

**Relationship between Demotivation Factors and Gender among Iranian
EFL Students and Teachers in Iranian Academic Contexts**

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Received: 2019-04-22

Accepted: 2019-10-06

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Abstract

One of the essential factors that influence the rate and success of learning a foreign language is motivation. The present study was an attempt to consider the relationship between demotivation factors and gender among Iranian EFL students and teachers in academic contexts. To this end, 40 EFL students and 15 teachers at Islamic Azad University, Ahwaz Branch (IAUAB) were selected based on available sampling. They were females and males and their ages ranged from 25 to 50. The Demotivation Questionnaire was given to the students to explore the sources of demotivation and also if there were any relationship between demotivation factors and gender among the Iranian EFL students. Additionally, the Teacher Demotivation Questionnaire was distributed among 15 teachers to understand the reasons for their demotivation. After administrating the questionnaires, an interview was conducted with 10 volunteer teachers (5 males and 5 females) and 15 students (8 males and 7 females) to extract a detailed description of their demotivation factors. For analyzing the collected data, Independent sample *t*-test was employed to consider the relationship between demotivation factors and gender. The results indicated that males and females were different significantly and males were more demotivated than females. Moreover, teachers and students were demotivated because of the methods of teaching, lack of facilities, working, and physical conditions. The findings of this study may help students, teachers, and syllabus designers to eliminate the demotivation factors in the academic contexts and raise motivation to facilitate the learning process.

Keywords: Academic context, Demotivating factors, Gender, Iranian EFL learners, Motivation

1. Introduction

Learning never takes place in a vacuum. There are various factors influencing the learning process in an academic context. One of the most important factors influencing the rate and speed of language learning is motivation. Dörnyei (2005) believed that motivation plays a critical role in academic learning in general and it is true of the sustained process of mastering L2.

Krajnovic (2013) mentioned that there is a high correlation between motivation and second language learning. Moreover, Dörnyei (2005) mentioned that both teachers and researchers accept its role in the rate and success of foreign language learning. According to Zhang (2007), a motivated teacher satisfied with his/her job and also is encouraged to attempt growth in educational practices. Different studies have shown that some learners lose their interest and motivation during learning a foreign language (Kikuchini & Sakai, 2009). Some researchers regard demotivation as another side of motivation (Dörnyei & Ushioda, 2011; Flaut & Elwood, Hood, 2009; Kikuchi, 2009). The concept of demotivation refers to some contextual and cognitive factors such as negatively perceived teachers, material, methods, and beliefs about language that might negatively affect the motivational basis of an intention or action (Dörnyei, 2005). A demotivated student has been lost all positive factors for doing and learning something.

Demotivation factors can originate from different sources. In the EFL context, some students do not have motivation in learning English as a foreign language because of school policy, uninteresting materials, and environment (Kikuchi, 2007). Generally, demotivation factors can be divided into two groups: intrinsic and extrinsic. For example, lack of confidence, negative attitude towards target language, its society, and speakers are different kinds of intrinsic motivation. On the other hand, inappropriate teachers' methodology, behavior, and uninteresting materials are examples of extrinsic motivation. Some researchers (e.g. Arai, 2004; Sakai & Kikuchi, 2009) believed that demotivation factors are not just an external factor but also they can be internal. Some of the researchers considered that one reason of demotivation for learning is internal factors such as; lack of self-confidence and negative attitude in addition to external factors (Kojima, 2004; Tsuchiy, 2006). Therefore, a teacher may have a few demotivated students in every class who are reluctant to engage and involve in activities and tasks and also have lost their interest in learning a foreign language. The

demotivation factors of students and teachers may have a detrimental effect on learning English as a foreign language in the academic context.

In each class, some of the students seem demotivated for learning a foreign or second language because of different factors, such as age, aptitude, motivation, personality, the degree of acculturation, and cognitive style (Fauziati, 2010). Dörnyei (2005) mentioned that some factors such as teachers' personalities, teaching method, inadequate school facilities, lack of self confidence, and negative attitude may influence negatively on learning a foreign language. According to Willos (2011), the overcrowded classrooms have more negative effects on both teachers and students in class because it may cause some disturbance and embarrassments for some students and also teachers may face some problems in managing the class. Sugino (2010) investigated 9 native and 7 non-native speakers of English teachers. The survey demonstrated that five factors that demotivated teachers were students' attitudes, teaching materials, teaching method, working condition, and human relationship.

Gender is another non-linguistic factor that could influence language learning. A lot of studies have been conducted on the relationship between gender and language learning (Andreou, Vlachos & Andreou, 2005; Woolfolk, 2014). Considering the relationship between gender and language learning helps teachers plan effective strategies based on the needs of the learners (Meece, Glienke & Burg, 2006). Henry (2011) indicated that females have positive beliefs towards learning a new language, target of language speakers and cultures. Some researchers acknowledged that female learners are better in EFL learning when compared to male learners (Henry, 2011; Iwaniec, 2015).

Such factors as lack of interest and success among some Iranian EFL learners and teachers stimulated the researchers to work on the demotivation factors among Iranian EFL learners and teachers. Therefore, the most important purpose of this study was to investigate the relationship between demotivation factors and gender in learning English as a foreign language among students and teachers. Studying demotivation factors, gender, and their relationship with learning English not only may help learners, but also teachers to minimize such affective factors in the learning and teaching process. For this reason, this research is very notable because very few studies have been conducted to investigate the relationship between

demotivation factors and gender on learning English as a foreign language among teachers and students in the academic context.

2. Literature Review

Sahragard and Ansaripour (2014) investigated demotivation factors among Iranian MA students of TEFL. The participants were 170 male and female Iranian MA students of TEFL. Data were collected by a 40-item demotivation questionnaire. The findings revealed that economic problems, future pessimism, professors' characteristics, and syllabus designs were the most prominent factors for the participants of this study.

Agustiani (2016) studied some Indonesian teachers' demotivation factors in teaching English in class. The results of this study revealed that the quality of teaching depends on some factors such as teachers' role, learning environment, and also teachers and students' motivation.

Kiziltepe (2008) considered the sources of demotivation factors among English teachers and students in the academic educational context. He recognized some demotivation factors such as financial status, physical characteristics, and working conditions. Moreover, he concluded that the students themselves were the main source of motivation and demotivation.

A study was conducted by Sun (2018) to consider some demotivation factors of minority high school students in Western China. The first instrument of this research was a modified questionnaire (Liu, 2014). The questionnaire consisted of two parts: self-evaluating question to consider whether learners are demotivated in their learning, and 40 questions to probe internal and external demotivators. The second instrument of this study was a semi-structured interview that was designed according to the results of the questionnaire. The study showed that some major demotivation factors were linguistic competence, learning strategy, textbook, social factors, language, attitude, and teachers' professional knowledge. This paper provided some suggestions for teachers to reflect on their pedagogy and minimize demotivation factors in class.

Chalak and Kassaian (2010) conducted a study to investigate the various socio-psychological orientations of Iranian undergraduates towards learning English. The participants of this study were 108 Iranian University students (20 males and 88 females)

majoring in English translation at Islamic Azad University, Khorasgan Branch (IAUKB). They were asked to answer 104 items of the Attitude/Motivation Test Battery (Gardner, 1985). Interest in English, parental encouragement, motivational intensity, and their attitudes towards learning English were the domains of the study. The analysis of the data was conducted in terms of descriptive and inferential statistics by SPSS (version15). The findings showed that the students of English translation at IAUKB were both intrinsically and externally motivated and they learnt English for both instrumental and integrative reasons.

A study was conducted by Gorham and Christophel (1992) to study the reason for demotivation factors in an educational context. Most students believed that the most important factors of demotivating are teacher behavior, not knowledgeable, and no sense of humor, unorganized lectures. But some of the students mentioned that some factors such as classroom atmosphere has a negative influence on the learning process.

Another study was conducted by Molavi, Biria, and Chalak (2018) to consider the effects of teacher motivational practices and student demotivation on the way Iranian English as a foreign language (EFL) learners produce request and refusal speech acts. The participants were Iranian EFL learners in six districts of Isfahan training and education department. Quick Placement Test, the Motivational Orientation of Language Teaching (Guilloteaux & Dorney, 2008), the Post-Lesson Teacher Evaluation Scale, the Discourse Completion Task (Jalilifar, 2009) were the instruments of the study. The results revealed that there were significant differences between the students in the classes with respect to their request speech act posttest scores. Moreover, demotivation factors can be detrimental factors in the abilities of the production of the speech acts of request and refusal. Alternatively, the findings showed that motivational practices of teachers had a direct relationship with the learners' productions of the target speech acts.

Hasegawa (2004) conducted a survey about the sources of demotivation. The participants of the study were 125 junior and 98 senior high school students. The study was based on qualitative analysis. The research reported that the teachers were the subject of student-report focus and inappropriate teacher behaviors made the strongest impact on student demotivation.

Meshkat and Hassani (2011) investigated some demotivation factors which hinder learning English and the differences between girls and boys with regard to these demotivation factors. The participants of the study were 421 girls and boys from four high schools in Qom, Iran. The instrument of the study was a demotivation Questionnaire (Sakai & Kikuchi, 2009) consisting of 21 questions. The results of the study revealed that inadequate school facilities, long reading texts along with plenty of new words, and the overemphasis on grammar were the main demotivation factors discouraging students from learning English. Moreover, this study revealed some significant differences between girls and boys with regard to learning content and teaching styles. For example, boys perceived teachers' attitude, competence, teaching style, and a poor method of teaching as demotivation factors in the English language class. Consequently, teachers should change their behaviors and method during teaching to minimize the detrimental effects of these demanding factors on language learners.

In another study, Tsuchiya (2006) to consider the cause of demotivation among students, developed a questionnaire in educational psychology. He administered the questionnaire among two groups; freshmen students majoring in engineering and freshmen students majoring in English. The analyzed showed that most students were demotivated because of the sense of English uselessness, sense of incompetence, sense of discouragement, and lack of acceptance.

Additionally, motivation and demotivation factors among English language teachers in Sri Lankan public schools were studied by Hettiarachi (2013). The study showed that the limited facilities at school, the inefficiency of school administration, the poor relationship between colleagues were the most frequent demotivators among teachers.

Bennel (2004) considered teacher motivation and incentives in low-income developing countries. The researcher investigated the material and psychological needs of teachers in Africa and Asia. He founded that job satisfaction, pay and benefits, recruitment, and deployment were the material, psychological needs of teachers in Asia and Africa.

Sugino (2010) designed a questionnaire with 37 items related to students' attitudes and abilities, school facilities, and working conditions. The questionnaire was given to 97 teachers teaching English at universities. The analyzing of the data showed that the most frequent demotivation factor was the negative attitude of students towards learning English.

Moreover, Becirovic (2017) considered the relationship between gender, motivation, and achievement in learning English as a foreign language. The sample of the study was 185 students of elementary and high school levels in Sarajevo and Bosnia. They were divided into three different groups. The research sample was composed of 78 female and 107 male participants with the age ranges of 10 to 18. The questionnaire was constructed by Schmidt and Watanabe (2001) in order to collect the data. The results showed that female students were more successful in learning English as a foreign language than males in each group. Moreover, it showed that there was a significant relationship between achievement and motivation.

Chan, Spratt, and Gillian (2010) conducted a research to study the effect of self-efficacy on motivation in the learning process. Their research revealed that language learners who had high self-efficacy tended to improve their language autonomously more than other learners. However, the finding of the latest study was in disagreement with the previous findings, as it showed that males who had self-efficacy than females tended to develop their language by practicing and studying harder than females.

In contrast to Chan, Spratt, and Gillians' (2010) investigation, Aliakbari and Alhossain (2015) consider the effects of Iranian EFL learners towards learning English for Konkoor. The participants were 383 male and female students of four high schools in Dehloran, Iran. The instrument of the study was the Attitude/ Motivation Test Battery (1960). The results of this study demonstrated that female students more motivated than males, but there was no significant difference was found among them in motivational orientations and all of them had a positive attitude towards learning English as a foreign language.

Based on some studies were mentioned previously, generally, the most important factors on motivation are teachers, characteristics of the class, the experience of failure, class environment, class materials, and lack of interest (Dörnyei, 2001).

So far, however, there has been little discussion about demotivation; most of them are about motivation factors in the learning and teaching process. Although several studies (Aydin, 2012; Mendez Lopez, 2017; Meshkat & Hassani, 2012) have been done on demotivation factors in the process of learning English as a foreign language, very few studies have been conducted to investigate the relationship between demotivation factors and gender in learning

English as a foreign language in Iran. The aims of this research were to consider the reasons for demotivation factors of EFL learners and teachers in academic contexts and also the relationship between demotivation and gender among the students. Based on the objectives, the following research questions were posed:

1. What are the most and least demotivation factors for learners towards learning English in the Iranian academic contexts?
2. Are there any significant differences between male and female students in terms of demotivation factors in the Iranian academic contexts?
3. What are the most and least demotivation factors for teachers towards learning English in the Iranian academic contexts?

3. Methodology

3.1. Design and Context of the Study

The study was conducted at IAUAB during the fall of 2018. The study was based on two stages: in the first stages, questionnaires were administered to EFL learners and teachers to determine the factors cause demotivation among them in the Iranian EFL context. The second stage was a semi-structured interview that was designed according to the results of the questionnaire. Because this study was based on the questionnaires and observations, the design of this study was mix-method.

3.2. Participants

The participants of the research were 40 (20 males and 20 females) undergraduate students at IAUAB. Their majors were engineering and humanistic sciences and their ages ranged between 25 and 50. Moreover, 10 male and 5 female EFL teachers with Master and Doctor of philosophy degrees were chosen randomly from IAUAB. They were with various years of teaching experience from 5 to 15 years. Convenience sampling was used as a technique of sampling in this study. It is a non-random sampling method and is defined as the selection of individuals who happen to be available for the study.

Table 1. Demographic background of the participants

No. of Students	40
No. of Teachers	15
Gender of Students	20 Females & 20 Males
Gender of Teachers	5 Females & 10 Males
Native Language	Persian
Major of Students	Engineering and human sciences
Major of Teachers	TEFL
Teachers' experience	5-15
University	IAUAB
Academic Year	2018

3.3. Instruments

The first instrument was Sakai and Kikuchis' (2009) demotivation questionnaire consisting of 35 questions. The questionnaire was based on 5-point Likert type items and participants were required to choose one the alternatives: 1= strongly disagree, 2= disagree, 3= no idea, 4= agree, and 5= strongly agree. To ensure the reliability of the questionnaire, a pilot study was conducted. To do so, 20 students were selected randomly from the target population. They were asked to answer the questions and they did not take part in the actual study. By using SPSS, reliability was calculated through the reliability coefficient test. The value of Cronbach's alpha was 0.87 which shows the acceptable consistency of the reliability.

The second instrument was the Teacher Demotivation Questionnaire (TDQ) by Sugino (2010) and it was adapted from the Teacher Demotivation Questionnaire (TDQ) designed by Hughes (2006) to collect data about their demotivation factors in academic contexts. The questionnaire was given to 15 EFL teachers from IAUAB. The statements were put in a five-point Likert Scales (least demotivative=1, level 2=not so much demotivative, neutral=3, pretty demotivative, and strongly demotivative=5). The reliability of the questionnaire was calculated in SPSS version 24. The obtained Cronbach's alpha coefficient was 0.93 which showed reasonable reliability. The content and face validity of the questionnaires were confirmed by two experts. Finally, a semi-structured interview was used to gather the teachers and students' perspective about demotivation factors in the learning process. The questions of the interview were prepared before the interview. The main goal of the interview was to collect information about the students and teachers' ideas towards demotivation factors influencing the learning

process. All of the participants were given the questionnaire and some of them were willingness interviewed.

3.4. Data Collection Procedure

This study was conducted during the fall of 2018. The participants were 40 students and 15 teachers from the English Department at IAUAB. Firstly, the students were given a questionnaire adapted from Sakai and Kikuchis' (2009) questionnaire that consisted of 35 statements to be answered with five points Lickert Scale. The framework listed demotivation factors in the five main categories: class characteristics, class environment, experiences of failure, lack of intrinsic motivation, class materials, and teachers. All of the questionnaires were treated anonymously. They were asked to answer all the questions carefully and honestly. The questionnaire was administered in English, but the students were permitted to ask some questions in Persian or English if there were any problems regarding the comprehension of the items. They were asked to complete the questionnaire in the class and the time was allocated was about 30 minutes.

Secondly, the Teacher Demotivation Questionnaire (TDQ) was distributed among 15 EFL teachers from IAUAB. The statements were put in a five-point Likert Scales (least demotivative= 1, level 2= not so much demotivative, neutral= 3, pretty demotivative= 4, and strongly demotivative= 5).

After administrating the questionnaires, interviews with 10 teachers (5males and 5 females) and 15 students (8 males and 7 females) were voluntarily conducted to extract a detailed description of their demotivated factors. Convenience sampling was used as a technique of sampling in this study. It is a non-random sampling method and is defined as the selection of individuals who happen to be available for the study. The researchers used the English language to interview the participants. The interview mostly included open-ended questions to find out the factors of demotivation among the participants in the process of teaching and learning. The interview was directed by the researchers that had been already prepared. Each interview lasted from 15-30 minutes. The interview was conducted face to face and during the conversation, the researchers asked questions that related to demotivation and problems during teaching and learning process. The researchers took notes and recorded

conversations. The entire process, data collection, and analysis were carried out by the researchers.

3.5. Data Analysis Procedure

The aim of the research was to consider the relationship between demotivation factors and gender among Iranian EFL learners and teachers in Iranian academic contexts. To this end, two questionnaires and a semi-structured interview were used for collecting the data. The analysis of data was conducted using SPSS (version 24). For analyzing the collected data, Independent sample *t*-test was employed to consider the relationship between demotivation factors and gender among Iranian EFL learners and teachers in Iranian academic contexts.

The obtained data of interview were divided into different sections such as teaching profession, salary, physical environment, teaching methods and materials, and the data were recorded and transcribed by interviewers and the frequency of the obtained data were presented in a graph. Given that data were valid, it could be stated that there were no possible influences of the researcher during the collection, interpretation, and evaluation of the data.

4. Results

The aim of the study was to investigate if there were any relationship between demotivation factors and genders among Iranian EFL students and teachers in the Iranian academic contexts. To answer the research questions, the mean and *SD* of each factor was obtained.

Table 2. Descriptive statistics for demotivating factors of students

Factors	<i>N</i>	Mean	<i>SD</i>
Class characteristics	40	2.50	0.38
Class environments	40	2.25	0.59
Experiences of failure	40	2.20	0.65
Lack of interest	40	2.02	0.61
Class materials	40	1.97	0.50
Teacher competence	40	1.42	0.34

Table 2 presents the summary descriptive statistics for demotivation factors. The results obtained from analyzing have shown the class characteristics were the highest frequency of

demotivation factors, and the least frequency was teacher competence with a mean value of 1.42.

As it was mentioned before, the main goal of this study was to consider whether there were any significant differences between males and females in terms of demotivation factors. Table 3 shows the descriptive results of males and females students in terms of demotivation factors.

Table 3. Descriptive results of gender in terms of demotivation factors of students

Gender	<i>N</i>	Mean	<i>SD</i>
Female	20	3.81	0.16
Male	20	3.67	0.23
Total	40	3.74	0.19

Table 3 provides the descriptive statistics of the male and female students regarding the demotivation factors in terms of the number of participants (*N*), mean, and standard deviation (*SD*). It can be inferred from the table, the mean of females was 3.81 and the mean of males was 3.67. Therefore, the means and standard deviations showed that the participants were different regarding their demotivation factors. Because the groups' means cannot show a significant difference, the inferential statistics were used to discover any significant difference. In order to find out the difference between males and females in terms of the demotivation factors, independent sample *t*-test was used. In this respect, Table 4 indicates the mean, standard deviation, *t* and *p* values of the participants' demotivation factors.

Table 4. Independent-Sample T-test for gender differences of students

Gender		<i>N</i>	<i>M</i>	<i>Df</i>	<i>t</i>	<i>p</i>
Teacher	F	20	1.35	38	1.43	0.77
	M	20	1.49	38		
Class characteristics	F	20	2.60	38	0.81	0.43
	M	20	2.58	38		
Failure	F	20	2.18	38	-1.45	0.41
	M	20	2.30	38		
Class environment	F	20	2.16	38	-1.45	0.48
	M	20	2.39	38		
Material	F	20	1.90	38	-1.39	0.34
	M	20	2.10	38		
Lack of interest	F	20	1.90	38	-1.13	0.50
	M	20	2.14	38		

Analyzing the data revealed that there were significant differences between males and females with regard to the class environment, material, and lack of interest. Therefore, it can be mentioned that gender had a significant effect on demotivating students to learn English as a foreign language because males were more demotivated than females.

Regarding the third question, the data obtained from the Teacher Demotivation Questionnaire (TDQ) were analyzed by SPSS (version 23). The results of the questionnaire were presented in Table 5. The statements were put in a five-point Likert Scales (least demotivative= 1, level 2= not so much demotivative, neutral= 3, pretty demotivative= 4, and strongly demotivative=5) and the mean score of each item was compared. The results were presented in the following table:

Table 5. Results of Teacher Demotivation

Statements	<i>SD</i>	<i>PD</i>	<i>N</i>	<i>ND</i>	<i>LD</i>	<i>LD</i>	<i>M</i>
Commuting problems	64	10	14	14	6	6	4.20
Employment system	32	30	32	32	3	0	3.90
Low pay	53	43	3	3	1	0	4.30
No bonus	48	8	16	16	2	6	4.16
Lacking research time	3	29	42	42	21	5	3.02
Lacking research fund	0	30	36	36	24	10	2.92
Much paper work	4	30	38	38	20	8	2.60
Long meeting hours	2	30	25	25	27	16	2.40

According to Table 5, the means of statements were mostly seen as demotivation factors. It can be mentioned that low pay was the most demotivation factor and long meeting hours was the least demotivation factor for teachers.

In the interview, the interviewees were asked about problems and dissatisfaction factors related to the teaching and learning process. The data were recorded and transcribed by interviewers. A variety of perspectives were expressed by teachers and students that could cause some dissatisfaction and frustration in the Iranian academic contexts. They were the methods of teaching and materials, lack of facilities, working condition and salary, the teaching

profession, and physical condition. The results obtained are graphically represented in Figure 1.

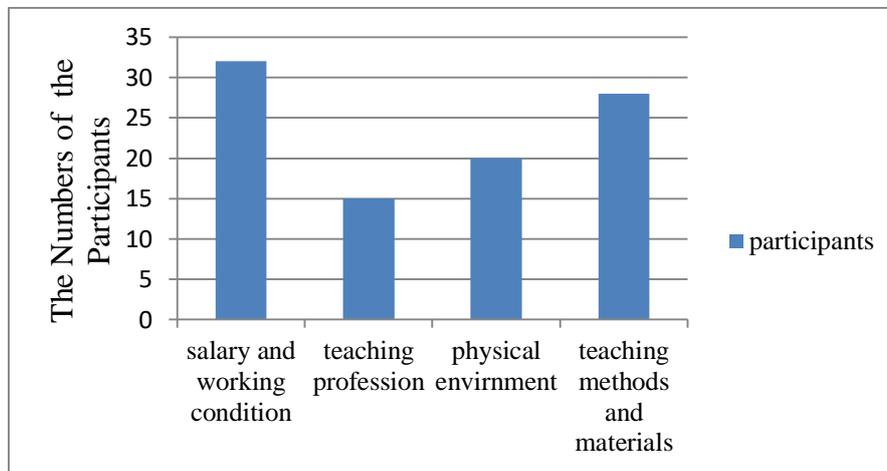


Figure 1: Results of the interview with teachers and students

As could be seen in the bar chart, there were different demotivation factors from teachers and students' perspective on learning English as a foreign language. They were teaching profession, salary and working conditions, physical environment, teaching methods, and materials. Most of the teachers and students believed that salary, working conditions and teaching method and material were the main reasons for being demotivated and frustrated.

5. Discussion

The present study was designed to consider the reasons for demotivation factors of EFL learners and teachers in academic contexts and also the relationship between demotivation and gender among the students. With respect to the first question, it was found that the most frequently demotivation factors of the participants have been class characteristics and methods of teaching. Therefore, it can be mentioned that the Iranian EFL learners' motivation can be increased by changing the class characteristics, environments and methods of teaching and engaging them in real life conversations and tasks. In contrast, the least demotivation factor was teacher competence. These results are in line with the finding of another study (Hettiarachchi, 2010) that factors such as salary, teacher-administer relationship, curriculum, course books, heavy workload, and lack of materials were demotivating for some students and teachers in the EFL contexts. These findings were in line with Arai's (2004) study that inappropriate teachers' behavior, uninteresting materials, and methods are examples of some demotivation factors. These findings were in contrast with Sakai and Kikuchi's (2009) study,

that obtaining a low test score was perceived as strongly demotivating for many Japanese high school students especially for less motivated learners.

With respect to the second question, it was found that there were the differences between males and females in terms of their demotivation factors in the academic contexts and the results presented that the males were more demotivated than the females. These results were agreed with Hyde's (2005) study that emphasized males had lower motivation than females in language learning and teaching. These supported the idea of Buser, Niederle, and Oosterbeek (2014) that males were less competitive than females. However, these findings did not support previous research (Azarnoosh & Birjandi, 2012) that gender differences were not significant. Therefore, regarding the results of this study, females were more motivated for learning English as a foreign language. It could be mentioned that females more motivated than females because of differences reasons. The most factors for demotivated and dissatisfied of males could be financial reason and low salary.

Another important finding was that the demotivation factors among EFL teachers at IAUB were the methods of teaching and materials, lack of facilities, working condition and salary, the teaching profession, and physical condition. These results were consistent with those of Agustiani (2016) that found one reason for teachers' demotivation was the financial problem. She believed that financial difficulties caused a lot of stress, anxiety, and dissatisfaction.

6. Conclusion

The results of this investigation revealed that some factors such as class characteristics and environments, experiences of failure, lack of interest, and class material were the main factors in decreasing motivation of students in the EFL contexts. The findings presented that the class characteristics were the highest frequency of demotivation factors, and the least frequency was teacher competence. The data were collected from the interviews showed that the teachers and students of the study were demotivated and dissatisfaction because of some reasons such as the methods of teaching, lack of facilities, working and physical conditions, and low salary. As it was discussed in detail in the preceding section of the study, language learning may be affected by some demotivation factors. That means the class environment, lack of interest, the methods of teaching and materials, lack of facilities, working and physical conditions, and low salary of

teachers should be considered as causes of demotivation in EFL class. These findings could have significant implications for Iranian EFL teachers, learners, administrators, and syllabus designers to understand what are the reasons for the teachers and students for learning and teaching a foreign language. In this study, the role of the variables such as age and experience of teaching was not considered in this study and the participants of the study include males and females, studying the demotivation experiences model in different ages was not considered by the researchers. Therefore, it is suggested that the role of age be considered in explaining the changeability of demotivation scores.

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Appendix A

Sakai and Kikuchis' (2009) Demotivation Questionnaire

Items	SD	D	N	A	SA
1. I seldom had chances to communicate in English.					
2. Most of the lessons focused on translation.					
3. Most of the lessons focused on grammar.					
4. Most of the lessons were entrance examination oriented.					
5. I was expected to use (or speak and write) grammatically correct English.					
6. I was forced to memorize the sentences in the textbooks too often.					
7. I had difficulty in memorizing words and phrases.					
8. I got low scores on tests (such as mid-term and final examination).					
9. I got lost in how to self-study for English lessons.					
10. The pace of lessons was not appropriate.					
11. Teachers' pronunciation of English was poor.					
12. Teachers ridiculed students' mistakes.					
13. Teachers made one-way explanations too often.					
14. Teachers' explanations were not easy to understand.					
15. Teachers shouted or got angry.					
16. Topics of the English passages used in lessons were not interesting.					
17. English passages in the textbooks were too long.					
18. English sentences dealt with in the lessons were difficult to interpret.					
19. A great number of textbooks and supplementary readers were assigned.					
20. Topics of the English passages used in lessons were old.					
21. Computer equipment was not used.					
22. Visual materials (such as videos and DVDs) were not used.					
23. The internet was not used.					
24. Language learning equipment was not used.					
25. Audio materials (Such as CDs and tapes) were not used.					
26. The number of students in classes was large.					
27. I could not do as well on tests as my friends.					
28. I did not like my classmates.					
29. My friends did not like English.					
30. I was often compared with my friends.					
31. English was a compulsory subject.					
32. I lost my understanding of the purpose of studying English.					
33. I lost my interest in English.					
34. I lost my goal to be a speaker of English.					
35. English questions did not have clear answers.					

Teacher Demotivation Questionnaire (2010)

Items	LD	ND	N	PD	SD
1. Students talk to each other.					
2. Students use cell phones.					
3. Students forget to do homework students.					
4. Students forget to bring their textbooks.					
5. Students sleep in class.					
6. Students are not interested in FL.					
7. Students are not interested in studying.					
8. Students take a rebellious attitude.					
9. Students give negative comments.					
10. Students do not group work.					
11. Students show different attitudes towards females/ males students.					
12. Discrepancy between teachers expectation and students					
13. Large class size					
14. Classroom facilities are poor					
15. Problems with audio visual equipment.					
16. Teaching Material is fixed.					
17. Teaching method is fixed.					
18. Commuting problems					
19. Employment system is unstable.					
20. Low salary					
21. No bonus					
22. Lacking research fund					
23. Lacking research time					
24. Lacking research time					
25. Long meeting hours					
26. Much paperwork					
27. Negative comments colleagues					
28. Little appreciation from the Administration					
29. Colleagues do not give straight Opinions					
30. Lacking communication between full time and part time faculty					