

# Students' Perceptions of Demotivating Factors in Learning English for Specific Purposes at a Military Medical University in Vietnam

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**Abstract**—English for specific purposes (ESP) is currently incorporated and categorized in Vietnamese tertiary curricula. This study was conducted at a military medical university in northern Vietnam. The aim of the study was to identify the factors that demotivate medical university students in the military environment from learning ESP. The demotivating factors were divided into four categories: (1) connected to teachers; (2) linked to students; (3) related to infrastructure; and (4) associated with university/faculty. In this study, data gathered from questionnaires issued to 454 third-year students and interviews with 40 students has been processed using a combination of quantitative and qualitative research methodologies. The results of the investigation demonstrate that demotivating variables are essentially unrelated to teachers. Actually, the factors that make the students demotivated to learn ESP are mainly associated with the university/faculty, the students themselves, and the infrastructure. Furthermore, the findings contribute to recommendations for how to enhance ESP learning for students both at the military medical university and other education institutions.

**Index Terms**—students' perceptions, demotivation, demotivating factors, English for specific purposes (ESP), military medical university

## I. INTRODUCTION

In Vietnam as well as other countries, English for specific purposes (ESP) has become a rather popular subject in colleges and universities. Numerous fields, including science, technology, education, politics, economy, culture, medicine, etc., are related to this subject. People are learning ESP for their jobs and studies at an increasing rate. Having good ESP will make it easier to obtain materials from a variety of sources in specialized disciplines. ESP, which is a required subject at the university where the research project is carried out, presents several challenges for both teachers and students.

Student motivation is undoubtedly one of the most notable aspects that have a significant impact on language teaching and learning processes. Gardner (1985) defined motivation as the degree to which a person works to learn a language out of a desire to do so and the satisfaction that comes with it. Motivation, according to Asijavičiūtė and Ušinskienė (2014), makes learning achievements for ESP students more attainable and qualified. Human behavior may be attributed to motivation, which is why studies on second language acquisition in general and ESP motivation in particular emphasize the importance of analyzing the learner's desire to maintain their commitment to learning the target language. Distinctive writing norms and a limited vocabulary, which are referred to as demotivating factors in ESP language learning and teaching studies and are frequently disregarded in the study field, are only two examples of how the nature of ESP makes it difficult for people to become motivated to learn the language. Demotivation can be defined as essentially not having enough motivation to accomplish a particular task. According to Vaklifard et al. (2020), demotivation is a condition in which a lack of motivation is brought on by particular outside factors. Demotivating factors undermine students' desire to study and lead to their inability to succeed in ESP. Therefore, knowing what demotivates students in ESP teaching and learning helps teachers and students alike recognize the risks of low student motivation. The fact is that there are several factors that might demotivate students in ESP learning. These factors include those that are related to the students, teachers, infrastructure, and university/ faculty. It is likely that demotivation has a detrimental effect on students' ESP learning objectives. Dörnyei and Ushioda (2021) contend that demotivation can adversely affect the attitudes and behaviors of learners, the achievement of ESP learning objectives, and the motivation of teachers. In other words, low achievement of desired learning objectives is the result of ESP

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teaching and learning in a demotivated environment.

Indeed, both teachers and students still have several unanswered questions about how to create a motivated English learning and teaching environment, particularly for university students who depend on English as a necessary instrument to advance their major knowledge. The majority of the students at the university where the study is conducted have been studying English since they were pupils at secondary or high schools, but this does not mean that they are motivated to learn ESP in particular or English in general. The study aims to improve the students' ESP. In order to obtain the aim, investigating the students' perceptions of demotivating factors in learning ESP is the objective of the study.

## II. LITERATURE REVIEW

### A. *English for Specific Purposes*

ESP refers to the teaching and learning of English as a second or foreign language in which the students' goal is to use English in a certain field. According to Robinson (1991), students typically learn English because they require it for academic or professional objectives rather than because they are interested in the language or English culture in general. Historically, the desire to communicate across languages in fields like technology and business has been a major driving force for the teaching of ESP. For the time being, this has spread to more 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) (Canarana et al., 2020).

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. According to Starfield (2016), ESP is presumably understood as an approach to English language teaching (ELT) in which the goals of the learners are taken into consideration while making judgments about the contents and techniques. Therefore, it is not about teaching specific English dialects, nor is it about grammar and vocabulary specific to scientists. Rather, it is similar to other forms of ELT in which it focuses on the goals of language learners and the range of skills and knowledge necessary to achieve those goals. Lebedev and Tsybina (2018) hold the same belief as Starfield (2016) that ESP is a method of teaching languages.

Additionally, by defining the absolute and variable aspects of ESP, Didenko and Filatova (2017) look at the definition of the phenomenon. Four absolute features and two variable traits are distinguished in their definition. English language teaching, in particular, makes up ESP. It is (1) tailored to the learner's specific needs; (2) content-related, meaning that its themes and topics are relevant to specific fields, professions, and activities; (3) focused on the language appropriate to those activities in terms of syntax, lexis, discourse, semantics, and analysis of this discourse; and (4) distinct from general English. ESP might be, but it's not always: (1) limited in the linguistic skills that must be acquired; and (2) not taught in accordance with any predetermined methodology. According to Flowerdew (2012), ESP can therefore be summed up as the use of a specific English variety in a specific setting to meet the unique needs of the learners. In other words, the design of any course within the framework of ESP depends heavily on requirements analysis and curriculum.

### B. *Demotivation in Learning*

According to Cambridge Dictionary (2023), the verb "demotivate" means "to make someone less enthusiastic about a job." It indicates that someone is not motivated to finish a task or is trying to accomplish it as quickly as possible. The reason for this is that, when engaging in that activity, they are only thinking about a few worthwhile or relevant ideas. Deci and Ryan (1985) defined "demotivation" as a deficiency in motivation resulting from an individual's feelings of helplessness and inadequacy when faced with an activity. Vallerand (1997) identified four factors that contribute to demotivation in learners: (1) Learners feel unworthy and incapable of completing a special task; (2) Learners believe that learning strategies are ineffective; (3) Learners conclude that the amount of effort and energy required, or the desired outcome, is excessive; (4) Learners begin to feel that their attempts are not meeting the requirements of the special task to be completed.

Dörnyei and Ushioda (2021) underscore that "demotivation concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (p. 143). Consequently, the opposite of motivation, which is negative, might be demotivation. Moreover, an individual who has lost interest for whatever reason is a demotivated learner. There are several demotivating factors that can lead to a lack of interest. Dry materials or a teacher who lacks control over the class might demotivate students. Still, not every researcher accepts this definition. Mauludin (2021) contends that Dörnyei and Ushioda (2021) restrict the initial definition of demotivation to solely external influences. She also notes that demotivating variables in the ESP learning process are actually considered to be self-defeating and negative attitudes. Then, she recommends that the definition of demotivation (2021) by Dörnyei and Ushioda be expanded to include internal and external factors that lower motivation during the ESP teaching and learning process. Demotivation can come from a variety of sources, including textbooks, teachers and their approaches, students themselves, and physical learning environments.

### C. *Demotivating Factors in Learning*

As ESP teachers must acquire topic expertise, they are actually frequently under pressure to teach. Even if teachers of English and specialist teachers have collaborated, there are occasionally still a lot of barriers to effectively communicating instructional information to students. Since teachers of English do not have extensive training in these particular majors, many of them are likely insecure and inactive when delivering specialized subjects to students. The same factors that make people less motivated to work and study also make them less motivated to learn. While it was once common practice to support unmotivated students, there are circumstances in which this no longer holds true. When someone is distracted or has another option, their motivation may be reduced. For instance, a student may opt to play video games at home rather than attend class. Demotivation, then, is the process of decreasing or weakening a learner's interest and motivation, and it encompasses both external and internal variables.

According to Harmer (2010), the following four factors might have a detrimental effect on students' motivation: physical conditions, teaching methods, the teacher, and success. Here's how they can be explained:

(1) *Physical conditions* refer to the spaces used for holding classes. Generally speaking, there is no issue with cleanliness standards; however, classrooms with internet-connected information technology equipment are more attractive and inspire students more;

(2) *Teaching methods*, or the ways in which students are instructed, have an impact on motivation as well. If students get disinterested in the techniques their teacher is teaching them, they are prone to losing motivation. Additionally, according to Harmer (2010), if a student loses faith in the teaching methods, the same outcome will occur;

(3) *The teacher*, the most influential factor in both motivation and demotivation, can have a significant impact on demotivating students. Therefore, a teacher should be aware of the following factors that encourage intrinsic motivation in students: setting a good example for the students through behavior; fostering a calm and pleasant environment in the classroom; properly presenting the assignments; building rapport with the students; personalizing the learning process; boosting students' linguistic self-confidence; making language classes engaging; encouraging autonomy; raising students' goal-orientation; acquainting students with the culture of the target language;

(4) *Success* is defined as the right amount of difficulty that the teacher has chosen. Students may become demotivated to learn if assignments and activities are either easy or too demanding.

Sakai and Kikuchi (2009) list a number of factors that demotivate learners from learning English in general and ESP in particular. Both internal and external factors may contribute to a learner's loss of interest in or enjoyment of learning. The demotivating factors investigated in this study primarily come from the students, the teachers, the infrastructure, and the university/faculty (Sakai & Kikuchi, 2009).

#### D. Previous Research

Khasawneh (2023) looked into what influences Jordanian students learning English as a second language to get better at speaking the language. The results of his study showed that the students' errors and the teaching methods had a moderate effect on the students' ability to speak English. Ahmadi and Bajelani (2012), in their scheme, postulated that the teaching-learning environment and the course design would influence the study outcomes. This scheme outlines the human, intellectual, and material components of the teaching-learning environment. Scholars and practitioners in the field of higher education examine and discuss these components in an effort to determine how they affect study quality and suggest strategies to enhance it. The most important factors determining the study results and, ultimately, the study quality are the human aspect and the examination of the attitudes and learning motivation of the students. In 2017, Didenko and Filatova conducted a study on how teachers might alter a positive learning environment into one that is demotivating. The results showed that the nature of class activities, the teacher's mood, the personal connection between the teacher and the pupils, and the disparities in teaching styles all functioned as demotivating influences in the educational setting.

In Kikuchi's (2009) research project, it was discovered that there were five main demotivating factors that frequently occurred in university English courses. The factors that were identified were the teaching style, the application of the grammar translation method, university entrance exams, the focus on memorizing, and the course texts and resources used in English classrooms. Another research project by Soulimane (2015) identified two main causes for people's disinterest in studying ESP. Learners perceive comprehension of the English language as the first barrier. Many students find it challenging to write and communicate in English due to their lack of fluency in the language. Students' inadequate language skills, particularly in grammar and vocabulary, are the second factor contributing to demotivation. Students who perform poorly in English are less motivated to learn.

Several research studies have been conducted in Vietnam to determine the reasons for students' lack of desire to learn English. Hang (2010) examined the demotivation of tenth graders in English-speaking classes at a high school located in Hai Duong province. This study identified five factors that lead to demotivation when learning English: firstly, the quality of the teachers and their methods of instruction (poor pronunciation and intonation, ambiguous instructions, negative behaviors); secondly, the facilities and learning environment (distracting classmates, too many activities, outdated technology); thirdly, the evaluation of the students' speaking abilities; fourthly, self-assurance; and finally, a lack of intrinsic motivation (little interest or effort). Huyen (2012) conducted another research project at a college in Hai Duong province. The study set out to identify the reasons behind the first-year non-English major students' lack of willingness to acquire English-speaking skills. Five variables that demotivate learners were identified in this study: (1) a lack of intrinsic motivation; (2) a lack of self-confidence; (3) the learning environment; (4) the competency, actions, and

teaching techniques of teachers; and (5) the textbook and speaking time. Tin and Loan (2011) carried out an investigation into the factors influencing the learning attitudes of students at a university in the Central Highlands of Vietnam. The findings of the study show that teachers and their methods of teaching have the greatest beneficial influence on students' attitudes toward learning. In 2023, Giang, Tuan, and Minh published a paper detailing how students at a Vietnamese higher education institution became disinterested in learning ESP through a research project. Based on the results of student survey questionnaires, the article reveals that students are highly motivated to learn ESP for their future careers. However, they express disappointment regarding factors related to teachers, infrastructure, and university/faculty. Furthermore, the conclusions drawn from semi-structured interviews with teachers and students also state that the expectations they had for ESP language instruction and learning were not met.

It is evident that a large number of studies have been conducted to examine the factors that demotivate Vietnamese English language learners. Most of the survey respondents are college and high school students. Nevertheless, the students' demotivation to learn English, especially ESP, at military medical universities in Vietnam is still a research gap.

### III. METHODOLOGY

#### A. *Research Setting*

The study was carried out at a military medical university where there is an eight-semester curriculum for English as a foreign language, with thirty sessions in each semester. For general English (GE) classes in semesters one through six, the course books are *Life* (levels A1–A2) and *Bridge to IELTS* (bands 3.5–4.5). GE assists in giving the students a foundational understanding of English. At this point, the teachers concentrate on helping the students improve their four foundational language skills in order to set them up for success in the next two semesters when they study ESP. *Career Paths Medical* is the textbook used for the ESP course. In order for the students to be able to use English for their studies and future jobs, the goal of teaching ESP is to provide them with the ability to read books and resources relevant to their major, medical work.

Nine of the fourteen teachers of English at this military medical university are qualified to teach ESP. They have all been teaching English for more than four years. Before taking jobs at the university, the majority of them had no experience with ESP and only had experience with GE. They have no training in ESP teaching. They must learn on their own and from other professors in order to teach ESP. Being a military university, it is subject to harsher rules regarding teaching methods and student management than other universities. Actually, the lesson plan is created roughly half a year ahead of time, and before teaching, teachers are required to do two practice sessions. Because of this, it will be challenging to quickly apply fresh ideas to enhance ESP teaching during class time.

Moreover, a class comprises 40 to 50 students. In addition to the teacher, each class has an officer whose job is to oversee the quantity, punctuality, and disposition of students in the lecture hall. A military doctor is trained to have a good professional understanding of medicine as well as strong leadership skills. In the mornings, students work as professionals in hospitals or study on their own. Students attend class with their teachers in the afternoons for their lessons. In addition to their studies, students are required to complete all soldier duties, including physical training, teamwork, night patrols, watching movies, reading newspapers, getting involved in political activities, etc. Students must follow the timetables that the unit establishes for eating, sleeping, resting, studying, and independent study. They are also prohibited from using mobile phones or other contemporary electronic devices that have internet connections. Specifically, it is forbidden for students or teachers to contact foreigners without permission at any time or for any purpose. Their ability to learn could suffer as a result.

The university has projectors and computers in every classroom. The classrooms that teach foreign languages, in particular, are equipped with air conditioning. None of the computers in the teachers' offices or in the classrooms have access to the internet.

#### B. *Participants*

To accomplish the aim of the research, 454 students majoring in medicine from 12 classes who had finished the university's ESP courses were selected to take part in the study. There are 434 male students (95.59%) among the third-year participants, who range in age from 21 to 23. These students are not on the same level of English proficiency.

For the purpose of conducting surveys and interviews, a random research time slot was chosen one day per week (excluding Saturday and Sunday). Meeting the selection criteria and being present for data collection are prerequisites for the students that were interviewed. For whatever reason, the researchers did not administer a follow-up survey to students who were absent.

#### C. *Data Collection Instruments*

Questionnaires and interviews served as the primary tools of data collection for the research.

##### (a). *Questionnaires*

Sakai and Kikuchi (2009) claim that there are both internal and external factors that contribute to demotivation during the learning process. Sakai and Kikuchi's (2009) theoretical framework and the actual circumstances at the university served as the foundation for the 34 questions that comprised the questionnaire employed in this study.

In addition to inquiries concerning personal details like gender, birth year, place of residence, and level of English proficiency, the questionnaire also asks about the reasons for the students' lack of interest in learning ESP. Five levels comprise the questions: strongly disagree, disagree, agree, and strongly agree. The format of the questionnaire was as follows:

- (1) Personal information: 4 questions;
- (2) Demotivating factors related to students: 9 questions;
- (3) Demotivating factors related to teachers: 8 questions;
- (4) Demotivating factors related to infrastructure: 5 questions;
- (5) Demotivating factors related to university/faculty: 8 questions.

(b). *Interviews*

A combination of randomized (qualitative) in-depth interviews with 40 students was carried out in addition to the quantitative survey instrument to help elucidate the factors influencing the students' ESP learning at the university.

D. *Research Procedure*

It was deliberate in choosing the research sample since the intended participants in this study were third-year students who had finished the university's ESP program. The non-probability sampling (convenience sample) of all third-year students was actively used for the qualitative survey. Nonetheless, 40 out of 454 students were selected at random to participate in in-depth interviews. A list of the 454 students who participated in the quantitative survey was created. Every student was assigned a unique ID, which helped identify them throughout the entire research project. The research procedure consists of the following two steps:

*Step 1:* 454 students received survey questionnaires, and they were told to complete them by providing the requested information and answers. For roughly fifteen minutes, the participants received instructions on how to complete the surveys and were led through each step of the survey. The question would be read aloud to the students along with concise explanations of the possible answers if it were not clear.

*Step 2:* A random selection of 40 out of 454 students was made to perform in-depth interviews. To elucidate the variables contributing to students' demotivation in learning ESP, the interview questions were constructed in a semi-structured manner. Every interview was recorded.

Quantitative data was brought into Excel. The opinions of the students were totaled, converted to percentages, and displayed as tables. By playing the recording, qualitative data were verified. Following that, a descriptive and interpretive analysis was used to combine the data. In summary, in order to reach conclusions, the data were displayed, assessed, and interpreted.

#### IV. FINDINGS AND DISCUSSION

A. *Results and Analyses From Questionnaires*

Ellis (1994) asserted that a learner's desire for language acquisition influences their level of language proficiency, which in turn determines whether their language growth is successful or unsuccessful. As learning English, especially ESP, is a complex process, there are actually a lot of variables that might influence the process of language acquisition and development. Only the most prevalent demotivating factors for learning ESP were examined in this study.

(a). *Demotivating Factors Related to Students*

Encouraging students to articulate the reasons behind their lack of motivation to study ESP is crucial. The results of their interests are displayed in Table 1.

TABLE 1  
DEMOTIVATING FACTORS RELATED TO STUDENTS  
(N: NUMBER OF STUDENTS)

Demotivating factors	Students' opinions									
	Strongly disagree		Disagree		Normal		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
I find it too difficult to grasp ESP because of my poor general English.	17	3.73	23	5.07	135	29.74	255	56.17	24	5.29
I have a lot of difficulties remembering ESP words and how to pronounce them.	37	8.15	41	9.03	115	25.33	123	27.09	138	30.40
The meanings of ESP words are incomprehensible to me because they are not the same as those in Vietnamese.	20	4.41	120	26.43	154	33.93	88	19.37	72	15.86
My insufficient background knowledge of ESP themes makes studying ESP extremely difficult for me.	25	5.51	21	4.63	272	59.91	105	23.12	31	6.83
The different general English proficiency levels of the students in ESP classes detract from the competitive learning environment.	19	4.19	38	8.37	73	16.08	272	59.91	52	11.45
ESP is not to my taste.	99	21.81	162	35.68	125	27.35	52	11.45	16	3.53
I'm not in need of using ESP.	121	26.65	189	41.63	108	23.79	21	4.63	15	3.30
I don't have smartphones or PCs to learn ESP.	15	3.30	47	10.35	57	12.56	212	46.70	123	27.09
There's not enough time for me to study on my own.	16	3.52	78	17.18	116	25.55	178	39.21	66	14.54

Table 1 illustrates the factors causing the students' demotivation. It shows that 61.46% of the students agreed that they find it too difficult to grasp ESP because of their poor general English, and 57.49% have a lot of difficulties remembering ESP words and their pronunciations. 30.4% felt that the meanings of ESP words are incomprehensible to them since they are not the same as those in Vietnamese. Furthermore, 29.95% of respondents claimed that they find learning ESP to be very challenging due to a lack of prior understanding of ESP themes. The students agreed with the factor "The different general English proficiency levels of the students in ESP classes detract from the competitive learning environment," accounting for 71.36%. Due to entrance exams and meeting requirements for three disciplines in each block, all students at the university under investigation have the same level of education and general knowledge. Nonetheless, the bulk of university students did not take the entrance exams in English, which accounts for the disparity in their starting English proficiency. Since the students are learning in different levels of groups in the classroom, their acquisition of knowledge varies as well.

Table 1 also reveals that 14.98% of students dislike ESP. This indicates that 85.02% of the remaining students had favorable opinions about ESP. Despite the fact that the majority of students believed ESP to be challenging, they learned ESP because they loved it, not because it was a required subject. Furthermore, a lot of students understood the significance of the subject in light of the argument that "I'm not in need of using ESP." 68.28% of the students disagreed or strongly disagreed with this statement. 73.79% of agreements can be attributed to the students' lack of access to PCs or smartphones for ESP instruction. This is due to the university's policy on the usage of information technology devices with internet connections. As a result, this might have played a role in the participants' belief that learning ESP was demotivating. Furthermore, according to 53.75% of the students, one contributing issue was not having enough time for self-study.

In short, as shown in Table 1, there are numerous student-related factors that influence their motivation to learn ESP. The lack of smartphones or PCs to learn ESP (73.79%) and the different general English proficiency levels of the students (71.36%) are the two most significant factors. However, there are three more variables that are equally important and have an impact on the students' learning ESP: "I find it too difficult to grasp ESP because of my poor general English" (61.46%); "I have a lot of difficulties remembering ESP words and how to pronounce them" (57.49%); and "There's not enough time for me to study on my own" (53.75%).

#### (b). Demotivating Factors Related to Teachers

There is a positive correlation between the quality of a teacher's educational actions and approaches and the knowledge that students acquire during teaching and learning. It is a known truth that teachers have a big impact on what their students learn. Therefore, it is necessary to investigate teacher-related factors in order to determine what demotivates students to study ESP.

TABLE 2  
DEMOTIVATING FACTORS RELATED TO TEACHERS

Demotivating factors	Students' opinions									
	Strongly disagree		Disagree		Normal		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Before and after classes, teachers do not give out ESP handouts.	101	22.25	218	48.01	114	25.11	21	4.63	0	0.00
Throughout the learning process, teachers do not interact with students using their pertinent ESP expertise.	130	28.63	205	45.15	93	20.48	26	5.72	0	0.00
Teachers don't correct students' errors or their homework.	70	15.42	239	52.65	128	28.19	17	3.74	0	0.00
In addition to ESP terminologies, teachers do not assist students in developing their four fundamental English language skills: speaking, listening, writing, and reading. They merely attempt to adhere to the predetermined curricula.	126	27.75	194	42.73	99	21.81	35	7.71	0	0.00
In ESP classes, teachers fail to adapt their lessons to the current circumstances.	76	16.74	216	47.58	121	26.65	41	9.03	0	0.00
In ESP classrooms, teachers only care about the students who perform well; they are not interested in the others.	158	34.80	212	46.70	84	18.50	0	0.00	0	0.00
During the course of the learning process, teachers do not respond to every query from students.	139	30.62	218	48.02	70	15.42	27	5.94	0	0.00
Due to a lack of understanding regarding the analogous reference, teachers frequently fail to convey the complex ESP terms.	99	21.81	209	46.03	108	23.79	38	8.37	0	0.00

It can be seen from Table 2 that the majority of the students rated the factors affecting learning ESP from the teachers at disagreeing and normal levels. However, there are still some opinions that the teachers affect the students' ESP learning. Table 2 shows that some respondents felt unsatisfied with what the teachers had done in the classrooms. For example, they did not assist students in developing their four fundamental English language skills: speaking, listening, writing, and reading, at the same time as introducing ESP terminologies; they failed to adapt their lessons to the current circumstances; and they frequently failed to convey the complex ESP terms due to their lack of understanding regarding the analogous reference (7.71%, 9.03%, and 8.37%, respectively). Additionally, a small number of the students shared that the teachers influenced their learning ESP: "Before and after classes, teachers do not give out ESP handouts" (4.63%); "Throughout the learning process, teachers do not interact with students using their pertinent ESP expertise" (5.72%); "Teachers don't correct students' errors or their homework" (3.74%); and "During the course of the learning process, teachers do not respond to every query from students" (5.94%).

According to the findings from Table 2, over 90% of students believed that their teachers were not the primary source of their demotivation. It indicates that most students value their teachers' extensive subject-matter knowledge, pedagogical experience, and communication abilities, in addition to their accountability, diligence, and assistance.

(c). Demotivating Factors Related to Infrastructure

Everything that is utilized in schools to enhance the quality of teaching and learning is referred to as "infrastructure." Consequently, the factors related to the infrastructure also directly affect the quality of the students' ESP learning.

TABLE 3  
DEMOTIVATING FACTORS RELATED TO INFRASTRUCTURE

Demotivating factors	Students' opinions									
	Strongly disagree		Disagree		Normal		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
Projectors or teaching aids for ESP do not meet students' expectations.	51	11.23	205	45.15	117	25.77	54	11.90	27	5.95
The ESP textbooks that are used in the course are not updated frequently.	3	0.66	38	8.37	91	20.04	207	45.60	115	25.33
There aren't enough ESP textbooks available for students to borrow from the library.	133	29.29	225	49.56	63	13.88	33	7.27	0	0.00
There aren't enough ESP reference books, such as ESP dictionaries, at the library.	86	18.94	106	23.35	119	26.21	129	28.42	14	3.08
Modern equipment with internet connections is not allowed to be used in classes.	0	0	0	0	35	7.71	139	30.62	280	61.67

As can be seen from Table 3, most of the students (92.29%) felt that their lack of motivation to learn ESP stemmed from their inability to use contemporary electronic devices with internet connections. As for ESP textbooks, a rather high proportion of the participants (70.93%) concurred that they were out of date. However, only 7.27% of the students believed that the library did not have enough ESP textbooks for them to borrow, and 31.50% considered the lack of

reference materials to be the factor making them demotivated. There are 81 students (17.85%) who thought projectors or teaching aids for ESP did not meet their expectations.

Table 3 gives a summary that two factors, out-of-date ESP textbooks and a lack of modern equipment with internet connections, caused the students' demotivation in learning ESP, which would lead to unexpected learning results.

*(d). Demotivating Factors Related to University/Faculty*

The university offers services to cater to the needs of students while studying there. The faculty is the unit that directly manages the teaching and learning activities.

TABLE 4  
DEMOTIVATING FACTORS RELATED TO UNIVERSITY/FACULTY

Demotivating factors	Students' opinions									
	Strongly disagree		Disagree		Normal		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
The university/faculty does not really show interest and invest properly in ESP teaching facilities.	12	2.64	51	11.23	36	7.93	89	19.61	266	58.59
The university/faculty has not scheduled ESP courses properly.	12	2.64	16	3.52	35	7.72	123	27.09	268	59.03
There are no talks or orientations on ESP learning methods offered by the university/faculty.	6	1.32	31	6.82	32	7.05	99	21.81	286	63.00
The university/faculty does not change/improve the ESP textbooks to suit reality.	61	13.44	15	3.30	81	17.84	150	33.04	147	32.38
There are no extracurricular ESP practice activities that the university/faculty has organized.	4	0.88	58	12.78	71	15.64	126	27.75	195	42.95
The university/faculty does not have any exchange programme with international universities or higher education institutions.	22	4.85	135	29.74	146	32.15	139	30.62	12	2.64
The university/faculty does not invite outside experts to teach ESP.	7	1.54	62	13.66	106	23.35	104	22.91	175	38.54
The university/faculty does not send ESP students to take part in an internship course at a working institution.	9	1.98	63	13.88	91	20.04	106	23.35	185	40.75

As shown in Table 4, several participants rated university/faculty-related factors affecting learning ESP at the agreeing and strongly agreeing levels. In particular, for the factor "The university/faculty has not scheduled ESP courses properly," the percentage of the students who agreed or strongly agreed accounts for a very large proportion (86.12%). As for the "There are no talks or orientations on ESP learning methods offered by the university/faculty" (84.81%) and "The university/faculty does not really show interest in and invest properly in ESP teaching facilities" (78.20%) factors, these are indeed major contributing factors to the thought that ESP is not important for the present time and future careers. Furthermore, 27.75% agreed and 42.95% strongly agreed that no extracurricular ESP practice activities caused their demotivation to learn ESP. In addition, 65.42% stated that the university/faculty does not change/improve the ESP textbooks to suit reality, and more than half of the students felt that it was necessary to invite outside experts to teach ESP (61.45%) and send ESP students to take part in an internship course at a working institution (64.10%). Accordingly, there are a lot of factors related to the university or faculty that make the students demotivated to learn ESP.

*B. Results and Analyses From Interviews*

The quantitative results showed that the factors that primarily affected the students' ESP learning motivation included those from the university/faculty (seven factors), the students (five factors), the infrastructure (two factors), and a little bit from the teachers. In addition to questionnaires, in-depth interviews were used as a tool to gather detailed information from the students; 40 students were randomly selected from the participants to be questioned in-depth about the variables that cause demotivation to learn ESP.

*(a). Influence Degrees of Demotivating Factors*

Interviews were used to determine the factors that demotivate the students the most and the least in order to draw more trustworthy conclusions regarding the factors influencing their ESP learning.

TABLE 5  
INFLUENCE DEGREES OF DEMOTIVATING FACTORS

Students' answers	N	%
The most influence		
Modern equipment with internet connections is not allowed to be used in classes.	37	92.50
The university/faculty has not scheduled ESP courses properly.	32	65.00
Students' general English knowledge is not good.	22	55.00
The least influence		
Demotivating factors related to teachers	40	100.00

It is revealed in Table 5 that there are three factors that had the most influence on the students interviewed. In the first place, “Modern equipment with internet connections is not allowed to be used in classes” was agreed upon by 37 students, accounting for 92.50%. This finding is similar to the result obtained from the questionnaires. This is a military university where modern devices with internet connections are banned. 65.00% of the respondents agreed that the university/faculty had not scheduled ESP courses properly. In the present case, all the students' learning periods are held in the afternoons after working hard as practice doctors in hospitals in the mornings, which makes them feel tired. Furthermore, their self-study hours have to be in the lecture halls, and at the same time, the study activities are controlled during the self-study time. The factor affecting the students' motivation to learn ESP is also internal. It is the students' general English knowledge that is not good. 55.00% of the students agreed with this factor. Table 5 also shows that all 40 in-depth interviewees (100%) said that teacher-related factors had the least influence on their motivation to learn ESP. It means that the students' ESP learning is not negatively affected by the teachers. This result is not different from that of questionnaires.

(b). *Other Demotivating Factors in Learning ESP*

Table 6 presents the perspectives of the students on demotivating factors that were not included in the questionnaires.

TABLE 6  
OTHER DEMOTIVATING FACTORS IN LEARNING ESP

Students' answers	N	%
Some students' capacity for learning is still restricted.	24	60.00
Students have not realized the importance of ESP in their major.	27	67.50
After finishing university, students do not use ESP.	34	85.00

Table 6 demonstrates that 60.00% of the students' enthusiasm to study ESP was lowered due to their restricted learning capacity. The other two aspects, "Students have not realized the importance of ESP in their major" and "Students do not use ESP after finishing university," are related to each other since students will become less interested in this subject if they do not use ESP much in their future employment. As a result, 67.50% of the students agreed that they had not realized the importance of ESP in their major, and 85.00% of the participants said that they would not use ESP after finishing university.

The interviews took place at a military medical university with its own curriculum, textbooks, and stringent policies for both teachers and students. Since the participants, who are between the ages of 21 and 23, are still relatively young, they lack substantial real-world work experience. Because of this, even in their native speech, they sometimes have trouble understanding ESP terminologies. Through the interviews, a factor that was entirely different from the ones that caused the students' demotivation in the questionnaire to emerge was discovered. 34 out of 40 students, accounting for 85.00%, shared that the purpose of learning ESP was to finish the course and graduate, not to use it for their future jobs. This significantly affected their desire to learn ESP.

C. *Implications*

The following are some implications based on the primary findings that could help reduce the variables that demotivate students from learning ESP:

First of all, students are prohibited from using any contemporary electronic devices—such as laptops, smartphones, or iPads—while they are in a military setting. For this reason, when teaching ESP, visual aids should be utilized. By this, we imply that in order to help students learn ESP more effectively, teachers should incorporate the use of extra materials like models and pictures in addition to teaching a significant volume of ESP terminologies.

Second, the university ought to provide schedules that are more appropriate and fit the learning environments of the students in terms of trivial timetables. In addition, the university ought to send ESP students to participate in an internship course at a running organization or invite outside specialists to teach ESP.

Third, the English output standards according to the training process should be investigated and put into practice due to the variations in the students' general English proficiency. It is also recommended that the institution schedule ESP classes based on the general English proficiency of the students.

Fourth, the majority of students who participated in the interviews stated that they would not employ ESP in the future. In order to link ESP to the needs of foreign language output standards that the students must learn, the regulations on foreign language output standards should be reviewed. Additionally, in order for the students to understand the value of ESP for their future careers, it is imperative that they receive effective vocational advice.

Next, as ESP is a challenging subject, educators should come up with creative teaching strategies, utilize ESP more frequently in the classroom, and set up scenarios that will enable students to learn ESP as effectively as possible. Students should have opportunities to practice ESP within the teaching and learning process, such as by participating in ESP clubs, translating official documents, assisting foreign medical professionals, etc. The university should oversee the editing of ESP textbooks to ensure that the material is connected to reality and broaden the scope of teaching ESP knowledge in accordance with the model to pique students' interest. This will help to ensure that ESP is taught and learned effectively. To create an adequate curriculum framework and knowledge volume, the experts or teachers who compile the textbooks and develop the curriculum framework must take into account the real factors.

Finally, there are students who are unable to move past the ESP teaching style. To help the students get past this obstacle, the university and the faculty should work together to hold at least one session per semester with the students. The university should create more hours for students to study independently in order to make up for the loss of time they spend on activities unrelated to their studies, including watching the news, reading newspapers, doing gardening, participating in so many political events, etc. Additionally, a more logical organization of the pupils' individual assignments is required.

## V. CONCLUSION

The findings of the study lead to the conclusion that 14 factors are to blame for the students' lack of motivation to learn ESP. These demotivating factors fall into three categories: two that are related to the infrastructure, five that are related to the cadets themselves, and seven that are tied to the university and faculty. Out of these 14 variables, the participants deemed the following three to be the most significant: the students' poor general English proficiency, the unreasonably strict schedules, and the ban on electronic devices with internet connections. It is clear from interviews that the outcomes of both qualitative and quantitative analysis are comparable. Nevertheless, a new factor that is entirely distinct from the initial ones that the researchers found was responsible for the students' loss of motivation to study in the questionnaire. The majority of interviewees agreed that studying ESP is not intended for their future employment but rather for course completion and graduation. This factor has a great impact on their motivation in the process of learning ESP. The present findings on students' demotivation and difficulties learning ESP differ slightly from those of other studies, but they could still be useful in improving and supplementing ESP curricula and textbooks at a specific institution, such as the military medical university. As a result, students will have simpler access to the knowledge that will be essential to their future careers.

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