing discipline within cognitive sciences. The key constituent of Schumann theory is stimulus appraisal, which occurs in the brain along five dimensions: novelty (degree of unexpectedness/familiarity);

pleasantness (attractiveness); goal/need significance (whether the stimulus is instrumental in satisfying needs or achieving goals); coping potential (whether the individual expects to be able to cope with the event); and self and social image (whether the event is compatible with social norms and the individual self-concept).

These appraisals become part of the person _s overall value system through a special _memory for value _ and are largely responsible for providing the Affective foundation of human action. Recently, Schumann (2001) has broadened his theory by outlining a conception of learning as a form of mental foraging (i.e., foraging for knowledge), which engages the same neural systems as the ones used by organisms when foraging to feed or mate, and which is generated by an incentive motive and potentiated by the stimulus appraisal system.

 The concept of task motivation is t that certain motivational perceptions and attributes are generalized across learning situations and remain fairly fixed once established, it is also clear that other motivational factors show considerable variation according to the particular learning event with which they are associated, as evidenced by the varying degrees of interest and commitment students demonstrate toward different learning tasks. This duality of generalized and situation-specific motives was explicitly addressed by Tremblay, Goldberg, and Gardner (1995) when they distinguished trait and state motivation, the former involving stable and enduring dispositions, the latter transitory and temporary responses or conditions. The potential usefulness of such a distinction lies in its Capacity to explain learners situational and task preferences. Indeed ,from a pedagogical point of view, it would be very beneficial to identify components of task motivation, because it would allow curriculum designers and language teachers to systematically select and administer tasks in a motivating manner, thus increasing learner engagement .In a recent theoretical

discussion of task motivation, Julkunen (2001) argues that students task behavior is fuelled by a combination of generalized and situation-specific motives according to the specific task characteristics, a position in line with Tremblay et al. _s (1995) conclusion that trait motivation influences state motivation. In a study focusing on the motivational background of student engagement in communicative L2.Tasks, Dornyei and Kormos (2000) found that the learners over all disposition toward task performance has at least three distinct layers: (a) generalized motives (e.g., Integrativeness), (b) course-specific motives (i.e., the appraisal of the L2 course), and (c) task-specific motives (i.e., attitudes toward the particular task). The need to distinguish between the latter two aspects which have traditionally been lumped together under the situation-specific category was highlighted by the finding that, among the learners in our study who displayed low task-attitudes, those who had favorable disposition toward the course in general participated more actively than those who had unfavorable attitudes toward both the course and the task. Furthermore, in discussing task motivation from a process oriented perspective, I have argued elsewhere Dornyei,(2000) that in many learning situations there are various levels of increasingly focused task engagement (e.g., taking up studies in general, enrolling in a particular course, attending a particular lesson or carrying out a particular learning task) and that the resulting action-oriented contingencies, or mind sets, interact with each other in an as yet unspecified manner.

Finally, a further feature of task motivation which makes it a particularly intriguing research domain is the face that motivation of task participants is not independent of each other. It is easy to see that if one is paired up with a highly motivated or unmotivated partner, this pairing affects the person _s own disposition toward the task; in other words, task motivation is co-constructed by the participants. I have found two sources of empirical evidence to support this

claim in a follow-up to the Dornyei and Kormos (2000) study Dornyei, in press-b): First, students with low task attitudes performed significantly better when their partner demonstrated high task attitudes. Second, correlations of the Individual student's _ attitudes toward the course and the task with their task Engagement index were .32 and .39, respectively, whereas the same correlations computed for the dyads joint performance were .59 and .52, respectively. That is, when the two task participants merged motivational and performance indices were correlated, the positive association was significantly higher.

Theories of motivation

This section consists of many theories concerning motivation.

Motivation and Self- determination Theory

one of the most influential paradigms in mainstream motivational psychology has been offered by self-determination theory (Deci& Ryan,1985; Vallerand, 1997), which includes the well-known distinction between intrinsic motivation (i.e., performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing particular activity or satisfying one/ s curiosity) and extrinsic motivation(i.e., performing a behavior as a mean to an end, that is, to receive some extrinsic reward such as good grades or a raise in salary, or alternatively to avoid punishment). The theory places the various types of regulations one continuum between self-determined (intrinsic) and controlled (extrinsic)forms of motivation, depending on how internalized they are, that is, how much the regulation has been transferred from outside to inside the individual. Five distinct categories along this continuum have been identified: external regulation (i.e., motivation coming entirely from external sources such as rewards or threats); interjected regulation (i.e., externally imposed rules that students accept as norms they should follow in order not to

feel guilty); identified regulation (i.e., engaging in inactivity because the individual highly values it and sees its usefulness);integrated regulation (i.e., involving chanceful behavior that is fully assimilated with the individual s other values, needs, and identity); Noels argues that applying the intrinsic/extrinsic continuum can be helpful in organizing language learning goals systematically; she notes, further, that the paradigm is particularly useful for analyzing the classroom climate and the L2 teacher in terms of how much they promote either control or autonomy, a dimension of contrast which has immediate practical implications for educating autonomous, self-regulated L2 learners.

Attribution Theory

It is another motivational theory that appeared in the cognitive-situated periodthis theory links people past experiences with their future achievement efforts by introducing causal attributions as the mediating link (Dornyei 2005: 79). Attribution theory is thus concerned with the causes people attribute to th Cited in Marianne Hirvonen (2010:15 16) e perceived successes and failures in their lives, they can, for example, see a failure as being due to a lack of effort, lack of ability or someone else's fault (Williams, Burden and Al-Baharna 2001: 172). How people process the past experiences of failure or success will affect an individual's actions in the future and result in different affective and emotional reactions Dornyei (2001: 57) Williams et al. 2001: 172). Attribution processes are likely to have a significant role in the process of language learning as failure is such prominent phenomenon worldwide.

Task motivation

Task motivationrelates more closely to the second trend of theCognitive-situated period, namely the situated approach to L2 motivation. Tasks have been of interest in the field of SLA because by focusing on tasks, it is possible to

break down the complex and long L2 learning process into smaller, discrete segments that are easier to define and thus also more researchable as units (Dornyei2003: 14). Julkunen (1989) was the first to address the significance of tasks in the field of L2 motivation (Dornyei 2003: 15). According to him (2001: 33), different tasks affect motivation and learning in different ways and when the task characteristics are the focus of attention in motivation, we can speak about task motivation. A learner's attitudes and beliefs about factors such as control over the task, the perceived value of the task, and perceived competence for the task influence his or her motivation for and success at a particular task Marzano (1991), as quoted by Julkunen(2001:33). Identifying components of task motivation is pedagogically very useful as it allows curriculum designers and language teachers to select and administer tasks that are motivating for the learners and thus increase their engagement in learning.

Motivating Language Learners

From a practicing teacher's point of view, the most pressing question related to motivation is not what motivation is but rather how it can be increased. It is an unflattering indication of the detachment of research from classroom practice that very little work has been done in the L2 field to devise and test motivational strategies systematically. To be fair, some practical recommendations have been offered by Alison (1993),Chambers (1999), Dornyei (1994), Oxford Brown (1994and Shear in(1994), and Williams and Burden (1997), but largely without any firm theoretical or empirical basis. The neglect of the study of motivational strategies is due in part to the fact that the experimental research required to test the effectiveness of a strategy is rather labor-intensive, and as Gardner and Tremblay (1994) summarize, offers many methodological pitfalls. The only published empirical study on motivational strategies that I am aware of in the L2 field is a teacher survey that I conducted with a colleague (Dornyei and Csizér, 1998) in which we asked 200 teachers to

rate the importance of a set of 51 strategies and to estimate how often they used the strategies in their own practice. As a result, we compiled a list of Ten Commandments for motivating language learners. In addition, I have recently completed a systematic overview of all the major motivational strategies that have been documented in the educational psychological and second-language literature and summarized the findings in a teachers' handbook.

Motivational self-regulation, or self-motivation, is an intriguing new area within motivational psychology, exploring ways by which we can endow learners with appropriate knowledge and skills to motivate them. Evidence that this idea is not completely naïve has been provided by the fact that in certain classrooms, even under adverse conditions and without any teacher assistance, some learners are more successful in keeping up their goal commitment than others. How do they do it? The only answer is that they apply certain self-management skills to overcome environmental distraction or competing/distracting emotional or physical needs/states. Ushioda (1997, 2001) analyzes several of the positive motivational thinking patterns that help someone to keep going.

Factors influencing demotivation

Some studies have investigated the factors influencing demotivation at different levels of education. For instance, Kikuchi and Sakai (2009) Cited by Solmaz Jomairi1 (2011:300), listed five demotivating factors among Japanese learners: a) learning contents andmaterials, b) teachers' teaching styles, c) inadequate school facilities, d) lack of intrinsic motivation, e) testscores. in order to investigate the sources of demotivation, Dörnyei (1998) listed the following ninedemotivating factors: teachers' personalities, competence, teaching methods, inadequate school facilities,reduced self-confidence, negative attitude toward the

foreign language studied, compulsory nature of theforeign language study, interference of another foreign language, attitudes of group members.

Chapter Four

Previous Studies Concerning the Role of the Lack of Motivation on Learning English Language

The last few years have seen an increasing in research studies on the impact and effectiveness of demotivation on the teaching and learning of English as a foreign language. The huge amount of researches, studies and online articles and papers conducted locally and internationally indicates that instructors, teachers and scholars have come to realize the importance of investigating the impact of demotivating on learning and teaching process as a new medium to enhance instructions and designing materials of English learning and teaching. The studies identified in this review that are concerned with

changes in learning outcomes and focus on a particular aspect of the learning process.

A study carried out byUshioda (1996, as quoted by Ushioda 2001) entitled factors negatively affecting L2 motivation. It conducted a small-scale empirical study on L2 learning motivation which aimed at exploring learners' own work in conceptions of their motivation and their thinking in relation to specific kinds of motivational experiences and changes in motivation over time. Investigating the factors that negatively affect L2 motivation was one part of her study. The study was conducted among 20 university-level learners of French at Trinity College Dublin in Ireland and it consisted of two phases. In the first phase (in 1991) the aim was to explore the participants' own working conceptions of the factors that motivated them to learn French and therefore a very loosely structured interview technique was chosen to elicit data. The intention was not to introduce motivational concepts such as goals, aims, and attitudes to the participants, which could influence their responses, that is, what they said and in which order. The interviews were thus mainly dictated by the subjects' own personal conceptions of language learning motivation and factors affecting it, and only occasionally the participants were prompted by the researcher.A detailed content analysis was applied to the data collected in the first phase of the study. The most salient or important motivational factors were identified, resting on the assumption that the participants would mention the most important factors in the early stages of the interviews. Identified dimensions were further processed and as a result eight descriptive dimensions emerged: academic interest, language-related enjoyment/liking, desired levels of L2 competence, personal goals, positive learning history, and personal satisfaction, feelings about French-speaking countries or people, and external pressures/incentives of these eight dimensions language related enjoyment/liking and positive learning history were emphasized the most in the participants' individual motivational profiles.

Personal goals and desired levels of L2 competence ranked next. In addition to finding out the different motivational dimensions and their order of importance, correlations between motivational dimensions and prior school achievement were measured in the study. A positive correlation was found between positive learning history and participants' post-primary French grade. Also perceptions of L2 ability were positively associated with the learning achievement. A negative correlation was found between French grade average and personal goals. All in all the findings indicated that those with very positive language learning experiences usually emphasized intrinsic motivational factors that related to perceptions of L2 ability and the desire to achieve a high level of competence.Those with the less positive language learning experience, on the other hand, tended to define their motivation mainly in terms of particular personal goals and incentives. Accordingly, the less successful learners could not, however, be classified as having less motivation but they rather expressed their motivation in a qualitatively different way. In the second phase of the study (in 1993) a more structured interview type was used because the aim was to investigate the participants' thinking in relation to specific kinds of motivational experience and evolution over time. Although fairly structured, the interviews were in the form of open-ended questions in order to encourage the participants to describe events from their own point of view. The interviews focused on four aspects of motivation as a dynamic phenomenon: motivational evolution over time, motivational perspectives on L2 development over time, factors negatively affecting L2 motivation, and motivational strategies. Responses to the open-ended questions covering these themes were summarized in note form and then the noted features for all the subjects were compared and commonly underlying patters were traced. This studyaimed at exploring learners' own work in conceptions of their motivation and their thinking in relation to specific kinds of motivational experiences and changes in motivation over time whereas the

recent one explores the role of demotivation on learning English language at Sudanese secondary school.

This study is conducted byTrang and Baldauf Jr. (2007) entitled Overcoming demotivation. He conducted a study on demotivation among Vietnamese students. Like the studies presented above, they also focused on finding out demotives and their degree of influence. The third of their foci, student's experiences in overcoming demotivation was, however, a topic that the previous studies had not examined. Thi Thu Trang and Baldauf Jr. (2007) wanted to fill this gap and set finding out the long-term effects of various demotives as one of their goals of the study. In addition, they were particularly interested in whether the special status of English as an international language affected student demotivation. As the previous studies had included a mixture of English as a second language (ESL) and English as a foreign language (EFL) students and students studying a language other than English, investigating only students of English offered possibilities to make comparisons of the influence of the status of English Language. A stimulated recall methodology was used to collect retrospective data. A group of 100 second-year EFL students from the University of Economics in central Vietnam were asked to recall their English learning experiences, look back on the whole learning process and write a three part essay based on their retrospection. The first part of the essay concentrated on the existence of demotivation and its sources, the second part dealt with students' experiences of overcoming and coping with demotivation, and the third part was aimed to find out the students' views of how demotivation can be minimized effectively. The results of the study indicated that demotivation was a significant issue in EFL learning. Of the 100 participants, 88 identified themselves as having felt demotivated and having experienced demotivation more than once. It was found, however, that even though demotivation was a salient phenomenon, the students seemed to accept its existence and it was often

experienced as a temporary state. As the source of demotivation, 48 factors were recognized. These demotives were grouped under 14 categories and classified either as internal attributions or external attributions. External attribution accounted for 64 % of the total number of demotivation encounters. External attributions consisted of three subcategories: teacher-related factors, the learning environment, and other external factors. Like in the other previous studies reviewed, teacher-related factors was found to be the main source for demotivation in this study, accounting for 38 % of all demotives. The teacher related factors included issues relating to teacher's behavior, his or her competence, teaching method, and grading and assessment. Learning environment, accounting for 21 % of the total number of demotivating encounters, included classroom atmosphere, opportunities to use English, learning conditions, class time, and textbook. The remaining 5 % included other external factors, meaning issues related to obligation and negative changes in students' courses. Internal attributions, that is student-related demotives, were not as prominent as external factors but they were still influential in the experiences of the participants. Students' experience of failure or lack of success was found to be the most prevalent internal factor and in most cases it resulted from decline in the background knowledge of English. The second most common internal demotive was students' negative attitudes towards the English language and the third category related to students' self-esteem.

In regard to overcoming demotivation, no category was found to be more difficult to overcome. The students had both internal and external reasons for overcoming demotivation and of these, internal factors were found to have greater influence on students, accounting for 82 % of the total amount of reasons. Out of the internal reasons, the students' awareness of the role of English and their determination to succeed appeared to be by far the most effective tools in overcoming demotivation. Thus, the results indicate that the

special status of English as an international language is a crucial factor in motivating students and helping them to recover their motivation. External factors assisting in overcoming demotivation included positive changes in teacher behavior, teaching method, learning conditions, and external encouragement. All in all, Thi Thu Trang and Baldauf Jr. (2007) concluded that the more reasons students mentioned as helping them to recover their motivation, the more possibilities they have to completely overcome demotivation. This study was conducted on demotivation among Vietnamese students, It also focused on finding out demotives and their degree of influence whereas the recent one explores the role of demotivation on learning English language at Sudanese secondary school So, this study is similar to the current study, but the data collection tool is different.

A study carried out by Oxford (1998), as quoted by Dornyei(2001: 146)entitled ,Investigation of L2 demotivation by Oxford which aimed to get information specifically on demotivating factors by applying content analysis on essays written by approximately 250 American students. The students included both high school students and university students and they were asked to write about their learning experiences over a period of five years. Prompts such as Describe a situation in which you experienced conflict with a teacher' and Talk about a classroom in which you felt uncomfortable' were used. Four broad themes emerged through content analysis from the data. The first one of these was the teacher's personal relationship with the students, including factors, such as lack of caring, hypercriticism, and patronage or favoritism. The teacher's attitude towards the course or the material made up the second theme. This included factors, such as lack of enthusiasm, sloppy management, and close-mindedness. The third theme consisted of style conflicts between teachers and students, including multiple style conflicts about the amount of structure or

detail, and conflicts about the degree of closure or 'seriousness' of the class. The nature of the classroom activities made up the fourth theme and issues, such as irrelevance, overload, and repetitiveness were touched upon.

This study is conducted by Sakai and Kikuchi (2009) entitled an analysis of demotives in the EFL classroom that explored Japanese high school students' demotivation by collecting data from 656 students through a 35-item questionnaire. In addition to identifying demotivating factors in English class for Japanese senior high school students, they wanted to examine the differences in terms of factors between less motivated and more motivated learners. In previous studies researchers had focused only either on demotivated learners or more motivated learners and the differences between these groups had not been compared.The questionnaire consisted of 35 5-point Likert type questions about demotivation and they were designed to measure six constructs derived from previous studies: teachers, characteristics of classes, experiences of failure, class environment, class materials, and lack of interest. A principal axis factor analysis as applied to the data and as a result, five demotivation factors emerged from the data although the questionnaire was based on a six-factor model. These five demotivation factors found were learning contents and materials, teacher's competence and teaching styles, inadequate school facilities, lack of intrinsic motivation, and test scores. Thus, the hypothesized characteristics of classes and learning materials were in the end loaded as one factor, learning contents and materials but all the other factors were similar to what it was expected when the questionnaire was formed on the basis of previous studies. Contrary to most of the previous studies presented so far, factors related to teacher we're not found to have very strong demotivating influence compared to learning contents and materials or test scores which were found to be the two most salient demotives

among participants. In addition, lack of intrinsic motivation was found to be as salient as a teacher's competence and teaching styles which suggests that internal forces have to also be taken into account when discussing demotivation. Inadequate school facilities were not found as demotivating although it was mentioned by some participants. As an answer to their second research question concerning differences in demotivating factors between less motivated and more motivated learners, Sakai and Kikuchi found statistically significant differences for three factors: learning contents and materials, lack of intrinsic motivation, and test scores. Participants with almost no motivation or with a little motivation found these three factors more demotivating than the participants with moderate or high motivation. Especially lack of intrinsic motivation was more salient among less motivated learners

A study conducted by Chambers (originally 1993, based on 1999) it entitled Factors influencing motivation in learning second languages. He conducted a study on motivation which attempted to explore the factors that influenced pupils' motivation in learning foreign languages. The emphasis was particularly on learning German in the UK. One of the key factors that prompted the study was the national curriculum reform in1991. As a result, all pupils were required to take a foreign language in Key Stages 3and 4 (age 12) and to continue to study the language till the end of the compulsory school age. On account of this, a new challenge was presented by those year 10 pupils who may have opted out of a foreign language before the reform. The study had three areas of focus. The first area, attitude towards the behavior, concentrated on the attitudes pupils had towards learning German and on the influences of these attitudes. The second area, subjective norm, was concerned with the social aspects, such as, to what extent parents, home background, the relationship with the teacher, influenced motivation and attitude. The third area of focus,

perceived behavioral control, concentrated on the influence of a pupil's perception of her/his ability to learn German on his/her motivation. Chambers' (originally 1993, but based on 1999) study was longitudinal. The data were gathered by questionnaires and interviews. This was done in two phases in 1992 and 1994. In phase 1, a total of 1481 11-year-old, 13-year-old and 15-yearold pupils from four schools in Leeds were asked to fill in questionnaires covering the three areas related to motivation. Afterwards, 10% of the pupils were interviewed on the same topics. The aim was to complement the answers given. Two years later (phase 2) the same pupils in the same schools underwent the same process. In addition, a comparative dimension was also included in the study. This was gained by repeating the same process in Kiel, Germany, where 1251 11-year-old, 13-yearold, 15-year-old and 17-year-old pupils took part in the research project.Apart from the follow-up interviews; the data were analyzed mainly quantitatively. The range of statistical methods was as wide as the amount of questions in the questionnaire. To make it short, the data were analyzed through such methods as percentages, t-tests, correlation analysis, cross-tabulations and chi-square tests. The interviews were recorded and analyzed. This study investigates theFactors influencing motivation in learning second languages. Whereas the recent one explores the role of demotivation on learning English language at Sudanese secondary school.Both of them tackle the contribution of motivation in learning English as foreign language.

This study entitled "Extrinsic motivation factors in learning among students in secondary school in NegeriSembiln-Malaysia" International Journal of Psychological Studies (The article highlights some of the major research findings regarding the extrinsic motivational factors in learning Mathematics among students in secondary school in NegeriSemblian. This study is aimed to find the differences between extrinsic motivational factors which include

teachers, peer-group, family, environment and language according to the gender and to find the relationship between this extrinsic motivation factors with the academic performance in mathematics. A total of 203 form four students from all three students in secondary school in NegeriSemblian were chosen to participate in this study by using random sampling method. The extrinsic motivational factor in learning literature was measured by using a self-designed questionnaire that includes seven motivational factors. The reliability coefficient of Alpha Cronbach of this study was 0.82 and this questionnaire was validated by expert in psychology in University Technology Malaysia. Pearson Correlation was used to test the relationship between extrinsic motivational factors and academic performances in mathematics and t- test was used to test the differences. Results of the study show all five extrinsic motivational factors have significant relationship with academic achievement of mathematic. Teachers emerged the strongest relationship among the other motivational factors and the relationship is significant in this study. While t-test result shows that extrinsic motivation factors do not have significant differences with gender with. He added teachers do make differences to motivate students in learning even though teachers are not as powerful as parents because parents are the first teacher to a baby since it was born. However, teacher can make school life miserable or appealing by filled the classroom with excitement and hope. Students will continue in their learning and even search more knowledge under the leading of enthusiastic teachers (Wlodkowski and Jaynes, (1990:87). Enthusiastic teachers care about what they teach and communicate to their students so that students understand the knowledge gained are important for further studies and job applications. Students are motivated to learn as to keep closed touch with the teachers on the topics discussed. Furthermore, enthusiastic teachers always look for new topic to discuss with students as attract attention for the students clinical experiences by Wlodwski and Jaynes (1990) showed

that parents appear to be the primary influence on a students' motivation to learn. Moreover, research done by Henderson (1987) proved that students from elementary level through high school benefit from family condition and practices that emphasize and encourage learning in school for more than twenty years. The formative effect of parents on the learning motivation of their children has an impact at every stage of development. This influence will last through the high school years and beyond   Peer-group are those closed peers who may influence the learning motivation among students. A student who closed with a gang of peer-group those who like to study will eventually join in to the discussion group formed On the other hand, a student who closed with peer-group those skip classes eventually follow their peer-group, foot skipping class. Students will feel cool and smart by hanging out with their peer-group in a gang rather than follow the advices of elders because peer with close age range tend to have closer mindset in thinking and point of views from the same perspectives.This study concerning extrinsic motivation factors in learning among students in secondary school in NegeriSembiln-Malaysiawhereas the recent one explores the role of demotivation on learning English language at Sudanese secondary school.

This study is conducted by Ushioda (1996) it is under the title   the role of motivational thinking. The researcher conducted a small-scale study on L2 learning motivation which aimed to explore learners' own working conceptions of their motivation and of their perspectives in relation to aspects of motivational evolution and experience over time. The study was conducted among twenty students of French at the Trinity College in Dublin, Ireland. The data were collected in two stages, using an interview on both occasions. The first interview (December 1991) was loosely structured and the purpose was simply to explore the subjects' own working conceptions of the factors that had

motivated them to learn French. The more structured follow-up interview aimed to find out about the subjects' thinking in relation to motivational experience and evolution over time. It included questions concerning motivational evolution; motivational perspectives on the L2 development, demotivating factors affecting L2 motivation and motivational strategies. The data were processed by detailed content analysis. Then the motivational factors were grouped into dimensions and arranged in order of importance. Also, the subjects were given individual profiles based on the emphasis of motivational dimensions they had mentioned in order to find out which were the predominant ones. Furthermore, it was tested whether there was a correlation between the motivational dimensions and prior school achievement, measured by a post-primary grade average and a C-test average. The analysis revealed eight motivational dimensions: academic interest, language related enjoyment, desired levels of the L2 competence, personal goals, positive learning history, personal satisfaction, and feelings about French-speaking countries or people and external pressures/incentives. The individual profiles showed that language-related enjoyment and positive learning history were the predominant dimensions, followed by desired levels of the L2 competence and personal goals. A positive correlation was found between successful subjects and two dimensions: positive learning history and desired levels of L2. A negative correlation was found between grades and personal goals, which implied that the subjects with less successful learning histories tended to define their motivation in terms of personal goals. The follow-up interviews had four areas of focus, the first one being motivational evolution over time. This study investigates the role of motivational thinking whereas the recent one investigates the role of demotivation on learning English language at Sudanese secondary school. Both of them tackle the contribution of motivation in learning English as foreign language.

This study was conducted by MazahirMohamed Ahmed Osman Elneima, entitled "Attitudes of Teachers and Pupils to Sudan practical in integrated National English (spine), Book 2 (1999). It's a Pd D. This Thesis attempts to assess the suitability of book 2 of The spine series as atext book for Teaching English as asecond and foreign language to Sudanese pupils of The seventh grade of the basic school. It conducts a survey of attitudes of pupils and teachers to text book , to see whether the data of the study was collected arandom samples of pupils and teaches from greater Khartoum. 300 pupils were selected from random sample of 6 basic schools and 100 Teachers selected from 30 school. A questionnaire which had trialrun been used to collect datafrom the two samples and (SPSS) program was used to analyze the data. the variable , gender , experience and qualification were examined to see their effect on   the attitudes of teachers towards the text   book 2.Also a checklist was used to analyze and evaluate the book seem s to satisfy the text most of requirements for agood test book according to the Findings based on the teachers and pupils attitudes forward the book . The teachers in general seem to have positive attitudes forwards the book. the pupils, on the other hand ,seem to have less positive attitudes towards the book . in the final analysis most of the criteria for good text, though lacking in other.Her recommendations are political slogan must be removed from the book , teachers must be well educated in the Field of current trends of Learning , the schools   should   be   well equipped with modern   teaching aids   and   the classroom environment   should be supplied with all facilities to make the teaching process a pleasurable one.This study investigates Attitudes of Teachers and Pupils to Sudan practical in integrated National English (spine), Book 2. Whereas the recent one explores the role of demotivation on learning English language at Sudanese secondary school. So it tackles great contribution to enhance learning English as foreign language.

This study was conducted by Ahmed BabikerAli (1999) entitled "problems of English language leaching in the high secondaryschools in Sudan:Teacher Educationprogram. A thesis submitted in Faculty of Arts the study is tends to identify and classify the crucial problem of English Language teaching in secondary school in Sudan .it tries to explain the cause of these problem. The standard of English is getting lower and lower at secondary level and the period from 1950 s to1990 , witnessed Large changes in the field of teaching English as a foreign Language . the assumption is the training of secondary school training of secondary school teachers of English Language two questionnaires have been used to collect data from two groups in which the sample represents the student teacher of English Language in faculty of education in Faculty of education in final (30) The second sample includes secondary school teacher s who have been teaching for afew years and graduated From Faculties o the than education and English is not their main subject (50) .An informal interview was conducted to gather information From old teachers about the state of English Language in secondary schools the results , according to the genuine response of the majority of the population are: the objectives of teaching English in secondary school are not clear teachers are not aware of them , the teaches education program in secondary level would not achieve its objective affectively , the methods of teaching English in secondary level are old and not communicative and audio visual aids are hardly used in teaching English Language the conclusion is that the teaches training and teachers education of secondary level are not adequate Enough for ensuring a good standard and of teaching . The study recommended that ,the success of an education program me depends a well constructed program of teaches education it is recommended the t the ministry of education should be directly be involved in the

construction of new-up date and systematic programme for training the secondary school teachers, inorder to attain an effective   programme   of teachers education attention should be paid to the present syllabus in the Faculties of education and courses of teacher`s training and the actual needs of English Language teachers to produce a better model of English teachers, the objectives of teaching English Language in secondary schools should be made more clear and. It should be made aware of these objectives of facilitate the teaching /Learning processshould be taken into consideration.Ahmed Babiker's study intended to identify the problems of English Language in secondary school but it focus on the role of trained teachers as one of the major factors behind low standard of English Language,whereas the recent one explores the role of demotivation on learning English language at Sudanese secondary school andStudents demotivation was investigated through the variable of teachers, educational environment, and curriculum, social-economical and psychological factors.

A studycarried out by Hirvonen's (2010) the study attempted to find out the demotivating factors of Middle Eastern students attending a school in Finland. It was found out that the students' instrumental demotives fell into four categories: the teacher, learning material and course content, learning environment, and simultaneous learning of other languages. On the other hand, the integrative demotivating factors were related to three themes including experience of failure, lack of success, and attitudes towards English. Furthermore, the findings of the study revealed that: the positive attitudes towards English language helped the participants to overcome their demotivation.

A studyconducted by Keblawi (2006). He conducted a research on some Arab learners of English in Israel. The participants of the study included 294 high school and junior high school students and 10 Arab English teachers. The researcher interviewed 25 students and 10 teachers whereas a questionnaire was administered to all the remaining participants to elicit their demotivating factors. The majority of participants referred to some contextual factors as being demotivating, such as the learning group, textbooks, the evaluation system, and most importantly, the teacher. However, only a small number of them identified personal problems, such as being weak in all subjects, as demotivating factors. The findings also reported gender-based differences in the perception of the participants. The study also showed that that: they were initially motivated to study English but as a result of recurring difficulties with some aspects of English they became demotivated.

Chapter Five

Conclusion

English is the language of science and technology. Moreover, it is the language of the computer, Internet, as well as the chief language of tourism all over the world. Once the students are convinced that it is important for them to learn English language and this is as important as their major subjects of study, they will be indulged in the learning process more enthusiastically and with high level of motivation.

Motivation is an important factor in successful learning. Its significance is highlighted widely by a growing mass of motivational studies conducted in the field of second as well as foreign language learning contexts. This study attempts to investigate the role of demotivation on English Language learning. It is also aimed to facilitate the process of learning English.

Demotivation had a very strong impact that destroyed interest in learning English, whereas for others, demotivation decreased their interest in learning English Language. In all cases, it was evident that demotivation had a negative impact on Learning English for student, Preventing them from gaining expected learning outcomes. These results suggest that the demotivation is a significant language problem that needs to be specifically addressed in FL learning. In particular, students' awareness of the importance of English Language is the most frequent motive that helps them to overcome demotivation problem and recover their interest in learning English Language.

The results of this study showed that the most demotivating factors attributed to reasons such: as teacher's attitudes, educational environment, curriculum, social economical as well as psychological factors.

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