



The Effects of Demotivational Factors on Kurdish University Students: Educational, Social, and Psychological Cases

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Abstract

It is obvious that motivation is a key role to help learners in any field continues learning process; since the case in language is more sensitive even. In the current paper, the researcher attempts to identify the influence of demotivation on Kurdish university students; later, factors like education, society, and psychology will be the focal point. Moreover, the numeric data of the study demonstrate that Kurdish students are demotivated and the result influenced their language learning both directly and indirectly. Additionally, the data also confirms that teachers, feedbacks, families, and previous background knowledge regarding the language play a central role in decreasing the students' interest for the language. The research was conducted on 32 university students of Charmo University. The data shows that the demotivational factors for Kurdish, mainly, are regarding their lack of confidence in English, feeling shy, and sense of embarrassment due to lack of self-trust. The reason(s) behind their demotivations may alter from one student to another; however, essentially, it is to do with the curriculum design and society. It is obvious that the students are governed based on compulsory rules of learning and they are taught in a theoretical regulated environment. In addition, the English language is an unwelcome language in the society. For the above-mentioned factors, it is not a miracle that Kurdish students cannot grasp a lot about the language. Finally, the paper provides further suggestions to ease the case and make the language more preferable to be learned.

Keywords: Demotivation; Education; English language; Kurdish University students; Psychology; Society.

1. Introduction

Different research studies have proved that many learners of English language lose their interest during the process of learning English as a second/foreign language. There are numerous factors that have affected Kurdish university students, in which they are external and internal factors, such as psychology, social, and education. This research aims at explaining the demotivational factors that face the students of English department/Charmo University, which prevent them to absorb the language and affect them negatively while acquiring the English. Furthermore, it clarifies and helps the students how to get rid of the factors to enjoy the process of language learning successfully.

This research was executed at the English department/Charmo University. The interviews and questionnaires were carried out in the same place; while, a number of both genders of sophomore, junior, and senior of English department participated willingly. This paper includes five sections; as the first section is an introduction to the research involving the introduction of the scope in general, aims, setting, and organization of the study. The second section is literature review in which it includes revision of the past studies, the comparison between motivation and demotivation, and the degree of effects of each factor on the participants. Later, section three is methodology, which embodies research design and data collection. The fourth section is presenting, analyzing, and discussing the collected data. Finally, the final section will conclude the main results and findings by providing some recommendations for further studies.

2. Literature Review

The aim of this section is to review the past literature that belongs to the current research. Moreover, it talks about the current studies that are done by the previous researchers. In addition, the section begins with a short review of past studies of demotivational factors. It is obvious that research on demotivation started in the 1990s, attempting to identify the influence of negative external factors on learning second/foreign languages (Kim and Kim, 2013). Over the past decades, some researchers have concentrated on the concept of demotivation, the factors that cause it, and possible ways of prevention or reduction. Besides, the consequence of studies on demotivation lies on the fact that researchers and teachers, who observe learners, became demotivated in the language classes which tend to understand the cause of their demotivation for theoretical and practical reasons. Dörnyei identified demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (Dörnyei, 2001).

Despite this definition of Dörnyei, researchers such as Arai (2004), Falout M. (2004), Kojima (2004), and Tsuchiya (2004a) argue that internal factors like lack of self-confidence and negative attitudes towards the foreign language may also result in demotivation. In addition, Kikuchi (2009) disagree with Dörnyei's definition of demotivation by referring to several studies where researchers have included also internal forces, such as a learner's

lack of self-confidence and negative attitudes of the learners (e.g. reduced self-confidence due to their experience of failure, lack of success, or negative attitude toward the foreign language students). However, a demotivated learner is considered as someone who has lost his/her interest for some reasons, but [Dörnyei \(2001\)](#) mentions that demotivation does not mean that learner has lost his motivation completely. This only means that a strong negative factor limits the present motivation while another positive motive still stays ready to be activated; for instance, a learner may still stay ready to learn English, as an international language, even if his/her teachers were unskilled.

2.1. Comparison Between Motivation and Demotivation Factors

The notions of “motivation” and “demotivation” are proved to be of a great importance in the field of language learning and teaching and they have been subjects of researches and discussions. Motivation is frequently identified as a force that activates amateur and motivates them to tirelessly present particular objects. Additionally, understanding hypothesis of motivation is proved by understanding the reasons for demotivation. [Broun \(2007\)](#) rightly views that motivation is commonly involved with capturing all the terms into account for the failure or success of about any complex task.

[Gardner and Lambert \(1959\)](#) shade light on the role of attitudes and motivations in Second Language Acquisition (SLA) and introduced two classes of motivations: instrumental and integrative motivation. The instrumental motivation relates to the language learning for applicative purposes, such as getting a job or promotion; whereas, the integrative motivation relates to learning a language in order to have an understandable communication. Furthermore, [Deci and Ryan \(1985\)](#) talk about two types of motivations, which are intrinsic and extrinsic. The intrinsic motivation refers to a behaviour that executed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing an activity. In contrast, the extrinsic motivation involves or occurs with performing attitude as a means to an end or to receive an extrinsic reward, such as good grades.

According to [Dörnyei and Ottó \(1998\)](#) motivation refers to “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes; whereby initial wishes and desires are selected, prioritized, operationalized, and successfully or unsuccessfully acted out”. In another source, [Dörnyei \(2001\)](#) discusses that motivation is not a stable status; rather it is a dynamic and repeated process that can influence or be influenced by language accomplishment. Therefore, it is highly important to introduce the factors that negatively affect learners’ proficiency to learn a foreign language.

[Dörnyei \(2001\)](#) states that motives increase action tendency; whereas, motivation is concerned with students’ achievements. On the other hand, demotivation could be regarded as the opposite side of motivation; so, the demotivated learner is someone who has lost his or her commitment for some reasons. Likewise, [Dörnyei \(2001\)](#) defined demotivation as those exact external forces that degrade the motivation roots of a behavioural aim or an ongoing action. Besides, demotivation is defined as the reduction concept of motivation. It stems from the impacts of the external forces which subsequently impede motivation. In the second place, [Dörnyei \(2001\)](#) defined it as “specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action”. These external sources barricade motivation of becoming intrinsic forces ([Falout M., 2009](#)).

Demotivation can be regarded as a lack of “what moves a person, energetic forces, impetus, cause, and rationale” which resulted from the influence of the external forces ([Kikuchi, 2009](#)). A demotivated learner, according to [Dörnyei](#), is once motivated but lost his/her interest because of some external reasons. These reasons for losing interest can be called demotives, which they are the unconstructive equivalent of “motives” and they reduce actionability ([Dörnyei, 2001](#)). Furthermore, [Yan \(2009\)](#) tries to explain the term of demotivation and considered that the demotivated learner is the one who once motivated, but has lost some of his/her motivation for a particular reason. In addition, [Hu \(2011\)](#) says that demotivating factors will obstruct learners’ learning motivation. In another source, [Gorham \(2011\)](#) also proposes that the only thing which creates motivation for learning is the absence of demotivation. In their book, [Falout and Falout \(2004\)](#) have argued that while learning motivation can drove the students on the right path, but demotivation cuts training concise. Further, [Falout and Falout \(2004\)](#) and [Falout M. \(2004\)](#) explain that the low level of student's proficiency belongs to their demotivation and internal causes especially their inability to perform well. Finally, it has been claimed that one demotivating factor can erase the positive effects of almost ten motivating factors.

2.2. The Effects of Educational, Social, and Psychological Factors

As motivational factors have been reported to have positive overbearing; demotivating factors are the flip side and hinder the learning process and “lead to unsuccessful mastery of English proficiency” [Hub \(2011\)](#). Zoltan Dörnyei was the first researcher who researched on the demotivational factors of EFL learners, based on his studies about possible factors ([Dörnyei, 2001a](#)).

The focus of this research was on a group of students that are considered as demotivated students by their teachers or peers. Through using structured interviews with those demotivated students, Dörnyei took out 9 major demotivating factors including: teachers, inadequate school facilities, self confidence, negative attitude toward foreign language, compulsory nature of the foreign language study, interference of other foreign language, negative attitude toward foreign language, course books used in class, and attitude of group members. This section of the paper illustrates three main factors that affect EFL learners, which are psychological, social, and educational factors. Some other countries, such as Japan, Finland, Korea, and Arabian countries’ references had been used due to the lack of or even the few numbers of references for Kurdish students in the subject area.

In the case of education, as one of the demotivating factors, some researchers and investigators have done their studies on this area; likewise, the study by [Falout and Falout \(2004\)](#) on Japanese students could be a good example.

The outcome demonstrates that the factors, such as teachers' behaviours, they are concentrating too much on one point, focusing on theoretical regulations, not being aware to actual usage, unsuitable level, and impenetrable tasks have been proclaimed by the participants as the demotivating factors. Moreover, [Hirvonen \(2010\)](#) finds out the demotivating factors of Finn students who attended English language classes. Additionally, it was realized that the students' instrumental demotives are classified into four categories and they are teachers, learning materials and course contents, learning environment, and simultaneous learning of other languages. In addition, [Gorham and Millette \(1997\)](#) administrate an investigation of those factors that viewed as demotives by college students. Their findings show that the students relate their demotivation to teacher's behaviours, such as inadequate presentational ability and lack of enthusiasm.

Furthermore, the research on demotivation also has been investigated by Arab learners of English. In his source, [Qashoa \(2007\)](#) indicates that the difficulties with English are in the aspects of vocabulary, structure, and spelling. Even more, [Kikuchi \(2009\)](#) acknowledge five factors of demotivation in EFL learning classes as they are course contents and curriculums, teacher skills, feedbacks and teaching methods, inadequate school facilities, and test scores. Additionally, they figure out some other factors, like focus on complicated grammar or vocabulary, boring lessons, and the memorization of the vocabulary in the specified language.

[Kim and Seo \(2012\)](#) did a research on Korean EFL learners; they explore the problem from teachers' and students' perceptions. The findings recommend that learners' demotives diminish as they go on through school evaluation. In one hand, the students put the blame on their teachers' behaviours for being demotivated. On the other hand, the teachers blamed the gigantic number of students in the class. Moreover, psychological factors have high importance in studying demotivation. In Finland, [Hirvonen \(2010\)](#) investigates external and internal demotives. Among internal factors, as he includes the experience of failure, lack of success is the most influential demotivating factor. In addition, it has been explained that reducing self-confidence should be accounted as an internal factor ([Dörnyei, 2001](#)). Furthermore, Dörnyei reveals that grade could demotivate learners if it enlarged from experience of failure or lack of success in reply to an external component ([Dörnyei, 2001](#)).

Additionally, the loss of interest can take from several sources of demotivation. For a teacher who does not care about students' attitudes and requirements can have the role of a demotive for the learners ([Dörnyei, 2001](#)). However, demotivation is not only external and many researchers as [Arai \(2004\)](#) and [Falout M. \(2004\)](#) discuss internal factors, such as the lack of self-confidence and negative attitude within learners themselves. Additionally, the disappointment due to test evaluation, lack of reception by teachers and others, and feeling not capable to memorize vocabularies and idioms may cause failure ([Christophel and Gorham, 1995](#)); ([Falout M., 2004](#)). ([Gorham and Christophel, 1992](#)); ([Gorham and Millette, 1997](#)); ([Ikeno, 2003](#)); ([Kikuchi, 2009](#)); ([Kikuchi, 2009](#)); ([Kojima, 2004](#)) ([Tsuchiya, 2006](#)). Finally, [Ikeno \(2003\)](#) also shows that some of the demotivating factors among Japanese students were the lack of a sense of control over what one is learning, be suspicious of the ability of teachers, uncertainty about the character of teachers, feelings of inadequacy about one's English ability, and instructors' negative attitude toward English learning.

In addition, some studies have found that society can influence EFL learning process negatively. [Harivon \(2010\)](#) study figures out that attitude toward English language influence learners pessimistically. Furthermore, the findings of the study revealed that "the positive attitudes towards the English language helped the participants to overcome their demotivation" ([Harivon, 2010](#)). Moreover, [Kim and Seo \(2012\)](#) discover that attitudes towards English affect the learning process negatively. Additionally, lack of interest, such as the sense that English teachers used at schools is not realistic and not needed; little acceptance toward English speaking people can serve better ([Christophel and Gorham, 1995](#)); ([Falout M., 2004](#)). ([Gorham and Christophel, 1992](#)); ([Gorham and Millette, 1997](#)); ([Ikeno, 2003](#)); ([Tsuchiya, 2006](#)); ([Kojima, 2004](#)). Besides, [Kikuchi \(2009\)](#) say that the attitude of classmates, compulsory nature of English study, and friends' attitudes are demotivating factors for EFL learners. In another source, [Muhonen \(2004\)](#) analyzes the main demotivating factors according to the gender of learners and level of achievements; his discussion shows that there were no differences among male and female gender in term of demotives. However, the male students ascribe teachers as a most negative factor in learning the language; but, female genders relate their demotivational factors to the materials they learn on. Finally, [Dörnyei \(2001a\)](#) explains that interference of another foreign language that students are studying, negative attitude toward the community of the foreign spoken language, and attitudes of group members are considered as very influential negative factors on learning English as a foreign language.

3. Methodology

Research design "deals with a logical problem" ([Yin, 1989](#)). The research design refers to an overall strategy that researcher chooses to incorporate the dissimilar components of the study in an order and logical way. Moreover, it will effectively tackle the research problems; it constitutes the design for the collection, measurement, and analysis of data. The research questions (The factors for demotivation's subject; the three factors that demotivate Kurdish learners; the major negative demotivated factors for Kurdish EFL learner; and Negative influence of the learner's attitudes and behaviour toward learning) will be the main questions that will be answered in the paper. Moreover, validity is extremely a vital key for an effective research; if a piece of research is invalid then it is useless. Besides, it measures what is purported to be measured ([Cohen et al., 2011](#)). Furthermore, reliability in research means dependability, which suggests that the research should be reliable in measurement. Remarkably, validity and reliability are concepts that are available and used in the context of qualitative and quantitative research. In this paper, the two methods are used to show the reliability of it by keeping the name of the participant confidentially to obtain a more trustful answer. Additionally, the participant was chosen in different stages of education; so that the

research can be valid. In addition, the researcher looked after the participant until they finished filling the questionnaires, which is considered valid.

All the research can be done with data collection and cannot undertake without it, which helps the researcher for answering his research questions and attaining research objectives. To add up, quality, quantity, adequacy, and appropriateness of data would be under the effect of data collection method (Manohar, 2004). In the paper, two types of data collections are used, which are questionnaire and interview. Moreover, the participants have more opportunity and autonomy to give answers without any pressure. In this research, thirty participants participated in the questionnaire and two participants in the interview. Furthermore, the participants were from different stages and genders, to attain inconsistent views. Ten participants were chosen from each of sophomore, junior, and senior classes. Besides, one student was interviewed in the second stage and one another in the fourth stage. They were students of English Department, University of Charmo.

As mentioned earlier, two types of methods have been used by the researcher, which are questionnaire and interview, and that helps to have variable beliefs about different students by using different pedagogy. It is the procedures to define clarify and evaluate data. The researcher gathered data from the questionnaire that is done by different levels of university students. Moreover, the researcher took advantage of the two worldly programs, which are SPSS and Microsoft Excel, to show the result of the questionnaire. In writing research project, piloting is used to find out if all the questions are clear to the participants. More importantly, it is used to remove all the vagueness and confused questions, grammatical errors, and spelling mistakes (Cohen et al., 2007). The questionnaire passed through pilot study without any problem.

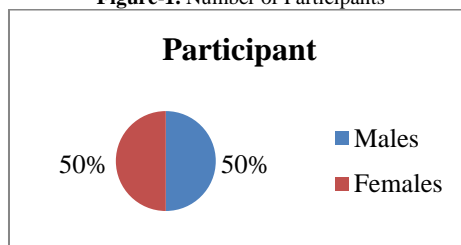
4. Presentation, Analysis, and Discussion

This section presents and analyzes the collected information which is about the demotivational factors of Kurdish university students. The section includes the results of the questionnaire and the background questions. Lately, comparisons have been made with the earlier finding; the finding will be discussed regarding research questions.

4.1.1. Questionnaire Results and Discussions

The questionnaire is consisted of two sections, as indicated earlier. The first part is demographic information about the participant, such as age, gender, and some extra information about the previous educational background. The second part consists of sixteen statements about the demotivational factors of Kurdish university students regarding society, education, and psychology specifically. Moreover, thirty participants participated from the different academic years of Charmo University in which they are five males and five females from each of second, third, and fourth stages.

Figure-1. Number of Participants



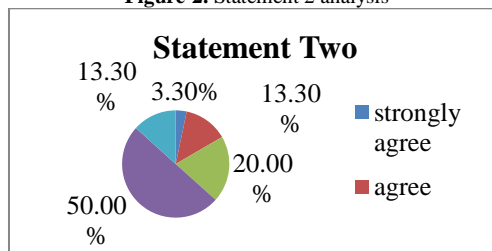
1. 1st Statement

According to the first statement which is “Teachers of English speak rapidly during the lesson” (3.3%) of the participants are strongly agreeing, and (26.7%) agrees. Moreover, (56.7%) have chosen neutral, and (13.3%) disagree.

2. 2nd Statement

Regarding the second statement which is “I have no interest to be an English speaker” (3.3%) of the participants are strongly agree. Furthermore, the participants agree on statement two at the rate of (13.3%), (20%) chose neutral, and (50%) disagree. In addition, (13.3%) strongly disagree.

Figure-2. Statement 2 analysis



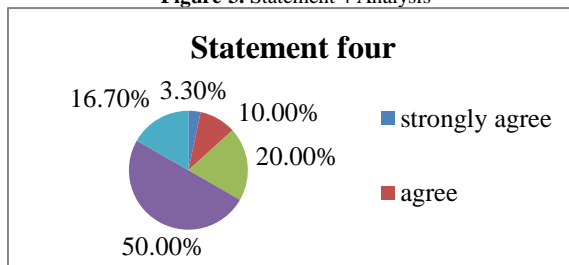
3. 3rd Statement

The third statement which is about “Giving enough time for the students to speak” the participants mostly chose neutral in which the rate is (36.7%). Moreover, (6.7%) strongly agree, (23.3%) agree with the statement, and finally (33.3%) disagree.

4. 4th Statement

As for the fourth statement, which is “Teachers become angry when I use English” (3.3%) of the students strongly agree, (10%) of the participants agree, and they neutralized on this statement at the rate of (20%). Likewise, (50%) disagree, and (16.7%) of the participants strongly disagree.

Figure-3. Statement 4 Analysis



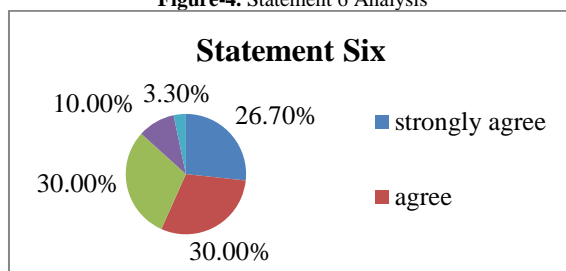
5. 5th Statement

Concerning statement five which is “My friends laugh when I speak in English” (3.3%) of them strongly agree, and (13.3%) agree. Besides, (26.7%) of the participants chose neutral, and (26.7%) disagree. Finally, (30%) strongly disagree.

6. 6th Statement

Regarding the sixth which is about “The number of the students in the class as a demotivating factor” (26.7%) of the students strongly agree, (30%) of the participants chose to agree, and (30%) chose neutral. In addition, (10%) disagree, and (3.3%) strongly disagree.

Figure-4. Statement 6 Analysis



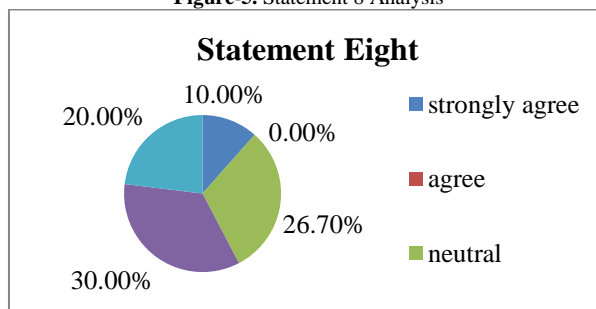
7. 7th Statement

In the seventh statements which “My class fellows do not like to speak English with me” (6.7%) of them strongly agree, and (30%) chose to agree. What is more, (16.7%) of the participant's selected neutral option, and the majority of the participants chose to disagree which the rate is (46.7%).

8. 8th Statement

Regarding the eighth statement which is “I am not confident enough to learn English because of expecting failure” (10%) of the participants strongly agree, (13.3%) agree, and (26.7%) chose neutral; additionally, (30%) chose disagree, and (20%) strongly disagree with the situation.

Figure-5. Statement 8 Analysis



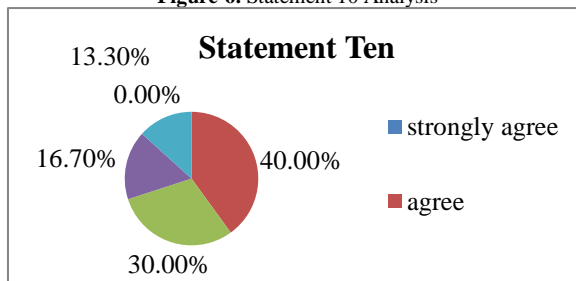
9. 9th Statement

In statement nine which is “Teachers who do not care about my attitudes and requirements make me lose the interest in learning the language” (6.7%) strongly agree, and (33.3%) of the participants agree. Likewise (30%) chose neutral, and (30%) of them disagree.

10. 10th Statement

Concerning the tenth statement which is “Kurdish society and negative attitude toward English language and culture demotivates me”; mostly, the participants agree and the rate is (40%), and (30%) chose neutral. The rate of disagreeing of participants on this statement is (16.7%); and (13.3%) chose strongly disagreed.

Figure-6. Statement 10 Analysis



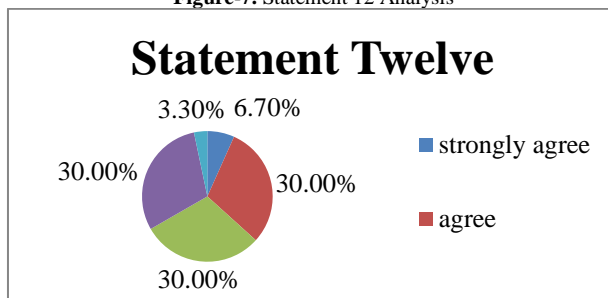
11. 11th Statement

According to the eleventh statement which is about “Having no ability to control the huge amount of vocabularies that exists in the English language” (20%) strongly agree, (26.7%) of the participants agree, and (20%) chose neutral. Furthermore, (30%) disagree, and (3.3%) strongly disagree.

12. 12th Statement

In the twelfth statement which is “The teacher’s opposite gender affects me in the process of learning the English language” the rate of participants who strongly agree (6.7%), and (30%) agree. Moreover, (30%) of the participants chose neutral, (30%) selected disagree, and (3.3%) strongly disagree.

Figure-7. Statement 12 Analysis



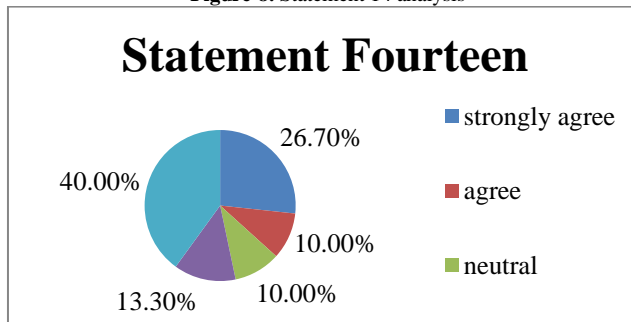
13. 13th Statement

Concerning the thirteenth statement which is “I feel shy when I want to speak in front of those who are able to speak English better than me”, the rate of the strongly agree for the participants is (20%), and (30%) of them chose agreed. However, (16.7%) selected neutral, and (26.7%) disagree with this statement. Finally, (6.7%) of the participants strongly disagree.

14. 14th Statement

In addition, the fourteenth statement which is “I am forced to go to English department by my parents/mark” (26.7%) of the participants strongly agree, while (10%) of them agree, (10%) chose neutral, and (13.3%) disagree. Additionally, (40%) of them strongly disagree.

Figure-8. Statement 14 analysis



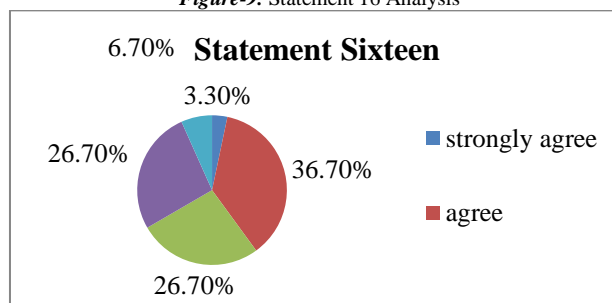
15. 15th Statement

Regarding the fifteenth statement which is about “Not interesting in the English language demotivates them” (16.7%) strongly agreed, and (10%) agree. Moreover, (23.3%) chose neutral, (40%) disagree, and finally (10%) of the participants strongly disagree.

16. 16th Statement

Finally, the sixteenth statement which is “I feel embarrassed to express my ideas to classmates while learning English” (3.3%) strongly agree, and (36.7%) selected agree. While (26.7%) chose neutral, (26.7%) disagree, and (6.7%) of the participants chose strongly disagree.

Figure-9. Statement 16 Analysis



4.1.2. Interview Results and Discussion

Two participants were interviewed; both of them were in the University of Charmo / English Department. Furthermore, one of the participants was from the second stage and another one was from the fourth stage. Moreover, there were four questions to be asked. In which the participants felt free to express their thoughts and opinions. In addition, the participants were asked about “If they enjoy their English class(es)”, “The reasons behind it” and “What are their favourite subject(s)”. Furthermore, they were asked about “The factors that impede their language learning”. Additionally, the participants were asked, “If they have negative attitudes toward English speaking community and what created the problem”. Finally, they were asked about “What makes them lose self-confidence”. As for the first question, the two participants enjoy the English classes, because “it helps...to learn so many new vocabularies and expressions”. According to their favourite subjects, one of the participants mentioned that “literature, because there is no rule to follow, there is no wrong and/or right answer and anyone can think in a very broad way”. Different from the first participant, the second one likes “grammar, because grammar is the essential subject that helps the learners to learn the language”.

What is concluded for the second question is that, one of the participants believes that “the high-level students are the cause of impending language learning because they might make fun of or laugh at the low-level students while they are making mistakes when they want to express their ideas”. On the other hand, the other participant considers that “lack of society’s consciousness about the importance of learning the language” as one of the factors that “prevents language learning”. Concerning the third question, the two participants have the same “yes” answer, which they related it to “culture and religion”. According to them, having some issues that “do not imply with the religion (Islam)”, having a negative view towards Islam and sometimes against it. In addition, different “cultures of Kurdish and English communities”, such as “having no close relationship between the members of the family” and “inappropriate way of dressing” create negative attitudes toward English speaking community.

The final question is answered by the participants differently. One of them illustrates confidently as “nothing can make...lose self-confidence”. Whilst, there are some factors that make the second participant lose confidence, as the participant says “there are students in the class that are smarter than me, I think that if I make a mistake, they will make fun of me”. Moreover, making mistakes in “pronunciation, grammar, and vocabulary” are the other factors for losing self-confidence according to this participant.

4.2. Discussion of the Research Questions

4.2.1. The Factors for Demotivation

According to the findings that have found by the researcher, there are a lot of factors that demotivate learners in case of learning the language. Moreover, it is discovered that internal and external factors have a great role in this issue. Furthermore, a lot of factors can be realized in each external and internal factor. The data that have found by the researcher in this research illustrates that external factors are considered less effective ones. In contrast, [Dörnyei \(2001a\)](#) disagrees with this point as he describes that external factor as an active demotivating reason. In addition, [Kikuchi \(2009\)](#) completely agree with this point and they believe that external factors demotivate learners effectively. As for internal factors, half of the learners accepted the internal factors as more effective demotivating factors and the other half considered it as a less influential issue. Nevertheless, [Arai \(2004\)](#), [Falout M. \(2004\)](#), [Kojima \(2004\)](#), and [Tsuchiya \(2004a\)](#); ([Tsuchiya, 2004b;2006a;2006b](#)) support the idea and completely agree upon that the internal factors result on demotivation.

4.2.2. Psychological, Social, and Educational factors

In this research, the factors such as psychology, education, and society have been investigated on. According to the data that have been found by the researcher, the psychological aspect is not completely effective in the process of learning the language. Moreover, the participants are asked some questions about psychological reasons; the results show that (23.3%) agreed upon that the learners' lack of confidence influence language learning negatively and the other half of them disagree. What is more, half of the participants agree upon that feeling shy and embarrassment while they are speaking English affect them negatively; moreover, almost one-third disagree. In addition, some writers have the same opinion that psychological factors influence language learning negatively, for instance, [Falout M. \(2004\)](#) illustrate that lack of self-confidence cause demotivation. Additionally, [Ikeno \(2003\)](#) demonstrates that lack of a sense of control over what one is learning and being suspicious of the ability of the teachers will cause the problem either.

As for social factor, it has been found that society plays a vital role in the process of learning languages. For this concern, the participants were asked some questions, for instance they were asked if they are studying in English department by force or not; the consequence shows that (36.7%) of the participants agree and more than half of them disagree with the notion; this result explains that society is less effective for Kurdish learners than the other factors. As for support, [Kim and Seo \(2012\)](#) show that negative attitudes toward English language community influence language learning process. Furthermore, [Kikuchi \(2009\)](#) discover that the attitude of classmates, compulsory nature of English study, and friends' attitudes are demotivating factors for EFL learners.

Regarding the educational factor, the majority of the learners disagreed to consider education as a demotivational. Moreover, the participants are asked some questions; they were asked if their teachers become angry when they use wrong English and this demotivates them, as few as (13.3%) agree on this; while, (66.7%) do not care about the situation. Further support can be seen as they were asked either having a huge number of a student in a class prevents them from speaking; the result shows that majority agree on this at the rate of (56.7%) and as few as (13.3%) disagree. Moderately, [Falout and Falout \(2004\)](#) agree and they indicate that teachers' behaviours, as they are sticking too much to theoretical regulation and unsuitable level and impenetrable tasks, are regarded as demotivating factors.

4.2.3. The Major Negative Demotivated Factors and Its Influence on Kurdish University Learners

According to this point, there are different opinions by different learners. As for this research, two interviews were done, in which the result shows that social factor is the most effective factor. Moreover, they thought that the existence of high-level students in the classroom and society's unconsciousness about the importance of learning the language are considered as social factors. Furthermore, the result of the questionnaire and interviews show that the psychological factor is the most negative factor for Kurdish university students in the process of learning the English language. Concerning the study, negative attitudes and behaviour toward learning the English language affect the learning process.

However, some of them illustrate that besides having negative attitudes towards English community, they are still interested in learning the language. Moreover, the majority of learners agree on this statement, as they were asked that if there is or not any objective in learning English language, the consequence shows that Kurdish learners are mostly preferred not to learn the language, in which the rate is (63.3%); and the reason could go back to each of family, society, primary teachers, educational background, or some minor issues. As a support, [Dörnyei \(2001a\)](#) illustrates that negative attitude towards English language community affects language learning negatively. Additionally, [Ikeno \(2003\)](#) concurs that negative attitudes towards English impede language learning.

5. Conclusion

This research studied the demotivational factors for Kurdish university students regarding their social, psychological, and educational factors. Then, how each of these factors influences the process of learning English language and what the most effective factor is for Kurdish learners have been explained. The results of the study answered the research questions, as this research supposed to discover the demotivational factors for Kurdish university students. The answer to the main research questions, which factor can be considered as the major demotivated factor. As the results of the questionnaire showed, the psychological factors are the most effective

factors that prevent Kurdish learners from learning the English language. As for the second question, either the learners have any negative attitude towards learning or not, the consequence of questionnaire demonstrated that there is no negative attitude for them to learn the language.

In a nutshell, it is suggested for the future researcher, to pay great attention to, is to do research about causes that make Kurdish learners be demotivated by psychological factors and find ways for solving this problem. Moreover, they should investigate the other factors, such as economics, religious ideas, politics, and so on; and how they affect the process of learning the English language. Many problems were met while this paper was written; the important ones will be mentioned as the participants were one of the difficulties of this research, as they were only from the three stages of one university; if they were from different universities the more powerful data might have been gathered. Time was another problem for the researcher while writing the research because he was studying PhD degree and had a dissertation to finish, and due to having not enough time the research was done only on the students of one university.

The results which are gained from the questionnaire were another obstacle for the researcher while gathering the data; it seems that the participants answered the questions randomly and without understanding the questions in few cases to save face or for any other reasons. Each of the two different genders participated in this research, (15) males and (15) females; and this is a very limited number; a better research can be fulfilled with a higher number of participants. It is believed if the research has done on more number of different genders; the data might be more potent and accurate.

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