

Demotivating Factors in Learning English for Special Purposes: A Research Project at A Police University in Vietnam

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Abstract: This research project was carried out at a police university in southern Vietnam. The objective was to uncover the factors that demotivate the cadets studying at the university in learning English for Special Purposes (ESP). The variables were divided into four groups: (1) teacher-related, (2) cadet-related, (3) infrastructure-related, and (4) university/faculty-related. In this study, a combination of quantitative and qualitative research methods has been used to process data collected from questionnaires sent to 155 second-year cadets, and interviews conducted with 30 cadets. The findings of the study show that there are no demotivating factors coming from the teachers. In fact, what causes the loss of motivation are the cadets themselves, the infrastructure, and the university/faculty. The findings also help in suggesting how to improve the cadets' ESP learning at the police university in particular and at other institutions in general.

Keywords: Demotivation, demotivating factors, English for Specific Purposes (ESP), cadets, Police University.

Subject classification: Linguistics.

1. Introduction

English for Specific Purposes (ESP) has become a fairly popular subject in colleges and universities in Vietnam, as well as internationally. It is associated with many different fields, such as science, technology, education, economy, politics, culture, and even police training. Increasingly people are taking ESP courses as part of their studies and employment. A good grasp of ESP will help to access many sources of materials in

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specialized fields of work. At the university where this research project was conducted, ESP is a compulsory course which, in itself, presents challenges for both teachers and cadets - the main reason being the cadets' lack of motivation in learning ESP.

According to Gardner (1985), motivation is the extent to which one strives to acquire the language because of the desire to do so and the satisfaction that comes with it. Therefore, motivation is considered a significant factor in successful language learning. In fact, how to learn English effectively is still a big issue for many learners and teachers, especially for university students who need a good command of the English language in their main field of study. Even though most of the police university cadets have been learning English since they were at secondary or high schools, they lack the motivation to learn English in general and ESP in particular. The aim of this study is to analyze what the demotivating factors are for cadets in learning ESP and to make some suggestions, based on the findings to help the cadets become more enthusiastic.

2. Literature review

2.1. Demotivation

“Demotivate” as defined in the Cambridge English Dictionary (2009) is a verb indicating “to make someone less enthusiastic about a job”. It means that leads to someone not wishing to complete an activity or seek to execute it unless they make an effort. The reason is that they only see a few things beneficial or valid when doing that activity. Deci and Ryan (1985) regarded “demotivation” as a lack of motivation produced by the individual's sentiments of incompetence and powerlessness when confronted with the activity. Vallerand (1997) recognized four sources of learners' demotivation: (1) they believe that they lack ability and are not worthy enough to accomplish a certain activity; (2) they think that the strategies of learning are ineffective; (3) they come to the conclusion that the amount of effort and energy they need to put in, or the intended result, is too much; and (4) they start feeling that they are making little progress in completing the tasks they have been set.

Dörnyei (2001, p.143) stated that demotivation involves specific external forces that decrease or diminish the motivational basis of a behavioral intention or an ongoing action. In other words, demotivation implies the negative counterpart of motivation. In addition, a demotivated learner is someone who has lost interest. This could be for a number of reasons, including a teacher's lack of classroom control or a boring textbook. Nevertheless, some authors disagree with Dörnyei's explanation. For instance, according to Sakai and Kikuchi (2009), Dörnyei (2001) limited the original definition of demotivation to external factors only; they also pointed out that reduced self-confidence and a negative attitude were regarded as demotivating factors in the learning process. They claimed that Dörnyei's definition of demotivation needs extending. Both external and internal factors which

reduce or diminish motivation during the process of learning should be included. The loss of interest or pleasure in learning, especially with ESP, can be due to a number of factors such as teachers and teaching methods, the learners themselves, learning conditions, etc.

2.2. English for Special Purposes

ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learner is to use English in a particular domain. In the early days, ESP teaching was largely motivated by the need for people to be able to communicate in an accepted international language in certain areas such as commerce and technology. This has now expanded to include other areas such as English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Vocational Purposes (EVP), English for Medical Purposes (EMP), English for Business Purposes (EBP), English for Legal Purposes (ELP), and English for Sociocultural Purposes (ESCP) (Belcher, 2009).

Hutchinson and Waters (1987) defined ESP “as an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”. It is not a matter of teaching specialized varieties of English, or scientific words and grammar for scientists, nor is it different from other kinds of language teaching. Rather, it concerns how people use the language and the range of knowledge and abilities that enable them to do so. Sharing the same opinion as Hutchinson and Waters (1987), Umera-Okeke (2014) supposed that ESP is an approach to language teaching. This definition, as well as that of Hutchinson and Waters, does not regard ESP as a product, i.e., there is no particular kind of language or methodology, nor does it consist of a certain type of reading material. It is, however, an approach to language learning based on the learner’s needs.

Robinson (1991) stated that, generally, people study the English language not because they are interested in the subject or British culture per se, but because they need English for their studies or work. Strevens (1988: 1-2) defined ESP by identifying its absolute and variable characteristics. He distinguishes between four absolute and two variable characteristics. The absolutes are: (1) designed to meet the specified needs of the learner; (2) related in content (i.e., in its themes and topics) to particular disciplines, occupations, and activities; (3) centered on the language appropriate to those specific activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse; and (4) in contrast to general English. The two variables may, but not necessarily, be: (1) restricted by the language skills being learned (e.g., reading only); and (2) not taught according to any pre-ordained methodology.

Therefore, ESP can simply be regarded as the use of a specific variety of English in a specific context to meet the specific needs of the learner as the guiding principle proposed for ESP by Hutchinson and Waters (1987). It is: “Tell me what you need English for, and I will tell you what English you need”, which is an apt description within the ESP context.

2.3. Demotivating factors

According to Winter (2013), in “The Motivation Hacker”, “motivation is the reason we take action, whether it’s as simple as grabbing a glass of water to quench our thirst or reading a book to gain more knowledge”. Howard & Erich (2005) defined it as basic or intrinsic motivation as well as extrinsic motivation or reward; it is therefore the process of arousing, maintaining, and controlling interest. An understanding of motivation is essential in studying the psychology and behavior of learners. For more than forty years, many different explanations for motivation have been proposed and several theories have been advanced in the field of language learning. Although some theories are stronger than others, each has its own merits. The main driving force behind learning is guiding students to be aware of the cultural and general knowledge needs that educational establishments are trying to convey. Everyone agrees with the statement that motivation is not a coercive process because a teacher’s primary duty is not to force but to encourage, inspire, and guide students to achieve their goals. Motivation is the key factor in learning a second language.

ESP teachers are sometimes under pressure when teaching because they themselves need to become experts in the subject. Although there is cooperation between English language and specialized teachers, sometimes there are still many obstacles in delivering a lesson really effectively. Teachers themselves are not necessarily trained in certain specialties and many are passive and lack confidence while teaching.

Factors that reduce motivation in learning are those that cause a decrease in an individual’s motivation to study and work. Unmotivated learners used to be encouraged, but in some situations, for unexplained reasons, they lose motivation. This can occur when an individual has an alternative choice or when they become distracted. For example, instead of going to school, a student stays home to play games. Demotivation can be understood as a process of reducing or weakening a learner’s interest and motivation and involves both internal and external factors.

Harmer (1991) states that there are four factors which can negatively impact on learners’ motivation: physical conditions, teaching methods, the teacher, and success. These can be explained as follows:

- *Physical conditions* mean the premises where classes are held. The hygiene norms are usually not a problem, but classrooms equipped with information technology (IT) equipment that have internet access are more appealing and increase students’ motivation.

- *Teaching methods*, which refer to the way students are taught, also affect motivation. Whenever students feel bored with the way the teacher teaches, they will probably become demotivated. Harmer (1991) also states the same will happen if a student loses confidence in the teaching method.

- *The teacher* is the most powerful variable of motivation and demotivation. Therefore, teachers should be aware of what stimulates learners’ intrinsic motivation. They need to lead

by example; create a pleasant, relaxed classroom environment; present tasks appropriately; develop a good relationship with their students; personalize the learning process; increase students' linguistic self-confidence; make language lessons interesting; promote students' autonomy; increase the students' goal-orientation; and familiarize students with the target language culture.

- *Success* refers to the appropriate level of challenge designed by the teacher. Work and activities that are too difficult or too easy can be demotivating for students.

According to Sakai and Kikuchi (2009), there are several demotivating factors in learning English in general and ESP in particular. Those that cause a loss of interest or pleasure in learning can be internal or external. The demotivating factors that come from the learner or the teacher themselves and the infrastructure are investigated in this current study.

2.4. Previous research

The study outcomes are regarded as proof of whether the teaching-learning process is effective or not. Boyle and Bowden (1997), in their scheme, supposed that the study outcomes - as one of the indications of the study quality - depend on the teaching-learning environment, including the teaching process (approaches, attitudes, behavior, materials, and modes of learning) and course design (content, organization, and aims). This scheme presents the materials, intellectual and human components of the teaching-learning environment (which are studied and discussed by scholars and practitioners of higher education), trying to assess their impact on the quality of studies and how to improve it. The human aspect and analysis of the students' attitudes and their learning motivation are the key factors defining the study outcomes and, in the long run, the quality. A research project by Oxford (1998) on how the teacher's role in a changing learning atmosphere can be demotivating analyzed the written works of 250 students on their learning experiences. The results revealed that the personal relationship and style differences between the teacher and students, the teacher's attitude, and the type of class activities all acted as demotivating factors in the educational context.

As shown in Kikuchi's (2009) research project, there were five most common demotivating factors in English classes at a university: (1) teacher behavior, (2) grammar-translation methods, (3) university entrance examinations, (4) emphasis on memorization, and (5) course books and materials used in English classes. Another research project carried out by Soulimane (2015) showed that there were two main causes of losing motivation when learning ESP. Difficulties in understanding the English language were seen as the obstacle in the eyes of the learners. It was difficult for many to speak and write in English because of their low levels in the language, especially in grammar and vocabulary. Their poor performance of English increased demotivation and affected their desire to learn.

In Vietnam, many research projects have been carried out in order to understand students' demotivation in learning English. Hãng (2010) investigated the tenth graders'

demotivation in their English-speaking classes at a high school in Hải Dương province. Five demotivating factors were found: (1) teachers' competence and their teaching styles (incorrect pronunciation and intonation, unclear instructions, and negative behavior); (2) the learning environment and facilities (discouraging peers, overload of activities, lack of modern technology); (3) assessment of speaking skills; (4) self-confidence; and (5) little intrinsic motivation (little interest/effort). Another research project by Huyền (2012) was carried out at a college also in Hải Dương province. The aim was to discover the factors that demotivated first-year non-English majors in developing their English-speaking skills. In this study, five factors were revealed: (1) lack of intrinsic motivation; (2) lack of self-confidence; (3) the learning environment; (4) teachers' competence, behavior, and teaching methods; and (5) textbooks and time allocated for speaking.

An investigation into the factors affecting the students' learning attitudes at a university in the Central Highlands was carried out by Tín & Loan (2011). Their findings showed that teachers and their teaching methods have the strongest positive influence on students' learning attitudes. Thủy (2018), in her master thesis, investigated factors that demotivate first-year non-English majored students in learning English at a university in Hanoi. She found three main demotivating factors. *Firstly*, the students' lack of English vocabulary was the dominant issue; *secondly*, the large class size and inadequate English level were the key reasons why the students were not more enthusiastically involved in their lessons; and *lastly*, the teaching methods also affected student motivation. Giang & Dinh (2021) studied the cadets' demotivation in learning ESP from a research project at a military college in Vietnam. They pointed out in their article that factors such as "no computers or smartphones in ESP lessons", "unreasonable timetables", "inconsistent basic levels of English in class", and "not using ESP after graduation" exert the biggest impact on the cadets' interest in learning.

Clearly there are many studies investigating what demotivates English language learners in Vietnam. These surveys tend to focus on high school and university students. However, there is still a gap in the research when it comes to ESP and demotivation in learning English for cadets at police universities in Vietnam.

3. Methodology

3.1. Research context

The study was conducted at a police university, where the English as a foreign language program consists of three semesters, with each semester comprising 102, 102, and 51 periods respectively. Semesters one and two cover general English (GE) in which the cadets use the English Unlimited Elementary coursebook. GE helps to provide the cadets with a basic knowledge of English. The teachers focus on developing the four basic language skills (i.e. reading, writing, listening and speaking) at this stage in order to prepare the cadets for the ESP course that follows.

ESP is needed for police cadet training in Vietnam, not only the need for the police to use English in a population of 98m to interact with foreign tourists, expats, the international community and overseas police forces. It builds a good relationship with the international community and helps foreigners feel at ease and less intimidated if they can converse with the police. It is in fact a very important and useful thing for the police to know English. At the police university featured in this study, there are 20 English language teachers, 13 of whom teach ESP. All of them have more than five years' English teaching experience. Before joining the university, most of them had only GE knowledge and no ESP expertise and they had not been trained to teach ESP. In order to teach this discipline, they have had to teach themselves and learn from other teachers. Being a police university, this institution has stricter regulations than other universities in terms of cadet management as well as teaching practice. In fact, lesson plans are prepared about two weeks in advance and the teachers must have two trial lessons before teaching. This makes it relatively inflexible for implementing new ideas and being spontaneous during ESP classes.

Furthermore, there are 25 to 30 cadets in a class; in addition to the teacher, an officer who specializes in managing the number, time, and learning attitudes of the cadets is also present. The goal of police training is not only to have solid professional knowledge of police work but also good command ability. Mornings are when all cadets have lessons in class, while afternoons are for self-study. However, the training department schedules specific subjects for these daily self-study periods.

Apart from studying, the police cadets must undertake a number of varied tasks, from team training, taking part in political activities and going on night patrol to more leisurely activities such as a daily exercise, reading, watching movies and even gardening.

The cadets are forced to follow the timetable set by their units which dictates their eating, sleeping, resting, and study times. Furthermore, they are not allowed to use phones or devices with an internet connection. In particular, the cadets, including their teachers, are not permitted to arbitrarily contact foreigners at any time as this may be detrimental to their learning.

All the classrooms in the university are equipped with computers and projectors but none of them, including computers in the teachers' offices, have internet connection

3.2. Participants

The research project involved 155 second-year non-English majored cadets (all male), between 21 and 24 years of age, from six classes completing the university's ESP course. Their levels of English varied.

The interviews and surveys were conducted on one day of the week (except Saturday and Sunday). Those cadets who were interviewed had to meet the selection criteria and be present at the time of data collection. If they were not able to attend, then no additional survey was carried out.

3.3. Data collection instruments

The study collected data primarily from questionnaires and interviews.

Questionnaires

According to Sakai and Kikuchi (2009), as mentioned previously, demotivation during the learning process is related to both external and internal factors. The questionnaire used for this study comprised 40 questions based on the actual situation at the police university and the theoretical framework of Sakai and Kikuchi (2009).

In addition to gathering personal information such as sex, date of birth, place of residence, basic knowledge of English, etc., the questionnaire included questions about what demotivates the cadets in learning ESP. These were divided into five levels: strongly disagree, disagree, normal, agree, and strongly agree. The questionnaire was structured as follows:

Personal information: 4 questions

Factors from the cadets: 12 questions

Factors from the teachers: 12 questions

Factors from the infrastructure: 7 questions

Factors from the university/faculty: 5 questions

Interviews

Besides the quantitative survey, random (qualitative) in-depth interviews with 30 cadets were conducted in order to further clarify the factors affecting the cadets' ESP learning at the university. The author can only assign enough time for the first 30 participants for the interviews, the rest should be dealt with later in another project.

3.4. Research process

The research used purposeful sampling, and the target participants were second-year cadets who had completed the ESP program at the university. For the qualitative survey, non-probability sampling (convenience sample) of all the second-year cadets was actively applied. However, in order to conduct in-depth interviews, 30 cadets were randomly selected. Each cadet was given an ID number that was used throughout the entire research project to identify them.

The research process included two steps:

Step 1: The survey questionnaires were distributed to 155 cadets who were instructed to fill in the information and answer the questions. There was about 15 minutes of instruction on how to fill in the questionnaires and the cadets were guided through each question. If a question was unclear, it was read aloud with clear explanations to the answer options.

Step 2: The 30 cadets were randomly selected for the in-depth interviews, which were in the form of semi-structured questions to clarify the factors causing demotivation among the cadets in learning ESP. All the interviews were recorded.

Quantitative data were imported into Excel. The cadets' views were tallied, converted into percentages and shown in the form of tables. The data was cross-checked by listening to the recordings and then synthesized by using descriptive and interpretive analysis. In summary, the data were categorized, evaluated, and interpreted in order to reach a conclusion.

4. Findings and discussion

4.1. Results and analyses from questionnaires

According to Ellis (1994), the learning motivation affects the learner's level of language proficiency and, in turn, leads to success or failure in language development. In fact, there are many factors that can affect the process of language learning and development as learning English, especially ESP, is complicated. In the present study, only the most common demotivating factors in learning ESP were investigated.

4.1.1. Demotivating factors from cadets

It was necessary to encourage the cadets to express what makes them demotivated in studying ESP. Table 1 shows the results.

Table 1 illustrates the factors causing the cadets' demotivation. It shows that 56.8% agreed that ESP is not easy to study; 58.4% found it hard to remember; while 30.4% felt that ESP words are different from those used in Vietnamese. In addition, not understanding what they have read or not understanding the meaning of ESP words were also selected by many cadets (50.4% and 34.2% respectively). Table 1 also shows that 20% did not like the subject. Meanwhile, the remaining 80% felt positive towards ESP. Although most of them thought that ESP was difficult, they were taking the course not because it was a compulsory subject but also because they love studying ESP. In addition, many of the cadets were aware of the importance of the factor "The cadets have no need to use ESP" with 69% disagreeing and strongly disagreeing with this statement.

The cadets agreed with the factor "The cadets in class do not have the same General English level", accounting for 71.2%. While they have the same level of education and general knowledge as they took the entrance examination and had to achieve certain standards in three subjects in the block they take, the majority of the cadets did not take the entrance examination in English; therefore, their initial English levels varied. The cadets' acquisition or learning ability is also different.

Using IT devices with internet connection is not permitted in the university, as this may affect the cadets' perception of the demotivation in learning ESP. In addition, 56.1% of the cadets agreed with the factor of not having enough self-study time.

Table 1: Cadet-related Factors

Factors	Strongly disagree		Disagree		Normal		Agree		Strongly agree		Total of Agree & Strongly agree
	N	%	N	%	N	%	N	%	N	%	%
The cadets find it too hard to study ESP.	6	3.9	7	4.5	54	34.8	80	51.6	8	5.2	56.8
The cadets find it too hard to understand ESP.	9	5.8	6	3.9	91	58.7	40	25.8	9	5.8	31.6
The cadets have no need to use ESP.	44	28.4	63	40.6	36	23.2	7	4.5	5	3.3	7.8
The cadets in class do not have the same General English level.	7	5.2	12	7.5	25	16.1	94	60.5	17	10.7	71.2
The cadets do not like ESP.	30	19.4	40	25.8	54	34.8	16	10.4	15	9.6	20.0
The cadets can read but cannot understand what they have read.	10	6.4	31	20.0	36	23.2	47	30.4	31	20.0	50.4
The cadets have wrong pronunciation.	5	3.2	54	34.9	70	45.1	12	7.8	14	9	16.8
The cadets cannot understand the meanings of ESP words.	6	3.9	37	23.9	59	38.0	28	18.0	25	16.2	34.2
The cadets find it too hard to remember ESP words.	13	8.3	13	8.3	39	25.0	47	30.2	44	28.2	58.4
ESP words do not have equivalents in Vietnamese.	12	7.8	50	32.2	46	29.6	42	27.1	5	3.3	30.4
The cadets do not have laptops/ smart-phones to use when learning ESP.	0	0	12	7.8	17	10.9	14	9.1	112	72.2	81.3
The cadets do not have enough time for self-study.	5	3.2	25	16.1	38	24.6	64	41.3	23	14.8	56.1

In summary, there are numerous cadet-related factors that influence their motivation in learning ESP. The lack of computers or smartphones (81.3%) and the differences in the cadets' General English levels (71.2%) are the two most significant issues. However, there are four more equally important characteristics that have an impact: "The cadets find it too hard to study ESP" (56.8%); "The cadets can read but do not understand what they have read" (50.4%); "The cadets find it too hard to remember ESP words" (58.4%); and "The cadets do not have enough time for self-study" (56.1%).

4.1.2. Demotivating factors from teachers

In teaching and learning, there is a positive correlation between the quality of student learning and the quality of pedagogical skills of the teacher. It is a fact that teachers play a significant role in the students' learning achievements. Thus, the teacher-related factors need to be understood when identifying what demotivates the cadets in learning ESP.

Table 2: Teacher-related Factors

Factors	Strongly disagree		Disagree		Normal		Agree		Strongly agree		Total of Agree & Strongly agree
	N	%	N	%	N	%	N	%	N	%	%
The teachers teach quickly/speak softly/not sensibly.	28	18.1	54	34.8	73	47.1	0	0	0	0	0
The teachers teach unintelligibly.	37	23.9	69	44.5	46	29.7	3	1.9	0	0	1.9
The teachers do not provide handouts before/after lessons.	33	21.3	74	47.7	40	25.8	8	5.2	0	0	5.2
The teachers do not give guidance on searching/reading more documents/ provide documents & websites relating to the lessons.	31	20.0	57	36.8	47	30.3	20	12.9	0	0	12.9

The teachers apply old-style teaching methods, with little innovation.	39	25.2	63	40.6	41	26.5	12	7.7	0	0	7.7
The teachers do not interact with the cadets during the learning process.	40	25.8	78	50.4	32	20.6	5	3.2	0	0	3.2
The teachers do not assign/do not correct homework.	29	18.7	79	51.0	42	27.1	5	3.2	0	0	3.2
The teachers do not correct the cadets' pronunciation errors.	44	28.4	84	54.2	23	14.8	4	2.6	0	0	2.6
The teachers do not guide the cadets in listening to different accents, which leads to incorrect pronunciation	47	30.3	58	37.4	33	21.3	17	11.0	0	0	11.0
The teachers do not update the lectures according to the current situations	37	23.9	68	43.8	35	22.6	15	9.7	0	0	9.7
The teachers only focus on the good cadets, not interested in the others.	52	33.5	67	43.3	36	23.2	0	0	0	0	0
The teachers do not answer all the cadets' questions during the learning process.	45	29.0	77	49.7	24	15.5	9	5.8	0	0	5.8

It can be seen from Table 2 that the majority of the cadets rated the teacher-related factors affecting learning ESP at disagreeing and average levels, which means that most of them appreciated their teachers' teaching experience as well as their in-depth expertise in

their fields, including teaching methods, communication skills, responsibility, dedication, and help. However, there is still a view that teachers affect cadets' learning ESP. Table 2 shows that 5.8% of the respondents felt unsatisfied with their teacher's performance in the classroom. It is very difficult for the cadets to study ESP, so answering questions related to this subject makes many give up. Some teachers did not answer the questions raised by the cadets. This could be for a number of reasons, including the lack of the cadets' initiative and the limitations of the faculty's specialization.

In Table 2, a small number of the cadets shared that the teachers influenced their ESP learning. It means that the teachers are not the main cause of the cadets' demotivation. Most of the cadets agreed that the teaching staff had high professional qualifications; the lectures were understandable; and the teachers were very enthusiastic, responsible, conscientious, and experienced at teaching ESP skills. These factors help motivate cadets in studying ESP.

4.1.3. Demotivating factors as a result of infrastructure

“Infrastructure”, in relation to education, refers to the means used for teaching, learning, and other training-related activities in order to improve the quality of teaching and learning in an educational establishment. Therefore, infrastructure-related factors also directly affect the quality of the cadets' learning.

Table 3: Infrastructure-related Factors

Questions	Strongly disagree		Disagree		Normal		Agree		Strongly agree		Total of Agree & Strongly agree
	N	%	N	%	N	%	N	%	N	%	
Projectors are unstable.	17	11.0	74	47.7	42	27.1	15	9.7	7	4.5	14.2
Textbooks are unsuitable.	9	5.8	43	27.8	64	41.3	38	24.5	1	0.6	25.1
ESP textbooks are not updated.	1	0.6	16	10.3	46	29.7	57	36.8	35	22.6	59.4
The library does not have enough ESP textbooks for the cadets to borrow.	14	9.0	44	28.4	63	40.6	33	21.4	1	0.6	22.0

The library does not have enough ESP reference books.	30	19.4	35	22.6	43	27.7	43	27.7	4	2.6	30.3
The library does not have ESP dictionaries.	19	12.3	65	41.9	48	31.0	20	12.9	3	1.9	14.8
Modern equipment with the internet connection is banned.	18	11.6	19	12.2	17	11.0	17	11.0	84	54.2	65.2

Table 3 reveals that more than half of the cadets (65.2%) felt that not being allowed to use modern devices with an internet connection was the reason for their lack of motivation in learning ESP. Similarly, a rather high proportion of the participants (59.4%) agreed that ESP reference material was not updated. Moreover, 25.1% found the textbooks to be unsuitable. Regarding library resources, 22% and 30.3% of the cadets respectively agreed there was insufficient ESP books and reference material, which meant their learning and research needs were not met. Table 3 summarizes the two factors of outdated ESP textbooks and a lack of modern devices with internet access, which leads to the cadets' demotivation in learning ESP.

4.1.4. Demotivating factors from university/faculty

The university is a provider of services to meet the students' needs while studying there. The faculty is the unit that directly manages the teaching and learning activities.

As shown in Table 4, many participants rated university/faculty-related factors affecting learning ESP at the agreeing and average levels. In particular, the percentage of cadets who agreed and strongly agreed with the factor "The university/faculty does not arrange the ESP schedule properly accounts" for a very high proportion (78.7%). As for "The university/faculty does not have any discussion on ESP learning methods", this is indeed a major contributory factor in thinking ESP is not important at that moment in time and future careers. Furthermore, 32.3% agreed and 31.6% strongly agreed that a lack of updated textbooks caused their demotivation in learning ESP. In addition, 29.6% stated that the university/faculty had not organized extra-curricular activities and only a small number of cadets (12.9%) really felt that it was necessary to be taught by a teacher who is a specialist in teaching that class. Accordingly, these are not demotivating factors for the cadets learning ESP.

Table 4: University/Faculty-related Factors

Factors	Strongly disagree		Disagree		Normal		Agree		Strongly agree		Total of Agree & Strongly agree
	N	%	N	%	N	%	N	%	N	%	%
The university/faculty does not schedule ESP lessons properly.	4	2.6	17	11.0	12	7.7	23	14.8	99	63.9	78.7
The university/faculty does not have discussions on ESP learning methods.	1	0.6	28	18.1	31	20.0	40	25.8	55	35.5	61.3
The university/faculty does not change/improve the ESP textbooks.	24	15.5	5	3.2	27	17.4	50	32.3	49	31.6	63.9
The university/faculty has not been able to arrange a class-specific teacher.	32	20.6	49	31.6	54	34.9	19	12.3	1	0.6	12.9
The university/faculty has not organized extra-curricular ESP practice activities.	26	16.9	40	25.8	43	27.7	45	29.0	1	0.6	29.6

4.2. Results from and analyzes of interviews

According to the quantitative results, the factors that affected the cadets' ESP learning motivation included those from the cadets themselves (six factors), the university/faculty (three factors), infrastructure (two factors), and a small number from the teachers. Beside the questionnaires, interviews were carried out with 30 cadets to extract more detailed information about what demotivates them in learning ESP.

4.2.1. Influence of demotivating factors

Interviews were carried out to give more reliable conclusions about factors affecting the cadets' ESP learning and those demotivating them.

Table 5: Degree of Impact of Related Factors

Answers	Number of the cadets	%
<i>The biggest impact</i>		
The university schedule is unreasonable; overloaded examination timetable.	27	90.0
The university and unit does not arrange enough time for the cadets to study on their own.	16	53.3
The cadets' general English knowledge is not good.	11	36.7
<i>The least impact</i>		
The teachers	30	100

Table 5 shows the three most impacting factors according to the cadets interviewed. 27 cadets accounting for 90% agreed with “the unreasonable schedule and overloaded examination timetable”. This is similar to the result obtained from the questionnaires. 53.3% of the respondents agreed that the university and unit schedule less time for self-study. As per the current study, all the cadets have self-study sessions at the same time in the lecture halls, and the study activities are controlled during these periods. The factors affecting their motivation in learning ESP also stem from internal ones; 36.7% of cadets' agreed that their general English knowledge was poor. Table 5 also shows that all the 30 interviewees (100%) agreed that the teacher-related factors had the least influence on their motivation in learning ESP. This means that the cadets' ESP learning is not negatively affected by their teachers, which is similar to the questionnaire results.

4.2.2. Other factors decreasing cadets' motivation in learning ESP

Table 6 indicates the cadets' opinions on demotivating factors that are not referred to in the questionnaires.

Table 6: Other Demotivating Factors in Learning ESP

Answers	Number of the cadets	%
The learning ability of some cadets is still limited.	17	56.7
The cadets do not focus on ESP.	18	60.0
After graduating from university, the cadets do not use ESP.	27	90.0

As shown in Table 6 the limited learning ability of the cadets reduced their motivation in learning ESP, accounting for 56.7%. The fact they are not fluent in English or that it is too difficult to learn, especially ESP, always demotivates them. The other two factors, namely “The cadets do not focus on ESP” and “After graduating from university, the cadets do not use ESP”, are closely related as under-use of ESP in their future careers will make them less interested in this subject. Thus, 60% agree that they do not focus on ESP, and 90% said that they will not use ESP after graduating from university.

The interviews were carried out in the context of the police university, which has its own program, coursebooks, and strict regulations that cadets and teachers must follow. The participants, between 21 and 24 years old, are still very young. This sometimes makes them unable to understand ESP terms even in Vietnamese language.

The interviews revealed a completely different problem compared to the demotivating factors mentioned in the questionnaire. For 27 out of the 30 cadets, accounting for 90%, the reason for studying ESP was to complete the course and graduate, but not to use in their future careers, and this impacted strongly on their motivation in learning ESP.

4.3. Implications

In order to minimize the demotivating factors for the cadets in learning ESP, some implications based on the main findings should be mentioned:

Firstly, when learning in a police environment, the cadets are not allowed to use any modern devices with an internet connection such as laptops, smartphones, or iPads. Therefore, visual aids should be used in teaching ESP. This means that instead of teaching a large amount of ESP vocabulary, teachers should combine the use of additional material such as models and illustrations for the cadets to better acquire knowledge of ESP.

Secondly, in terms of ill-thought-out timetables, the university should draw up more reasonable and suitable schedules for cadets. In particular, on examination days, no lessons should be scheduled.

Thirdly, because of the cadets’ varying levels of General English, more thought and care is needed to standardize the English language teaching process. In addition, the university should arrange ESP classes according to the cadets’ general English levels.

Fourthly, most of the cadets interviewed supposed that they would not use ESP in their future careers. Thus, the regulations on foreign language output standards should be reviewed, including ESP in the requirements of foreign language output standards that the cadets must master. Besides, it is essential to give the cadets effective vocational guidance to increase their awareness of the importance of ESP for their future work.

Fifthly, ESP is a difficult discipline; therefore, teaching should be more innovative, ESP should be used more in class, and conditions should be created for the cadets to acquire the best possible ESP skills. During the teaching and learning processes, the cadets should have a chance to practice ESP by, for example, visiting police control rooms using simulation, attending ESP clubs, translating professional documents, etc. In terms of ESP textbooks, for effective ESP teaching and learning, the university should be involved with editing the content to ensure it is relevant to a career in the police force, expand the scope of teaching ESP knowledge according to the model, and encourage the cadets. The experts or teachers who design the curriculum and compile the textbooks must pay attention to what is really needed in order to make the curriculum appropriate and increase the cadets' knowledge capacity.

Lastly, there were also several cadets who cannot get to grips with the way ESP is taught. It is the reason why the university, in collaboration with the faculty and the department, should have at least one session each semester to help the cadets overcome this difficulty. Regarding the lack of self-study time, the university should reduce some of the time allocated to leisure activities such as doing the gardening, watching TV, sports practice, etc., in order to increase the time for self-study. In addition, the cadets need to organize their personal workloads more rationally.

5. Conclusion

The results of this study show that there are 11 factors causing the cadets' loss of motivation in learning ESP, which can be grouped into three categories: six factors related to the cadets themselves, three related to the university/faculty, and two in connection with the infrastructure. The factors related to the teachers are almost non-existent. Of the 11 factors, the participants in the study considered three to be the most influential: a lack of computers or smartphones, unreasonable schedules, and the cadets' lack of General English proficiency. The interviews revealed that the results of qualitative and quantitative analysis are similar. However, the authors discovered a new problem, which is completely different from the initial assessment of the factors causing the cadets to lose learning motivation shown in the questionnaire. Most of the interviewees shared that the purpose of learning ESP was to complete the course and graduate, rather than to use it in their careers. This factor greatly impacts on their interest in learning ESP. Although there are slight differences compared with the results of other studies on the same topic, the findings of this current study may help supplement and perfect the ESP curriculum and content of textbooks in certain

educational establishments. This way, the cadets would have easier access to the knowledge they need for their future careers.

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