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DEMOTIVATING FACTORS IN LEARNING THE ENGLISH LANGUAGE

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Abstract: English as a language has always been a part of Filipinos' daily lives ever since the Americans had contact with their country. Being a major subject to all the schools in the Philippines, English would have a big impact to the career and future of the students. There are many reasons as to why Filipinos, themselves are not interested in learning it however, the prevailing reason still stays unknown. The researchers aimed to answer the following questions: a.) What are the teacher intervention strategies employed by the teachers of Lorma Colleges Special Science High School to lessen the demotivation of the students? and b.) What are the factors that demotivates the students in Lorma Colleges Special Science High School? This descriptive study utilized two methods in gathering the data needed. The English teachers of Lorma Colleges Special Science High School were interviewed. Lorma Colleges Special Science High School in Urbiztondo, San Juan, La Union served as the setting of the study. The researchers identified the prevailing factors that demotivates the students in learning the English language in terms of foundation and pronunciation. Demotivating factors of students in learning the English language among the Filipino students is happening at the present time because of the different prevailing reasons. Confidence, fear of committing mistakes, demotivated teachers, and lack resources are few of the many factors that demotivates students. Although demotivation cannot be eradicated completely, the roles of the teachers are to lessen the pressure and anxiety that students feel through their customized teaching strategies. They engage students to be more productive and turn their fear into challenges and challenges into success by giving activities that they'll surely enjoy as a class. With proper cooperation and bond between the students and teachers, demotivation can be reduced to almost none.

Keywords: Demotivation; English language; teachers; Factors; High School

1. Introduction

English is known as the International language. Through the English language, we could communicate or interact with other people all over the world. We could even change the world just by knowing how to speak English. For the students, they could learn more about the

English language which they could use in finding their chosen careers inside and outside their country. The English language could also be the way to unlock a person's true ability in his speaking, writing, and listening skills.

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the



rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individual with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricular and good teaching enough on their own to ensure student achievement (Dornyei, 1998). Motivation is the backbone in language learning.

While motivation is critically important to student learning, lack of motivation is a frequent problem with students at all levels. It can be said that by demotivation we mean a state or conditions that hinders a person from doing his or her best in achieving a specific purpose. (Soureshjani & Riahipour, 2012). According to Küper (2001) “demotivation is not just a reversal of motivation. Demotivation refers to more than just non-acting or unmotivated behaviour. It can also refer to an engagement into ‘wrong’ or contra-productive directions. Dörnyei (as cited by Tabatabaei & Molavi, 2012) also has defined demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action.” These negative external forces include the teacher, the inadequate school facilities, the reduced self-confidence, the negative attitude towards the L2 and L2 community, the compulsory nature of L2, the attitude of group members and course book.

1.1 Statement of the Problem

This research entitled “Demotivating Factors in Learning the English Language” aimed to determine the demotivating factors of Filipino students in learning the English language. Specifically, it aimed to answer:

1. What are the teacher intervention strategies employed by the teachers of Lorma Colleges Special Science High School to lessen the demotivation of the students?

2. What are the factors that demotivates the students in Lorma Colleges Special Science High School?

2. Methodology

2.1 Participants and Setting

The English teachers in Lorma Colleges Special Science High School were interviewed. This study was conducted at Lorma Colleges Special Science High School located at Urbiztondo, San Juan, La Union.

2.2 Instrumentation/Design

Our research topic about the Demotivating Factors in Learning the English Language is a descriptive research. A qualitative method was used in gathering data. An interview was conducted to gather the needed data in this study.

2.3 Data Gathering Procedure

Permission to conduct interviews was presented to the school principal. English teachers were interviewed. An analysis of data was then administered after gathering the data needed.

3. Results and Discussion

3.1 Current situation of English language in the eyes of the teachers.

- a.) Facilities – According to the National Forum on Educational Statistics, school facilities are not only important to the performance and health of students and teachers; they seem to affect the “livability” of the larger community. This could mean that the facilities of a school can affect not only the students but the teachers as well.

It is being reflected on the answer of Mrs. Camara:

... You are more privileged because you have all these state of the art facilities, you have the best teachers for the English instruction,



you are provided with the best resources to support your learning.

- b.) Proficiency – Countless numbers of newspaper have written reports about how the English proficiency rate has increased in the Philippines. National Statistics Office (NSO) data showed that literacy rate of Filipinos increased by 5 percent from 2000 to 2010, according to the statistical body's 2010 Census of Population and Housing (CPH) data. (Lazo, 2013)

This can be reflected on the answer of Ms. Cayat:

In the country, there is a 60% literacy rate and 40% proficiency. Lorma, in English proficiency, is better than other schools.

- c.) Usability – Borlongan (2009) stated that it is safe to say that English indeed continues to penetrate the Filipino society. English has been used at different parts of the government, in daily lives, businesses, and media as well

This can be shown on the statement of Mr Villanueva:

If we refer to the extent of its usage across the country, English language is still the most commonly used medium in academics, politics, governance, trade, international relations including here in Lorma.

3.2 The Need for English Language

- a.) Global standards – It was stated in the 21st century learning that students should be able to cope up with the needs, not only of their own country but in terms of the other countries as well.

As stated by Mrs Camara:

There is a need for English proficiency because you are talking about adherence to global competency. You talk about your careers later on. So when you are going to look for a job, one thing they are

going to look into is your ability to communicate.

And Ms Cayat:

There is a need for English Proficiency because we need to be globally competitive and so that we will have a good job.

- b.) Survival – We need to go back to the basic. We are living in a world as stated by Charles Darwin “survival of the fittest”. Knowing more than one language aside from your native language is an edge for a certain student to be competitive. Learning more language can also bring a person around the world, not only in its local place.

As stated by Mr Villanueva:

English is regarded as a tool for survival, thus we are encouraged to be proficient with it.

3.3 Silence in the English Language

Indicator of Silence in the English language

- a. Confidence - In the Philippines, active participation is a must. Lack of confidence is the most popular reason why there is demotivation in the classroom. Without confidence, the student's ability can be limited.

As stated by Ms Cayat:

Shyness, lack of vocabulary words, lack of skills. Demotivation is lack of confidence and inspiration.

- b. Silence means no fun – Lack of response from the students is a bad sign for most teachers. Silence can equate to students not being interested in their class.

As stated by Mrs. Camara:

I strive hard to make English learning fun by assigning activities like group activities.



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3.4 Demotivation: Factors

a.) Foundation -In order to determine what is the current problem of the students regarding the English language, we need to look back at their past because we need to identify what is/are their foundation in terms of English language when they are still in Elementary years because English language should be reinforced in elementary and the major role of the High School is only to identify the errors committed by the Elementary education.

As stated by Mrs. Camara:

...Specially for students who came from remote areas wherein they are deprived of educational opportunity, lack of resources in their own educational setting.]The school culture and where the students are coming from are also important.

b.) Pronunciation - The Philippines has been packed up with a culture where in once you're good in speaking in English you're already proficient in speaking in English, it means that of all the macro skills namely Reading, Speaking, Viewing, Writing, Listening are the main indicators of a good English language speaker in the Philippines.

As stated by Mr. Villanueva:

I could only think of fear of mispronunciation as a reason why students do not like English as a subject in particular.

3.5 Teaching Strategies

a.) Realistic

As stated by Mrs. Camara:

Literature should be taken into a real-life context. So it should be related to real-life experiences of every student.

And Ms. Facullo:

Relating the lesson to real life situations and turning the lesson to a more student-centred type

b.) Group activities - According to Niederhauser (1997), English teachers may view pair activities as effective ways to reduce performance anxiety and increase learner confidence. Students are more comfortable in learning a new language when they know that they have a partner to learn and experience with.

It is being reflected on the answer of Mrs Camara:

I will get them to get involved with the task that they are doing. I assign group tasks so that the less participative students in class will be influenced by the more dynamic ones.

c.) Traditional – Teachers still need to go back at the traditional mode of teaching where they are used to. According to Niederhauser (1997), they should not assume, for example, that students accustomed to teacher-centered classrooms will automatically understand the reasoning behind pair work or other group activities designed to create an interactive learning environment.

As stated by Ms Cayat:

Giving oral exams, PSEP, poem recitations, story making, and dramatization to boost their confidence.

4. Conclusions

Demotivating factors of students in learning the English language among the Filipino students are countless. Among them are confidence, fear of committing mistakes, demotivated teachers, and lack resources. Although demotivation cannot be eradicated



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completely, the roles of the teachers are to lessen the pressure and anxiety that students feel through their customized teaching strategies. They engage students to be more productive and turn their fear into challenges and challenges into success by giving activities that they'll surely enjoy as a class.

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