



Exploring Learners' Attitudes Towards Demotivating Factors in Vocabulary Learning

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Abstract

The research study aimed to explore ESL learners' attitudes towards demotivating factors in vocabulary learning. In order to explore what factors are affecting ESL learners' vocabulary learning and to identify the difference between male and female learners' attitude towards demotivating factors in the process of vocabulary learning. A total of 300 male and female learners participated in this study. Data was collected through a questionnaire and written remarks of participants. The obtained data was analyzed both quantitatively and qualitatively. On the bases of findings, different factors were reported as demotivating in vocabulary learning by male and female learners. The difference between male and female respondents' attitudes towards various demotivating factors related to classroom was highly significant. In the light of above findings, the researcher suggests several recommendations for ESL learners and teachers.

Key Words: Demotivation, Vocabulary learning, Attitude, Gender, English as a Second language (ESL)

Introduction

A language is constituted of meaningful utterances called 'words'. In order to understand a language and participate in its culture effectively, a person has to be fully versed in its vocabulary. Without a sound knowledge of vocabulary, no acquisition of language is possible. The knowledge of a language's vocabulary has different variations and stages. Vocabulary is a significant feature of learning a second language. The choice of sources for acquiring necessary words, the medium of instruction, classroom environment, teaching methodologies and conduct of the educators are important factors involved in learners' attitudes towards vocabulary learning. Furthermore, male and female learners demonstrate a noteworthy variance amid the approaches and beliefs with regards to vocabulary learning.

Statement of the Problem

One of the most important challenges faced by the ESL learners in Pakistan is learning vocabulary. There are various kinds and factors behind learners' problems with regards to vocabulary acquirement. English is a rich language and its vocabulary is complex and different from the native languages in Pakistan on the bases of form, articulation, denotation and intonation. The way of pronouncing a word is quite different from writing. Hence, ESL learners in Pakistan find it difficult to learn English vocabulary. They find it difficult to pronounce, spell, and write English words.

Objectives

- To identify how male and female learners' attitude differ towards these demotivating issues in the course of learning vocabulary.

Significance

The study may enable language instructors and learners to trace the real demotivating factors in learning, and teaching vocabulary. They will be able to overcome certain issues related to these factors in their language classrooms with the help of modern techniques and materials.

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Literature Review

Demotivation is an imperative problem in learning English as a second language (ESL), particularly in the developing countries like Pakistan. Dornyei (2001) identified demotivation by “the specific external forces” that decrease or reduce the motivation in learning. Undoubtedly, conducting a research study on demotivation will be of decisive importance as many teachers regard their learners as demotivated in their daily classrooms within various educational contexts (Ghadirzadeh et al., 2012, p. 189). In order to understand demotivation, some of its characteristics need to be figured out. Dornyei (2001) attempted to identify some of the symptoms of demotivation in learners: A slow learner may well be one of the demotivated learners; demotivation may take place when a student is unable to understand the teacher in the class; a student is demotivated when he/she lacks self-confidence or because of his/her shy temperament find it embarrassing to participate or speak up in front of other people or in the class. All these situations point out how these negative factors can obstruct the motivation for learning.

Most of the previous studies on demotivation have recognized not only its significance in the language learning process but also highlighted those areas in learning and teaching that are related to it. Demotivation is dealt with in the broader scope of language acquisition and literature shows a dearth of studies focusing on demotivation as a factor in vocabulary learning.

The study in Iran, by Kaivanpanah and Ghasemi (2011), aimed at finding the reasons behind demotivation in L2 learning. The study was extensive, consisting a questionnaire of 32-item and the information gathered from 327 students. The data reflected five visible factors of demotivation among Iranian learners. These factors included: contents, learning materials, amenities, attitude towards English speaking community, teachers, failure, and attitudes towards L2.

The research by Akbarzadeh and Sharififar (2011) presented three demotivating factors in EFL learners: teachers, learners and factors related to classroom. Among these three, the study singled out the classroom related factors as the more influential of the other two demotivating factors. The study also showed the classroom related factors adds to the demotivation of the already less motivated students. The study, however, registered no gender difference in this regard. Contrary to this, the study carried out by Rastegar, Akbarzadeh, and Heidari (2012) noticed some substantial gender differences as the male and female participants identified different demotives in learning English. Tabatabaei and Molavi (2012) studied EFL learners of Islamic seminary and tried to identify their demotivating factors. The study ended up by listing the following demotives: teaching methods, frequency of classes, and unsatisfactory acquaintance with English in factual life. Another study in a similar context was conducted by Meshkat and Hassani (2012). They surveyed four hundred twenty one high school Iranian students to detect the factors responsible for the demotivation of the students. The results confirmed the findings of the previously mentioned studies as far as the lack of facilities was concerned. The study, however, came up with other demotivating factors such as over emphasis on grammar, lengthy passages for reading, and teachers’ expectation to use grammatically accurate or error-free English in the classroom. The study also mentioned the presence of gender differences. A study which explored both demotivating and remotivating factors was conducted on TEFL students by Sahragard and Ansaripour (2014). The study through a rigorous process – which included at first stage an interview of 20 students, followed by second stage of developing a questionnaire with the help of the interview, and finally in third stage, getting the responses of 150 students – specified economic condition as the most striking demotivating factor. Other than this, the study also found out pessimism about future, teachers’ personality, and syllabus related issues as the other significant demotivating factors.

Farmand and Abdolmanafi Rokni (2014) focused in their study on the university TEFL students. They studied the demotivating factors with the help on a 35-item questionnaire. They identified six demotivating factors on the basis of the collected data: fear of failure, learning materials, classroom related issues, teachers, background issues, and attitude towards speaking English.

Theoretical Background

The present study contributes significantly to the study of vocabulary learning of ESL learners in Pakistan. It investigates the demotivating factors affecting vocabulary learning. The study mainly concentrates on discovering various factors that Pakistani ESL learners regard as demotivating in vocabulary learning. The study aims to provide a satisfactory opportunity to understand the process so that a vivid and clear perspective of these factors is achieved.

Research Questions

For the purpose of the study following questions were raised:

1. What factors demotivate ESL learners in vocabulary learning?
2. Is there a major difference among the learners towards demotivating factors in vocabulary learning on the basis of their gender?

Hypothesis

Because of the investigative mode of the study, the researcher has formulated the following hypothesis:

- The demotivating factors are gender-specific in Pakistani context because of a substantial variance among the attitudes of male and female learners towards various demotivating factors in vocabulary learning in their language classes.

Research Design

This study is quantitative and qualitative in nature.

Sample

The research population for this study was ESL learners studying at university. A total of 300 male and female learners participated in this study.

Instrumentation

Data was collected through a questionnaire and written remarks of participants. The questionnaire was composed of 65 Likert-type items. The selection of survey items was eclectic, based on the items from existing questionnaires (Dornyei, 1998; Falout & Maruyama, 2004; Sakai & Kikuchi, 2009). The participants were asked to rate their opinions towards demotivating factors while vocabulary learning.

Analysis of Data

The obtained data was analyzed both quantitatively and qualitatively. Written remarks were the opinion gathered from learners and were categorized into groups. For the observation of difference between the attitudes of male and female learners concerning demotivating factors, the collected data was analyzed by using chi-square coefficient of correlation: a statistical test to check whether the proportion of male and female learners in five categories is same or different.

Presentation and Analysis of Data

Analysis of Written Remarks

No		
1.	Environment	57.3
2.	Uninteresting teaching materials	68.5
3.	Lack of technology	67.7
4.	Favoritism	53.0
5.	Mismatched learning styles	91.0
6.	Lack of collaboration and cooperation	73.8
7.	Fear of negative evaluation	65.2

Difference Between Male and Female Learners Towards Demotivating Factors in Vocabulary Learning

Crosstab					
% within Gender					
			Gender		Total
			Male	Female	
Vocabulary books which are taught in class are not interesting for the learners.	Strongly Disagree		5.2%	16.8%	12.3%
	Disagree		33.0%	33.0%	33.0%
	No idea		3.5%	11.9%	8.7%
	Agree		42.6%	33.5%	37.0%
	Strongly Agree		15.7%	4.9%	9.0%
Total			100.0%	100.0%	100.0%

The above table indicates that 5.2% of male students strongly disagreed, 33.0% disagreed, 3.5% had no idea, 42.6% agreed and 15.7% strongly agreed while 16.8% of female students strongly disagreed, 33.0% disagreed, 11.9% had no idea, 33.5% agreed and 4.9% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.204 ^a	4	.000
N of Valid Cases	300		

The table on previous page shows that the difference between male and female respondents' attitudes towards the above questionnaire item at the difference is highly significant as Chi-Square value is 24.204 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
My classmates don't help me solve my vocabulary problems.	Strongly Disagree	12.2%	29.7%	23.0%
	Disagree	27.0%	39.5%	34.7%
	No idea	2.6%	3.8%	3.3%
	Agree	37.4%	20.0%	26.7%
	Strongly Agree	20.9%	7.0%	12.3%
Total		100.0%	100.0%	100.0%

The above table indicates that 12.2%of male students strongly disagreed, 27.0%disagreed, 2.6% had no idea, 37.4%agreed and 20.9%strongly agreed while 29.7% of female students strongly disagreed, 39.5%disagreed, 3.8%had no idea, 20.0%agreed and 7.0%strongly agreed with the statement.

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.056 ^a	4	.000
N of Valid Cases	300		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 32.056 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
English classes in which vocabulary is taught are boring.	Strongly Disagree	11.4%	33.0%	24.7%
	Disagree	27.2%	27.6%	27.4%
	No idea	2.6%	8.6%	6.4%
	Agree	38.6%	26.5%	31.1%
	Strongly Agree	20.2%	4.3%	10.4%
Total		100.0%	100.0%	100.0%

The above table indicates that 11.4%of male students strongly disagreed, 27.2%disagreed, 2.6% had no idea, 38.6%agreed and 20.2%strongly agreed while 33.0% of female students strongly disagreed, 27.6%disagreed, 8.6%had no idea, 26.5%agreed and 4.3%strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.701 ^a	4	.000
N of Valid Cases	299		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 37.701 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
My classmates are noisy and make it difficult to focus on learning new words.	Strongly Disagree	9.6%	32.1%	23.4%
	Disagree	19.1%	33.7%	28.1%
	No idea	2.6%	3.3%	3.0%
	Agree	39.1%	22.8%	29.1%
	Strongly Agree	29.6%	8.2%	16.4%
Total		100.0%	100.0%	100.0%

The above table indicates that 9.6%of male students strongly disagreed, 19.1%disagreed, 2.6% had no idea, 39.1%agreed and 29.6%strongly agreed while 32.1% of female students strongly disagreed, 33.7%disagreed, 3.3%had no idea, 22.8%agreed and 8.2%strongly agreed with the statement.

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.013 ^a	4	.000
N of Valid Cases	299		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 47.013 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
Realia such as objects, flashcards and pictures for teaching new words are not used in the classroom.	Strongly Disagree	8.0%	24.3%	18.1%
	Disagree	16.8%	14.6%	15.4%
	No idea	0.9%	3.2%	2.3%
	Agree	39.8%	42.7%	41.6%
	Strongly Agree	34.5%	15.1%	22.5%
Total		100.0%	100.0%	100.0%

The above table indicates that 8.0% of male students strongly disagreed, 16.8% disagreed, 0.9% had no idea, 39.8% agreed and 34.5% strongly agreed while 24.3% of female students strongly disagreed, 14.6% disagreed, 3.2% had no idea, 42.7% agreed and 15.1% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.102 ^a	4	.000
N of Valid Cases	298		

Table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 24.102 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
I don't like my English teacher to compare my vocabulary knowledge with my classmates.	Strongly Disagree	8.8%	21.6%	16.7%
	Disagree	22.8%	25.9%	24.7%
	No idea	2.6%	4.3%	3.7%
	Agree	37.7%	36.2%	36.8%
	Strongly Agree	28.1%	11.9%	18.1%
Total		100.0%	100.0%	100.0%

The above table indicates that 8.8% of male students strongly disagreed, 22.8% disagreed, 2.6% had no idea, 37.7% agreed and 28.1% strongly agreed while 21.6% of female students strongly disagreed, 25.9% disagreed, 4.3% had no idea, 36.2% agreed and 11.9% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.060 ^a	4	.001
N of Valid Cases	299		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 18.060 and P-Value is .001.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
Materials related to vocabulary learning which are taught in class are not usually updated.	Strongly Disagree	7.1%	24.6%	17.9%
	Disagree	14.2%	22.4%	19.3%
	No idea	3.5%	8.7%	6.8%
	Agree	48.7%	37.7%	41.9%
	Strongly Agree	26.5%	6.6%	14.2%
Total		100.0%	100.0%	100.0%

The above table indicates that 7.1% of male students strongly disagreed, 14.2% disagreed, 3.5% had no idea, 48.7% agreed and 26.5% strongly agreed while 24.6% of female students strongly disagreed, 22.4% disagreed, 8.7% had no idea,

37.7%agreed and 6.6%strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38.912 ^a	4	.000
N of Valid Cases	296		

The table shows that the difference between male and female respondents’ attitudes towards the above questionnaire item is highly significant as Chi-Square value is 38.912 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
Classroom activities are boring and not enough.	Strongly Disagree	9.8%	32.1%	23.6%
	Disagree	23.2%	27.2%	25.7%
	No idea	0.9%	3.3%	2.4%
	Agree	36.6%	30.4%	32.8%
	Strongly Agree	29.5%	7.1%	15.5%
Total		100.0%	100.0%	100.0%

The above table indicates that 9.8%of male students strongly disagreed, 23.2%disagreed, 0.9% had no idea, 36.6%agreed and 29.5%strongly agreed while 32.1% of female students strongly disagreed, 27.2%disagreed, 3.3%had no idea, 30.4%agreed and 7.1%strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.929 ^a	4	.000
N of Valid Cases	296		

The table shows that the difference between male and female respondents’ attitudes towards the above questionnaire item is highly significant as Chi-Square value is 39.929 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
We have to memorize words without practicing in the class.	Strongly Disagree	7.0%	29.1%	20.5%
	Disagree	20.0%	18.1%	18.9%
	No idea	1.7%	4.4%	3.4%
	Agree	42.6%	33.0%	36.7%
	Strongly Agree	28.7%	15.4%	20.5%
Total		100.0%	100.0%	100.0%

The above table indicates that 7.0%of male students strongly disagreed, 20.0%disagreed, 1.7% had no idea, 42.6%agreed and 28.7%strongly agreed while 29.1% of female students strongly disagreed, 18.1%disagreed, 4.4%had no idea, 33.0%agreed and 15.4%strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.328 ^a	4	.000
N of Valid Cases	297		

The table shows that the difference between male and female respondents’ attitudes towards the above questionnaire item is highly significant as Chi-Square value is 26.328 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
Vocabulary classes are serious rather than fun.	Strongly Disagree	7.1%	26.4%	19.0%
	Disagree	11.6%	15.4%	13.9%
	No idea	2.7%	8.8%	6.5%
	Agree	48.2%	37.4%	41.5%
	Strongly Agree	30.4%	12.1%	19.0%
Total		100.0%	100.0%	100.0%

The table on previous page indicates that 7.1% of male students strongly disagreed, 11.6% disagreed, 2.7% had no idea, 48.2% agreed and 30.4% strongly agreed while 26.4% of female students strongly disagreed, 15.4% disagreed, 8.8% had no idea, 37.4% agreed and 12.1% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.296 ^a	4	.000
N of Valid Cases	294		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 32.296 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
The number of students in class is too large to work on all individual words appropriately.	Strongly Disagree	19.1%	35.7%	29.3%
	Disagree	18.3%	18.4%	18.3%
	No idea	0.9%	5.9%	4.0%
	Agree	35.7%	28.6%	31.3%
	Strongly Agree	26.1%	11.4%	17.0%
Total		100.0%	100.0%	100.0%

The above table indicates that 19.1% of male students strongly disagreed, 18.3% disagreed, 0.9% had no idea, 35.7% agreed and 26.1% strongly agreed while 35.7% of female students strongly disagreed, 18.4% disagreed, 5.9% had no idea, 28.6% agreed and 11.4% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.356 ^a	4	.000
N of Valid Cases	300		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 21.356 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
Visual materials such as CDs and DVDs for teaching new words are not used in the class.	Strongly Disagree	5.3%	23.2%	16.4%
	Disagree	13.2%	11.9%	12.4%
	No idea		3.8%	2.3%
	Agree	43.0%	42.2%	42.5%
	Strongly Agree	38.6%	18.9%	26.4%
Total		100.0%	100.0%	100.0%

The above table indicates that 5.3% of male students strongly disagreed, 13.2% disagreed, 43.0% agreed and 38.6% strongly agreed while 23.2% of female students strongly disagreed, 11.9% disagreed, 3.8% had no idea, 42.2% agreed and 18.9% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.667 ^a	4	.000
N of Valid Cases	299		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 28.667 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
My classmates don't cooperate during group work activities relating to the new words.	Strongly Disagree	13.9%	30.1%	23.8%
	Disagree	21.7%	38.8%	32.2%
	No idea	1.7%	2.7%	2.3%

	Agree	36.5%	17.5%	24.8%
	Strongly Agree	26.1%	10.4%	16.4%
	11		0.5%	0.3%
Total		100.0%	100.0%	100.0%

The above table indicates that 13.9% of male students strongly disagreed, 21.7% disagreed, 1.7% had no idea, 36.5% agreed and 26.1% strongly agreed while 30.1% of female students strongly disagreed, 38.8% disagreed, 2.7% had no idea, 17.5% agreed and 10.4% strongly agreed with the statement.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.924 ^a	5	.000
N of Valid Cases	298		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 35.924 and P-Value is .000.

Crosstab

% within Gender

		Gender		Total
		Male	Female	
Unequal levels of lexical proficiency among learners make the class boring.	Strongly Disagree	5.3%	18.5%	13.5%
	Disagree	12.4%	27.2%	21.5%
	No idea	3.5%	7.6%	6.1%
	Agree	47.8%	34.2%	39.4%
	Strongly Agree	31.0%	12.5%	19.5%
Total		100.0%	100.0%	100.0%

The above table indicates that 5.3% of male students strongly disagreed, 12.4% disagreed, 3.5% had no idea, 47.8% agreed and 31.0% strongly agreed while 18.5% of female students strongly disagreed, 27.2% disagreed, 7.6% had no idea, 34.2% agreed and 12.5% strongly agreed with the statement.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.523 ^a	4	.000
N of Valid Cases	297		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 33.532 and P-Value is .000.

Crosstab

% within Gender

		Gender		Total
		Male	Female	
I don't have any opportunities to practice English vocabulary in the class.	Strongly Disagree	8.8%	23.4%	17.8%
	Disagree	27.4%	25.0%	25.9%
	No idea	0.9%	2.7%	2.0%
	Agree	32.7%	30.4%	31.3%
	Strongly Agree	30.1%	18.5%	22.9%
Total		100.0%	100.0%	100.0%

The above table indicates that 8.8% of male students strongly disagreed, 27.4% disagreed, 0.9% had no idea, 32.7% agreed and 30.1% strongly agreed while 23.4% of female students strongly disagreed, 25.0% disagreed, 2.7% had no idea, 30.4% agreed and 18.5% strongly agreed with the statement.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.835 ^a	4	.008
N of Valid Cases	297		

The table shows that the difference towards the above questionnaire item is highly significant as Chi-Square value is 13.835 and P-Value is .008.

Crosstab		% within Gender		
		Gender		Total
		Male	Female	
I feel inferior to my classmates for my lack of vocabulary knowledge.	Strongly Disagree	13.9%	24.5%	20.4%
	Disagree	21.7%	29.3%	26.4%
	No idea	3.5%	4.3%	4.0%
	Agree	29.6%	28.3%	28.8%
	Strongly Agree	31.3%	13.6%	20.4%
Total		100.0%	100.0%	100.0%

The above table indicates that 13.9% of male students strongly disagreed, 21.7% disagreed, 3.5% had no idea, 29.6% agreed and 31.3% strongly agreed while 24.5% of female students strongly disagreed, 29.3% disagreed, 4.3% had no idea, 28.3% agreed and 13.6% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.471 ^a	4	.002
N of Valid Cases	299		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 16.471 and P-Value is .002.

Crosstab		% within Gender		
		Gender		Total
		Male	Female	
We are forced to search for new words on internet.	Strongly Disagree	11.3%	16.8%	14.7%
	Disagree	20.0%	30.8%	26.7%
	No idea	3.5%	3.8%	3.7%
	Agree	33.0%	30.8%	31.7%
	Strongly Agree	32.2%	17.8%	23.3%
Total		100.0%	100.0%	100.0%

The above table indicates that 11.3% of male students strongly disagreed, 20.0% disagreed, 3.5% had no idea, 33.0% agreed and 32.2% strongly agreed while 16.8% of female students strongly disagreed, 30.8% disagreed, 3.8% had no idea, 30.8% agreed and 17.8% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.922 ^a	4	.027
N of Valid Cases	300		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is significant as Chi-Square value is 10.922 and P-Value is .027.

Crosstab		% within Gender		
		Gender		Total
		Male	Female	
The textbook's vocabulary part is not related to the learners level of proficiency.	Strongly Disagree	6.2%	17.3%	13.1%
	Disagree	29.2%	27.6%	28.2%
	No idea	3.5%	10.3%	7.7%
	Agree	32.7%	28.1%	29.9%
	Strongly Agree	28.3%	16.8%	21.1%
Total		100.0%	100.0%	100.0%

The above table indicates that 6.2% of male students strongly disagreed, 29.2% disagreed, 3.5% had no idea, 32.7% agreed and 28.3% strongly agreed while 17.3% of female students strongly disagreed, 27.6% disagreed, 10.3% had no idea, 28.1% agreed and 16.8% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.732 ^a	4	.003
N of Valid Cases	298		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 15.732 and P-Value is .003.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
Most vocabulary lessons and activities focus on translation.	Strongly Disagree	4.3%	12.5%	9.4%
	Disagree	13.0%	20.7%	17.7%
	No idea	7.0%	10.9%	9.4%
	Agree	41.7%	38.6%	39.8%
	Strongly Agree	33.9%	17.4%	23.7%
Total		100.0%	100.0%	100.0%

The above table indicates that 4.3%of male students strongly disagreed, 13.0%disagreed, 7.0% had no idea, 41.7%agreed and 33.9%strongly agreed while 12.5% of female students strongly disagreed, 20.7%disagreed, 10.9%had no idea, 38.6%agreed and 17.4%strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.803 ^a	4	.002
N of Valid Cases	299		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 16.803 and P-Value is .002.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
There is a great difference between what is taught and what is examined regarding the new words in each lesson.	Strongly Disagree	4.3%	15.1%	11.0%
	Disagree	22.6%	27.6%	25.7%
	No idea	6.1%	7.0%	6.7%
	Agree	33.9%	32.4%	33.0%
	Strongly Agree	33.0%	17.8%	23.7%
Total		100.0%	100.0%	100.0%

The above table indicates that 4.3%of male students strongly disagreed, 22.6%disagreed, 6.1% had no idea, 33.9%agreed and 33.0%strongly agreed while 15.1% of female students strongly disagreed, 27.6%disagreed, 7.0%had no idea, 32.4%agreed and 17.8%strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.251 ^a	4	.004
N of Valid Cases	300		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 15.251 and P-Value is .004.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
We have to just memorize new words instead of being creative to use them in different sentences.	Strongly Disagree	7.8%	17.3%	13.7%
	Disagree	13.0%	29.7%	23.3%
	No idea	2.6%	2.7%	2.7%
	Agree	38.3%	28.6%	32.3%
	Strongly Agree	38.3%	21.6%	28.0%
Total		100.0%	100.0%	100.0%

The above table indicates that 7.8% of male students strongly disagreed, 13.0% disagreed, 2.6% had no idea, 38.3% agreed and 38.3%strongly agreed while 17.3% of female students strongly disagreed, 29.7% disagreed, 2.7% had no idea, 28.6% agreed and 21.6%strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.158 ^a	4	.000
N of Valid Cases	300		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 22.158 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
English vocabulary in lessons is difficult to understand.	Strongly Disagree	5.2%	18.4%	13.3%
	Disagree	24.3%	37.3%	32.3%
	No idea	2.6%	5.4%	4.3%
	Agree	33.9%	24.9%	28.3%
	Strongly Agree	33.9%	14.1%	21.7%
Total		100.0%	100.0%	100.0%

The above table indicates that 5.2% of male students strongly disagreed, 24.3% disagreed, 2.6% had no idea, 33.9% agreed and 33.9% strongly agreed while 18.4% of female students strongly disagreed, 37.3% disagreed, 5.4% had no idea, 24.9% agreed and 14.1% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.128 ^a	4	.000
N of Valid Cases	300		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 29.128 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
The vocabulary in the books is difficult and boring.	Strongly Disagree	9.6%	20.5%	16.3%
	Disagree	33.0%	42.2%	38.7%
	No idea	0.9%	6.5%	4.3%
	Agree	35.7%	29.7%	32.0%
	Strongly Agree	20.9%	1.1%	8.7%
Total		100.0%	100.0%	100.0%

The above table indicates that 9.6% of male students strongly disagreed, 33.0% disagreed, 0.9% had no idea, 35.7% agreed and 20.9% strongly agreed while 20.5% of female students strongly disagreed, 42.2% disagreed, 6.5% had no idea, 29.7% agreed and 1.1% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44.738 ^a	4	.000
N of Valid Cases	300		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 44.738 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
Tests on vocabulary are frequently used.	Strongly Disagree	40.0%	40.0%	40.0%
	Disagree	33.0%	36.8%	35.3%
	No idea	7.0%	7.0%	7.0%
	Agree	17.4%	13.5%	15.0%
	Strongly Agree	2.6%	2.7%	2.7%
Total		100.0%	100.0%	100.0%

The above table indicates that 40.0% of male students strongly disagreed, 33.0% disagreed, 7.0% had no idea, 17.4% agreed

and 2.6%strongly agreed while 40.0% of female students strongly disagreed, 36.8%disagreed, 7.0%had no idea, 13.5%agreed and 2.7%strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.991 ^a	4	.911
N of Valid Cases	300		

The table shows that the difference between male and female respondents’ attitudes towards the above questionnaire item is insignificant as Chi-Square value is .991 and P-Value is .911.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
Learning words are limited to textbooks.	Strongly Disagree	6.2%	19.7%	14.5%
	Disagree	17.7%	22.4%	20.6%
	No idea	5.3%	3.3%	4.1%
	Agree	47.8%	49.2%	48.6%
	Strongly Agree	23.0%	5.5%	12.2%
Total		100.0%	100.0%	100.0%

The above table indicates that 6.2% of male students strongly disagreed, 17.7% disagreed, 5.3% had no idea, 47.8% agreed and 23.0%strongly agreed while 19.7% of female students strongly disagreed, 22.4% disagreed, 3.3% had no idea, 49.2% agreed and 5.5%strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.905 ^a	4	.000
N of Valid Cases	296		

The table shows that the difference between male and female respondents’ attitudes towards the above questionnaire item is highly significant as Chi-Square value is 27.905 and P-Value is .000.

% within Gender				
		Gender		Total
		Male	Female	
Most of the textbooks’ vocabulary is above the students’ level of lexical knowledge.	Strongly Disagree	2.6%	15.1%	10.3%
	Disagree	14.8%	21.6%	19.0%
	No idea	4.3%	5.4%	5.0%
	Agree	51.3%	52.4%	52.0%
	Strongly Agree	27.0%	5.4%	13.7%
Total		100.0%	100.0%	100.0%

The above table indicates that 2.6%of male students strongly disagreed, 14.8%disagreed, 4.3% had no idea, 51.3%agreed and 27.0%strongly agreed while 15.1% of female students strongly disagreed, 21.6%disagreed, 5.4%had no idea, 52.4%agreed and 5.4%strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36.791 ^a	4	.000
N of Valid Cases	300		

The table shows that the difference between male and female respondents’ attitudes towards the above questionnaire item is highly significant as Chi-Square value is 36.791 and P-Value is .000.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
I am forced to study many new English words that are not in textbook.	Strongly Disagree	9.6%	11.4%	10.7%
	Disagree	27.8%	34.1%	31.7%
	No idea	3.5%	4.9%	4.3%
	Agree	39.1%	45.4%	43.0%
	Strongly Agree	20.0%	4.3%	10.3%
Total		100.0%	100.0%	100.0%

The above table indicates that 9.6% of male students strongly disagreed, 27.8% disagreed, 3.5% had no idea, 39.1% agreed and 20.0% strongly agreed while 11.4% of female students strongly disagreed, 34.1% disagreed, 4.9% had no idea, 45.4% agreed and 4.3% strongly agreed with the statement.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.909 ^a	4	.001
N of Valid Cases	300		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 18.909 and P-Value is .001.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
There are too many English words to memorize for final exam.	Strongly Disagree	5.2%	7.0%	6.3%
	Disagree	20.9%	20.5%	20.7%
	No idea	6.1%	5.9%	6.0%
	Agree	38.3%	55.7%	49.0%
	Strongly Agree	29.6%	10.8%	18.0%
Total		100.0%	100.0%	100.0%

The above table indicates that 5.2% of male students strongly disagreed, 20.9% disagreed, 6.1% had no idea, 38.3% agreed and 29.6% strongly agreed while 7.0% of female students strongly disagreed, 20.5% disagreed, 5.9% had no idea, 55.7% agreed and 10.8% strongly agreed with the statement.

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.619 ^a	4	.001
N of Valid Cases	300		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 18.619 and P-Value is .001.

Crosstab				
% within Gender				
		Gender		Total
		Male	Female	
Most of the vocabulary lessons are examination-oriented.	Strongly Disagree	3.5%	3.8%	3.7%
	Disagree	10.4%	12.0%	11.4%
	No idea	5.2%	8.2%	7.0%
	Agree	51.3%	66.3%	60.5%
	Strongly Agree	29.6%	9.8%	17.4%
Total		100.0%	100.0%	100.0%

The above table indicates that 3.5% of male students strongly disagreed, 10.4% disagreed, 5.2% had no idea, 51.3% agreed and 29.6% strongly agreed while 3.8% of female students strongly disagreed, 12.0% disagreed, 8.2% had no idea, 66.3% agreed and 9.8% strongly agreed with the statement.

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.588 ^a	4	.001
N of Valid Cases	299		

The table shows that the difference between male and female respondents' attitudes towards the above questionnaire item is highly significant as Chi-Square value is 19.588 and P-Value is .001.

Findings

Based on the ESL learners' responses to the questionnaire and written remarks, different factors were reported as demotivating in vocabulary learning by male and female learners. The difference between male and female respondents' attitudes towards various demotivating factors related to classroom was highly significant. For female learners, use of inadequate material in class and lack of activities were the most important demotivating factors. For male participants, lack

of opportunities to use English, lack of classroom support, boredom in the classroom, uninteresting teaching materials, lack of technology in language classroom, overcrowded classrooms, difficult vocabulary lessons, mismatched learning styles, lack of collaboration and cooperation in language classroom were the most important demotivating factors. It was found that male learners were more demotivated and female learners were less demotivated.

Conclusions and Recommendations

The researchers reach at the following conclusions which are founded on the results of the study and the theories of the related literature.

The possible demotivating factors are related to ESL classroom. Demotivated teachers and classroom environment contribute to learners' lack of vocabulary. The study suggests that teacher training, variation in teaching practices and appropriate textbooks have great impact on increasing learners' success in vocabulary learning. ESL teachers must be encouraged to use audio visual aids in their vocabulary classes. Vocabulary teaching can be done in several interesting ways i.e. dialogues, drills, oral guessing games, repetition drills, discussions, chain stories, conversations and presentations. Learners can learn from one another so teacher must encourage group cooperation. It is also recommended that other researchers may conduct additional studies to examine the attitude of ESL learners towards demotivating factors at primary, secondary, intermediate and post graduate levels.

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