

English Language Learning Demotivating Factors for Iraqi Open Educational College EFL Students¹

Rafal Lateef Jasim

*Ministry of Education, The Open Educational College,
Al - Adel Study Centre, English Department, Iraq*

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ABSTRACT

One of the things that might lower students' desire for learning a language is demotivating situations. This study looked into what discourages open educational college EFL students from studying languages. It also examined the pedagogical consequences and suggestions for fostering incentives of EFL learners from the viewpoints of teachers. The research included 150 EFL learners and English language instructors from open educational colleges in Iraq. Two tools of research, a survey and semi-organized interviews with instructors and learners, are employed to gather the study's data. The findings showed that the most often-cited demotivating issues for Iraqi open educational college EFL students and English language teachers were those connected to subjects and context. The findings also indicated that the most demotivating elements for EFL students were a lack of engaging subject matter, a lack of English-practice opportunities, and an emphasis on grammar. Teachers have also made a number of suggestions for enhancing students' motivation, that's include utilizing technology, extrinsic reward and encouragement, as well as competitive and collaborative work.

Keywords: *demotivation; language learning; motivation; EFL; open educational college; Iraqi.*

INTRODUCTION

It is undeniable that incentive is crucial for learning a second or foreign language. An earlier study found that one important component that might influence the procedure of learning is motivation (Al-Hoorie, 2018; Bradford, 2007; Dornyei & Ushioda, 2021). Even those with the most extraordinary ability cannot attain long-term goals without sufficient motivation, according to Dörnyei (2005). Adequate curriculum and effective instruction are also insufficient to guarantee student performance on their own (p. 65). The benefits of motivation that improve students' interest in learning were of particular interest to motivation researchers (Al-Hoorie & MacIntyre, 2020; Boo et al., 2015; Dornyei, 2020; Crookes & Schmidt, 1991; Peacock, 1997). Unfortunately, unfavorable elements have the ability to undermine enthusiasm and impede any teaching procedure, including language education. Demotivating factors, as described by Dornyei (2001), are such factors. Demotivating influences progressively reduce motivation and obstruct efficient language acquisition, in contrast to motivating elements that can increase the motivation of language learners.

While learning a language, motivation is crucial. Motivation fosters self-confidence in individuals, resulting in competent second-language communicators. Also, it successfully develops lifelong learners who continue to be active learners even after achieving a specific objective. In-class and extracurricular strategies are required for English teachers to inspire their students.

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Demotivation has been the subject of much recent educational study, but it hasn't gotten the recognition it deserves in the context of language education. In reality, motivation's beneficial effects on language acquisition were the main focus of language learning research (Dörnyei, 2001). Demotivation is a significant issue in the study of second or foreign languages, according to Baldauf (2007). He emphasized the necessity for a framework that takes into account the various reasons why people lose interest in learning a language. (P. 13) The recognition of the demotivation factors is critical for foreign language teachers and students as the fierce effects that demotivate language acquisition in plenty contexts around the world (Albalawi, 2017).

Prior research on demotivation in language education indicated different elements of demotivation bearing in mind language students from all sorts of circumstances (Al-Khasawneh, 2017; Çankaya, 2018; Evans & Tragant, 2020; Sakai & Kikuchi, 2009; Zang, 2007). The majority of this research focused on university students' low motivation. Despite its significance at this point, demotivation among college students has only been the subject of a relatively small number of research. It is essential to look at the elements that demotivate college students since they might aid in spotting serious issues prior to enrollment. Moreover, more study is required on demotivation in the context of EFL. In order to make up for the limited possibilities for language practice in an EFL environment, motivation is crucial. More crucially, it appears that there is a dearth of study on demotivation in the Arabic countries, and the Iraqi setting in specific.

So, the purpose of this study is to investigate the elements that demotivate Iraqi open educational college EFL students from learning a language. Moreover, it looks at the pedagogical consequences and suggestions for enhancing students' motivation for language acquisition from the viewpoints of teachers. The study aims to address the following issues more specifically:

- 1) What do Iraqi open educational college EFL students think are the main issues that demotivate them from learning English?
- 2) What suggestions do EFL teachers have for marketing the Iraqi Open Educational College?
- 3) What drives EFL students to study English?

LITERATURE REVIEW

Demotivation

Although it is well acknowledged that motivation is a key aspect at L2 acquisition, Dörnyei (2001) coined the word demotivation to describe the opposite: extrinsic factors in particular that weaken or lessen the driving power behind a behavioral purpose or ongoing activity (p. 143). Domestic factors have been added by other scholars to Dörnyei's concept of demotivation (Arai, 2004; Sakai & Kikuchi, 2009). L2 demotivation may be seen as a decline in motivation for language acquisition as a result of certain internal or external circumstances. Demotivation, then, refers to a decrease in the L2 learner's personal motivation for language acquisition rather than a full loss of drive. These demotivating elements may be connected to the instructor, the student, the subject, or the learning setting. Dörnyei and Ushioda (2011) commented on this, saying Demotivation does not suggest an entire loss of motivation. Instead, it indicates that there are elements that limit or adversely influence the learner's regular grade of motivation. (p. 17)

Demotivation has been studied from a variety of angles. Demotivation research in EFL has mostly concentrated on identifying its internal and environmental causes. Teachers have been cited in a number of studies to be one of the primary causes of demotivation amongst language learners (Arai, 2004; Dörnyei, 2001; Evans & Tragant, 2020; Hasegawa, 2004; Kim & Seo, 2012; 1998; Zhang, 2007). Demotivation issues, for instance, have been categorized into nine categories by Dörnyei (2001), and have been based on the findings of interviews with EFL secondary school students. According to his research, "teacher-related variables were recorded 30 times, accounting for nearly 40% of the overall factors." (p. 85)

Moreover, Zhang (2007) concentrated on the instructor as a demotivation element of learning in a couple of nations: Germany, Japan, China, and the U.S. Zhang learned that up to 40% of the variations in students' demotivation can be attributed to their professors. Instructor ineptitude is the ultimate prevalent recorded demotivating factor in instructor misbehaviors. (p. 113)

Nevertheless, different recent researches (Çankaya, 2018; Kim, 2009; Liu, 2020; Sakai & Kikuchi, 2009) indicated that the teacher is not the reason of demotivation when he is compared with other demotivation variables like atmosphere, class, English topics and subjects or exam results. Similar to this, additional research (Hamada, 2008; Qashoa, 2006) revealed that basic motivators in language learning environments, including the iRAQI context, include the course book, learning materials, teaching aids, and classroom atmosphere (Al-Khairi, 2013; Al-Khasawneh, 2017).

Also, other research showed that students' traits, self-assurance, and outlooks might cause demotivation, especially for weak universal accomplishment pupils or proficiency (Falout & Maruyama, 2004; Ikeno, 2002; Tsuchiya, 2006).

Falout and Maruyama (2004) separated 64 college students that they researched into two proficiency groups and looked into the elements that demotivated each group. The findings have been demonstrated that the most demotivating issue was cited by both groups as a lack of confidence.

The aforementioned review highlights the need for more study on demotivation, particularly in light of certain studies' contradictory findings. In reality, due to the shift in context, level, or stage, language acquisition demotivating influences may differ across L2 learners. More study on L2 demotivation is urgently needed, according to Kikuchi (2015), because demotivating influences might alter as language learners advanced in their studies. In light of these factors, this study explores four major demotivating categories using demotivation research literature. The elements fall under the following categories: learner-related, learner-related, subject-related, and learning context which is related to demotivating elements. These demoralizing elements are examined among EFL students in Iraqi open educational colleges.

Motivation

There have been a lot of researches published up to this point that explains how motivational variables affect learning English. Motivation is one of the key elements in the success of learning a target language, according to several experts who have studied the subject (Rueda & Chen, 2005). In reality, individuals who understand that English learning is crucial prerequisite for inclusion and involvement in an English-speaking society embrace the aim of becoming competent English speakers. It's significant to them. English serves as more than simply a means of communication; it also serves as a symbol of political and social identity. The main public concern now is how quickly, how well, and in what way pupils acquire English. (Olsen, 2000).

Although there haven't been many studies that explicitly evaluate the motivating elements for learning English published to date, some of them have shown the significance of these aspects in various contexts. For instance, research done on Hungarian students highlight the reasons why, university students, secondary school students and adult EFL language learners are motivated to acquire English as a foreign language.

Like other Asian nations, Taiwan treats English as a topic for study not as an everyday speech living language to be used daily. For conclusion, EFL classroom context is different from natural ESL learning setting. Difficulty for EFL students and the teachers grows since there isn't a nearby community of English speakers outside of the classroom. The provocation is a significant factor in language acquisition success (Othman et al., 2013; Waseem & Jabeen, 2013; Viju, 2015). According to these research papers, there is a correlation between student motivation and the learning environment that is favorable. Good learning environment is said to enhance learning outcomes as well as motivate and inspire students. The perspectives of Taiwanese learners at their technical university were taken into consideration when studying demotivation and its effects on EFL learning environment in three aspects: instructional arrangements, social interaction, and the physical environment. The study also looked at the connection between student motivation and the learning setting. According to quantitative data, students believed that the three features of the EFL environment were obstacles to their learning, and the learning environment positively connected with student motivation (Wu and Wu, 2008).

Another study looked at how the intrinsic and extrinsic motivations of Japanese primary school students to learn English altered with the stage of development (175 third grade and 172 sixth grade students). Five fundamental components were found through factor analysis: anxiety, curiosity in other cultures, caregiver encouragement, intrinsic motivation, instrumental motivation, and encouragement. Between third grade students and sixth grade students, the results revealed substantial variations in intrinsic motivation, curiosity in other cultures, and instrumental motivation.

Mean scores of third graders were greater than those of sixth graders. This research demonstrated fairly consistent developmental drop in desire for English learning, which may be related to modern Japanese elementary school students' broader developmental tendencies (Carreira, 2006).

The desire to learn English of a group of high school students from China and Japan was contrasted and studied. Japanese students reported a lot of interest in English as a topic, but compared to junior high school students, they showed less interest in intrinsic motivation and more interest in extrinsic motivation. Yet, students from Japan that performed greater were not only driven to B but also showed a great deal more interest in English, its culture, its values and its people. The enthusiasm of Chinese high school students was similar to that of their junior high school counterparts. Also, they had a more pragmatic outlook on the study of English; in other words, they believed it would be beneficial and essential for their future. Even if they succeed, they think they can succeed in the future by working more (Tachibana, 1996).

Important academic outcomes may be significantly influenced by student motivation. Yeung (2011) examined six motivational constructs in a study on a sizable group of learners from about 80 Singaporean schools who were studying the English language. The study found that students' motivation may decrease as they get older. The findings revealed that a careful exploration of the consequences of grade and gender related trends, paying special attention to girls in secondary schools and boys in primary schools, since motivation may have significant impacts on later learning results.

Using interviews and a questionnaire, Al-Tamimi and Shuib (2009) gathered information to evaluate the students' motivation. The study's findings have revealed that there are several practical motivations, such as academic and practical ones, for studying the English language. The students also considered personal intentions to be significant factors. Regarding the integrative factors, the findings showed that students' motivation to study the English language was least affected by learning English as a part of its people's culture. Instead, statistics on the students' sentiments showed that the majority of them had favorable attitudes regarding the social importance and academic standing of English. Also, the results demonstrated the pupils' favorable attitudes regarding the English language. Surprisingly, the findings showed that many students expressed curiosity at the ethos of the English-speaking realm as portrayed in movies that are in English. Lastly, several educational ramifications that may aid in motivating and influencing the students' views were offered.

METHODOLOGY

The Study's Design

This research used mixed-methods investigation approach, which collects data from both quantitative and qualitative sources. The study issues were addressed using a questionnaire and semi-structured interviews with learners and instructors. The qualitative information gleaned from the interviews supported, supported, and clarified the quantitative information from the survey.

The Study's Population and Sample

This study's population consists of EFL professors and students from Iraqi open educational colleges, whose ages vary from 18 to 39 and beyond. 150 Iraqi open educational college EFL students and instructors were randomly chosen to make up the sample. In Iraq, public school pupils often begin taking English classes in the eighth grade and continue until college.

Ethical Considerations

The Ministry of Education granted their ethical clearance. The participants were also made aware that their participation was optional and that they might revoke it at any moment. Also, they received guarantees that their information would be kept private and used solely for study.

Research Instruments

Two main tools for gathering study data were employed to address the research questions: semi-structured interviews with learners and instructors and questionnaire. Questions using a five-point Likert scale and demographic information made up the bulk of the questionnaire. The demographic component comes first. The scale questions, which were separated into 4 categories and included answers ranging from strongly agree to strongly disagree, were found in the second portion of the questionnaire. These were the learner-related (8 items), teacher-related (8 items), learning context-related (9 items), and subject-related demotivating elements sections (9 items).

In addition, semi-structured interviews were conducted to supplement the questionnaire's findings. Following the completion of the questionnaire, 30 students were selected at random for interviews. The primary goal of gathering the qualitative interview data was to give in-depth knowledge about the elements that demotivate EFL learners. Also, the qualitative information helped to interpret and make sense of survey results. Individuals were interviewed in Arabic, which was their mother tongue. To guarantee that the participants understood the questions, this was done. It also made it possible for people to communicate freely and without any language barriers. Semi-structured interviews with a number of English language instructors were undertaken in order to respond to the second query. The interview's main question focused on the suggestions made by teachers regarding how to increase EFL students' enthusiasm for language study at Iraqi open educational colleges.

Responses from the interviews were documented. Moreover, records were gathered in the process of the interviews and after them. The meetings occurred at a place as people visited the college. Several open-ended and follow-up questions were used in interviews with instructors and students to elucidate the results from the questionnaire.

Data Analysis

The averages and standard deviations of the learners' replies to the questionnaire items were computed for each component of the learners' responses in order to look into the elements that demotivate Iraqi open educational college EFL students from studying English.

The information from the questionnaire was examined using the statistical program SPSS. On the basis of frequent themes, the interview findings were examined. An Alpha Cronbach test was utilized in order to test the stability of the questionnaire:

Table (1) Alpha Cronbach test for the questionnaire's elements

Factor	No of items in the Factor	Alpha Cronbach
Learner related	8	0.765
Teacher related	8	0.746
Learning-context related	9	0.807
Subject related	9	0.853

It is clear from Table No. (1) that the settlement of the factors ranged between 0.764 as a minimal and 0.853 as ultimate, and this denotes that the questionnaire has a high degree of stability and therefore can be depended upon in the field application of the study according to the Nunnley scale, which adopted 0.70 as a minimal stability. (Nunnaly & Benrnstein,1994: 264-265).

RESULTS**Results Concerning the Demotivating Factors for Iraqi Open Educational College EFL Students toward English Learning****Table (2) Means and standard deviations for learner-related demotivating factors.**

No	Factor	Mean	STDs	Percentage	T test	Direction	Rank
1	It is difficult to memorize English words and phrases.	3.0000	.99664	60	0.000	Neutral	1
2	I often get low scores in exams.	2.3200	1.07016	46.4	-7.782	Disagree	4
3	It is confusing to arrange self-study for English lessons	2.5533	.86340	51.06	-6.336	Disagree	3
4	I don't have an obvious reason to learn English.	1.9000	.85726	38	-15.715	Disagree	7
5	English is of no use for me.	1.6667	.83277	33.334	-19.609	Strongly disagree	8
6	Other subjects are more important for me to study	2.5467	1.27225	50.934	-4.364	Disagree	2
7	Non-Muslims people use English language	1.9600	1.03548	39.2	-12.301	Disagree	6
8	I think in a negative manner about English-speaking countries	2.0600	1.06330	41.2	-10.827	Disagree	5
	Learner-Related Demotivating Factor Overall	2.2508	.60488	45.016	-15.169	Disagree	

We note from Table No. (2) that 45.016% of the studied sample responded that they are opposed to the first item, with an average of 2.2508 and a standard deviation of 0.60488, and the results of the t-test showed that the probability value Sig = 0.00 corresponding to the value of the t-test for the factor as a whole is less than the significance level of 5%, i.e. there is Statistically significant differences and the axis is not considered an demotivating factor.

Table (3) Means and standard deviations for teacher-related demotivating factors.

No	Factor	Mean	STDs	Percentage	T test	Direction	Rank
1	Teachers have a negative attitude.	2.2467	.91179	44.934	-10.119	Disagree	6
2	Teachers are incompetent.	2.1467	1.05160	42.934	-9.938	Disagree	7
3	During the lessons, teachers are speaking English quickly	3.1333	1.01444	62.666	1.610	Neutral	1
4	Teachers get furious when I use incorrect English.	2.5333	1.16242	50.666	-4.917	Disagree	3
5	Teachers do not give students enough practices to develop their language skills.	2.2667	1.05974	53.34	-8.475	Disagree	5
6	Teachers' English pronunciation is poor.	2.4733	1.25691	49.466	-5.132	Disagree	4
7	Teachers mock students' mistakes.	2.0200	1.14967	40.4	-10.440	Disagree	8
8	It is not easy to understand Teachers' explanation	2.6267	1.15012	52.534	-3.976	Neutral	2
	Teacher-Related Demotivating Factor Overall	2.4308	0.71705	48.616	-9.722	Disagree	

We note from Table No. (3) that 48.616% of the studied sample answered that they oppose the second factor, with an average of 2.4308 and a standard deviation of 0.71705, and the results of the t-test showed that the probability value

Sig = 0.00 correspond to the value of the t-test for the factor as a whole is less than the significance level of 5%, that is, there is Statistically significant differences and the factor is not considered an demotivating factor.

Table (4) Means and standard deviations for learning context-related demotivating factors.

No	Factor	Mean	STDs	Percentage	T test	Direction	Rank
1	English lessons are obligatory	3.2533	1.08799	65.066	2.852	Neutral	2
2	Memorizing the sentences in the textbook is imperative .	3.0467	.99216	60.934	.576	Neutral	4
3	The technological equipment in classrooms is not adequate.	3.2467	1.19808	64.934	2.522	Neutral	3
4	The internet is not used.	2.9467	1.38925	58.934	-.470	Neutral	5
5	Audio and visual equipment are not used.	2.8200	1.29049	56.4	-1.708	Neutral	6
6	There are usually many students in class.	3.5667	1.08323	71.334	6.407	Agree	1
7	I do not have any opportunities to practice English.	2.6000	1.24782	52	-3.926	Neutral	7
8	My friends laugh when I speak English.	2.2400	1.14505	44.8	-8.129	Disagree	9
9	My class fellows don't like to speak English with me.	2.4333	1.13171	48.666	-6.133	Disagree	8
	Learning Context-Related Demotivating Factor Overall	2.9059	0.77417	58.118	-1.488	Neutral	

We note from Table No. (4) that 58.118% of the sample study answered that they are neutral with regard to the third item, with an average of 2.9059 and a standard deviation of 0.77417, and the results of the t-test showed that the probability value Sig = 0.138 correspond to the value of the t-test for the factor as a whole is greater than the significance level of 5%, i.e. There are no statistically significant differences and the factor is one of the demotivating factors.

Table (5) Means and standard deviations for subject-related demotivating factors.

No	Factor	Mean	STDs	Percentage	T test	Direction	Rank
1	Topics of English lessons are not enjoyable.	2.6467	1.29084	52.934	-3.352	Neutral	7
2	English passages in textbooks are extended.	2.8333	.92987	56.666	-2.195	Neutral	5
3	English sentences dealt with in lessons are difficult to understood.	2.6000	1.09299	52	-4.482	Neutral	8
4	The majority number of textbooks and supplementary resources are assigned.	2.9133	.88944	58.266	-1.193	Neutral	4
5	English syllabus is very long.	2.7867	.87919	55.734	-2.972	Neutral	6
6	I don't like English course book.	2.4867	1.19134	49.734	-5.277	Disagree	9
7	The lessons focus on translation.	3.3067	1.02287	66.134	3.672	Neutral	3
8	The lessons focus on grammar.	3.3067	.98271	66.134	3.822	Neutral	2
9	Most of the lessons focus on speaking.	3.4933	1.09757	69.866	5.505	Agree	1
	Subject-Related Demotivating Factor Overall	2.9304	0.61865	58.606	-1.378	Neutral	

We note from Table No. (5) that 58.606% of the studied sample answered that they are neutral with regard to the fourth item, with an average of 2.9304 and a standard deviation of 0.61865, and the results of the t-test showed that the probability value Sig = 0.170, corresponding to the value of the t-test for the factor as a whole, is greater than the significance level of 5%, i.e. There are no statistically significant differences and the factor is one of the demotivating factors.

Results of Study Concerning EFL Teachers' Recommendations for Promoting Iraqi Open Educational College EFL Students' Motivation Toward English Learning

Many suggestions have been made by English language instructors for boosting EFL students' enthusiasm to learn English at Iraqi Open Educational College. These suggestions have been divided into the following categories: use of technology, extrinsic motivation and encouragement, competition and cooperative work.

Use of Technology

Interviews' results demonstrate that the most commonly recommended strategy for boosting Iraqi Open Educational College EFL students' enthusiasm toward English study is to use the internet and technology. All of the English language instructors suggested using technology and the internet to inspire pupils. "Now, all of us are aware of the relevance of technology," said one seasoned educator. As a result, technology-based learning must be implemented. A second instructor said, "Whenever I explore for teaching techniques, I usually discover a technology substitute for the conventional approach. For instance, I discovered that warming up with films was appealing enough and efficient. This opinion have been reinforced by long- practiced instructor "These years, pupils prefer using programs such as Kahoot, and Blickers as evaluation tools rather than, for instance, Fan-N-Pick method".

Several educators emphasized that utilizing technology both stimulates pupils and shortens teaching periods. About this, an instructor said:

In the past, we devoted our whole time in teaching the lesson material. But, kids may comprehend the course in less than 10 minutes by using the right technology. As a result, we have more time to practice critical thinking.

One of the most beneficial tools for instructors is the smart board, said another. It also saves time while assisting students in adhering to lecturers. Computer technology is the most often-used tech integration strategy for EFL lessons (Sadeghi & Dousti, 2013: 97). A popular and contemporary computer-based equipment that has been implemented into language schools is the smart board. The usage of smart boards in language schools has piqued the curiosity of many academics from across the globe. One benefit of smart boards is that they can help improve Smart boards may enhance the standard, originality, and interest of learning and teaching environment in language classes (Elaziz, 2008: 64). There are various ways that smart whiteboards might impact learning, according to Bacon (2011). It may increase student engagement in the classroom, motivate them, and cultivate a passion for learning. (Bacon, 2011: 17) In fact, smart whiteboards may be used in a variety of learning scenarios and can encourage learning (Chapell, 2003: 84).

Nonetheless, English language instructors requested a greater availability of technology. Several of the instructors who were questioned insisted that they could not dispute the importance and advantages of utilizing technology and the internet in language acquisition. Nonetheless, the absence of technology and the internet in the classroom frequently requires teachers to deliver lessons the old-fashioned way in order to save time. Unfortunately, "it is essential that I allocate at least 10 minutes in order to adjust the projector, the internet and the speaker", one of the professors said. I have lost interest in using it because of this.

Extrinsic Motivation and Encouragement

Instructors of English language claim that discussing the top colleges in the world and their English exam criteria, such as TOFEL and IELTS, may inspire pupils and make them more motivated. One educator said:

Students are motivated to learn when experts discuss the best colleges in the world and the prosperous alumni from these institutions. Pupils will be encouraged to enroll at these colleges by, for instance, hearing about Bill Gates or Mark Zuckerberg's success stories and learning about their universities. Students will be more motivated to learn English as a result.

Giving out certificates or extra points has been offered by various teachers as another suggestions. Teachers frequently highlighted the value of honor and gratitude certificates. One instructor remarked, "There was a foreign-born pupil who was timid and insecure. She grew more certain, involved, engaging, and eager to learn after being acknowledged in front of the school, though. In reality, a lot of teachers discovered that showing appreciation for pupils' work had a good impact. "The more I acknowledge and value pupils' efforts, the better they do," a teacher once claimed.

Relation to bonus points, a teacher said:

Bonus points are particularly useful since they not only encourage pupils to learn but also recognize and support gifted pupils. For instance, when requiring learners to complete an assignment on writing to receive better marks, the weaker learners will be urged to complete the assignment and the stronger pupils will be pushed to do their best.

Competition and Cooperative Work

Professors of the English language strongly advised competition, difficulty, and teamwork to boost students' motivation. According to one instructor, the nature of challenge, competitiveness, and collaboration is substantially increased when students use teamwork, earned points, or applications like Kahoot. Occasionally, students may lack the motivation to study, but when they are pushed while working in a group, they take an interest in the material and become more driven. Working in group fosters academic engagement because the added responsibility of group projects encourages students to persevere with challenging activities for longer than they would otherwise. Also, several teachers thought that group projects offered possibilities for peer learning since good student performance might inspire other pupils. Some teachers claimed that they like to begin class with a challenging higher-order thinking issue to capture students' interest and increase their motivation to learn and interact.

DISCUSSION, CONCLUSION, AND PEDAGOGICAL IMPLICATIONS

Discussion

The findings demonstrated that the main demotivating elements for Iraqi open education college EFL students were context-related and subject-related learning factors. The bulk of past researches on students' demotivation found that instructors are deemed as a key source of demotivation for studying the English language. (Arai, 2004; Dornyei, 2001; Evans & Tragant, 2020; Kim & Seo, 2012; Oxford & Shearin, 1994; Zhang, 2007). According to Gorham and Millette (1997), the most demotivating elements that impact motivation of EFL students are teacher-related. The most common characteristics among teacher-related demotivating factors were the English language teachers' ineptitude and their unclear explanations. This result differed from the outcomes of other research (Arai, 2004; Dornyei, 1998; Hasegawa, 2004; Ikeno, 2002; Trang & Baldauf, 2007; Zhang, 2007).

The most demotivating variables for students, according to other research, were those that were connected to their subjects. Learning resources and exam results, according to Sakai and Kikuchi (2009), are more demotivating than incompetent teachers. Furthermore, according to Hamada (2008), a teacher's personality and teaching manner are less effective demotivating factors than course material. Also, the results of this study demonstrated that demotivated Iraqi open education college EFL students did not have issues with the personalities or actions of their instructors. Instead, they struggle with the ineffectiveness and unclear explanations of the professors. Previous research (Kim, 2009; Kikuchi, 2011) that found that instructors' personalities and immediate actions had less influence of all the

demotivating elements hinted at this conclusion. Also, the study's findings demonstrated that grammar focus is one of the key aspects that demotivates English learners. This result also agreed with earlier investigations (Busse & Walter, 2013; Hamada, 2008; Sakai & Kikuchi, 2009).

Additionally, among context-related demotivating variables for learning English, the scarcity of opportunities to practice the language was the most prevalent. Many students requested more practice during the interview in order to become more motivated. In reality, many researches shown that a demotivating element for pupils is a lack of practice (Busse & Walter, 2013; Sakai & Kikuchi, 2009). Such a finding highlighted the requirement for more sincere exercises, particularly in the context of EFL.

The study's findings also revealed a number of suggestions made by EFL teachers for boosting the interest in learning English among EFL students at Iraqi open education colleges. Technology utilization, extrinsic incentive and encouragement, and collaboration and rivalry are the categories under which these suggestions are divided. The results of the present study suggested that employing technology to teach English can increase students' motivation. This discovery is consistent with earlier study findings (Godzicki et al., 2013; Halat, 2013; Heafner, 2004). Hence, it is advised to employ technical inventions since, when it is used properly in English classrooms, pupils become actively engaged and motivated.

Regarding extrinsic incentive and encouragement, the present research revealed that stressing the prerequisites for English proficiency exams like the TOFEL or IELTS and bringing up university entrance are two ways to improve students' instrumental drive. Teachers in this study also thought that discussing role models and biographies of accomplished individuals might increase pupils' desire for learning languages. Within such a context, Al-Hoorie (2021) looked at how inspiring tales of successful English role models affected Saudi EFL university students' motivation. Results showed that using inspiring and motivating stories helped students in the experimental group feel less anxious. On the pupils' motivation or attitudes toward language acquisition, however, there is no discernible impact. Al-Hoorie emphasized the want for greater research on the impact of positive role-model tales, arguing that the intervention's brief length may not have been sufficient to provide a lasting effect.

Use of competitive and collaborative work is a further suggestion for enhancing pupils' motivation. This result was consistent with several earlier investigations (Hidi & Harackiewicz, 2000; Jeong, 2019; Stipek, 1996). In order to increase students' motivation, Stipek (1996) underlined the value of adopting mixed-ability groups. Jeong (2019) had also discovered that students are motivated by EFL online collaborative activities.

Conclusion

The current study looked at the elements that demotivate Iraqi open education college EFL students from studying English. The findings suggest that the most often reported demotivating elements for Iraqi open education college EFL students are those linked to the learning situation and content. More particular, the absence of engaging themes, grammar-focused curricula, and opportunities for English practice have a detrimental impact on the motivation of EFL students at Iraqi open education colleges. Yet, Iraqi open education college EFL students don't have issues with the personalities or actions of their instructors. Also, Iraqi open education college EFL students lose motivation due to their struggles with memorization of English words and phrases and a lack of understanding of how to self-study for English classes. To improve pupils' motivation, EFL teachers advocate technological devices employments, providing a unified source of material on the subject, extra grades, diplomas, vocal appreciation, and collaborative and competitive work.

Moreover, motivation is necessary for language learning. It enhances language learners' self-confidence. Also, it encourages people to enjoy the learning process, engage in real conversation, and acquire the target language. Moreover, past success and happiness have a strong correlation with motivation. When students are aware of their development and achievements, they frequently feel accomplished. To make sure that language learners enjoy a session, it is essential to construct integrated-tasks lessons and foster a stress-free learning environment in the classroom. There has to be mutual trust between the teacher and the students for them to communicate effectively in their target languages.

Pedagogical implications

Following are some suggested educational implications in light of the study's findings:

- 1) Information and communication technology (ICT) instruments should be properly incorporated into classroom activities for teaching and learning languages by teachers.
- 2) Wi-Fi should be available and there should be plenty of technology in the classroom.
- 3) To improve students' motivation, it is advised to concentrate on a single source or textbook. Additionally, more fascinating subjects ought to be included.
- 4) Cooperative and collaborative learning may be used by teachers to motivate pupils and keep them interested.
- 5) To aid pupils in memorization and self-study, teachers must provide them relevant and engaging worksheets.
- 6) Teachers are advised to properly prepare their classes utilizing images, videos, or games.
- 7) Instructors can encourage debate, role-playing, discussion, and student presentations to provide more opportunities to improve student's English.

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APPENDIX

1. The Questionnaire

Kindly fill out this survey in each item as you see fit by putting a check mark (√) in the appropriate place. This survey is implemented to conduct a study entitled “**English Language Learning Demotivating Factors for Iraqi Open Education College EFL Students**”. Please take note that all of the data will be handled with confidentiality and will not be used for any purpose other than that of this research.

The Survey:

A. Demographic Information:

1. Age: 18-24 25-31 32-38 39 and more
2. Gender: Male Female
3. Nationality:

B. Learner-Related Demotivating Factors:

No.	Learner-Related Demotivating Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I have difficulty in memorizing English words and phrases.					
2	I often get low scores in exams.					
3	I get lost in how to self-study for English lessons.					
4	I don't have an obvious reason to learn English.					
5	English is of no use for me.					
6	There are other subjects which are more important for me to study.					
7	English is a language of non-Muslims.					
8	My opinion about English-speaking countries is negative.					

C. Teacher-Related Demotivating Factors:

No.	Teacher-Related Demotivating Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9	Teachers have a negative attitude.					
10	Teachers are incompetent.					
11	Teachers speak English rapidly during the lesson.					
12	Teachers become angry when I use incorrect English.					
13	Teachers do not give students practices to improve all language skills.					
14	Teachers' pronunciation of English is poor.					
15	Teachers ridicule students' mistakes.					
16	Teachers' explanation is not easy to understand.					

D. Learning Context-Related Demotivating Factors:

No.	Learning Context-Related Demotivating Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17	English lessons are compulsory.					
18	I am forced to memorize the sentences in the textbook too often.					
19	The technological equipment in classrooms is not appropriate.					
20	The internet is not used.					
21	Visual and audio materials are not used.					
22	There are usually many students in class.					
23	I do not have any opportunities to practice English.					
24	My friends laugh when I speak English.					
25	My class fellows don't like to speak English with me.					

E. Subject-Related Demotivating Factors:

No.	Subject-Related Demotivating Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
26	Topics of English passages used in lessons are not interesting.					
27	English passages in textbooks are too long.					
28	English sentences dealt with in lessons are difficult to interpret.					
29	A great number of textbooks and supplementary resources are assigned.					
30	English syllabus is very long.					
31	I don't like the English course book.					
32	Most of the lessons focus on translation.					
33	Most of the lessons focus on grammar.					
34	Most of the lessons focus on speaking.					

Thank you for your cooperation