

Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers' Attitudes

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Abstract: The present study was an attempt first to get the perspectives of two groups who are basically involved in the teaching and learning processes namely, language teachers and learners, regarding their views about the factors which may negatively affect the speaking performance of language learners; and second, to see what the similarities and differences are between the students and teachers' attitudes on the same issue. To achieve such a purpose, 215 Iranian male and female EFL learners and teachers were selected in the pre- and post- stages of the study to fill in the two developed questionnaires (one pertaining to students and one for teachers) on demotivating factors of speaking skill. Having analyzed the gathered data through repeated measure ANOVA and post hoc Bonferroni tests, it was revealed that students believe that factors related to teachers, equipments and class utility are the three most demotivating factors as far as speaking skill is concerned. Besides, based on teachers' perspective, the three most discouraging factors are related to teachers, time and classroom.

Key words: Demotivating factors • Speaking skill • Iranian learners • Iranian Teachers

INTRODUCTION

There are various factors affecting the language teaching and learning processes of language learners. Among these different factors motivation plays an important role in the learning process. Moreover, motivation has been widely acknowledged by both teachers and researchers as one of the key factors that influence the rate and success of the second/foreign language learning. The original impetus in second/foreign (L2) motivation research comes from the social psychology since learning the language of another community simply cannot be separated from the learners' social dispositions towards the speech community in question. Research shows that those students who have higher motivation are more successful and efficient in their learning (for example, [1]).

In sharp contrast to motivation and motivating factors is demotivating factors which have been completely or at least partly neglected in language teaching and learning studies especially in EFL contexts. It can be simply interpreted as the lack of adequate motivation to do a specific goal. We know that motivation refers to the deliberate investment, effort and willingness to achieve a purpose. Therefore, it can be claimed that a

demotivated person is one who lacks deliberate effort, willingness and investment for achieving a specific purpose (here language learning purpose). Likewise, a demotivated learner is someone who was once motivated but has lost his or her interest for some reason. In the same vein, we can speak of demotives, which are the negative counterparts of 'motives'. While a motive can be said to increase an action tendency, a demotive decreases it. However, it is not necessary to tack the label demotivation or demotive onto every type of negative influence. Besides, sometimes it is said that demotivation is the same as amotivation. However, some scholars like [2] make a distinction between them (a term used by [3]). He argues that 'amotivation' indicates a lack of motivation brought about by the realization that '*there is no point...*' or '*it's beyond my ken...*'. Thus, 'amotivation' is related to general outcome anticipations that are usually considered to be unrealistic, whereas 'demotivation' is pertaining to specific external causes (p. 17). He further adds that some demotives can lead to amotivation (e.g. a series of horrendous classroom experiences can put paid to the learner's self-efficacy), but with some other demotives, as soon as the detrimental external influence ceases to exist, other positive motives may again surface (e.g. if it turns out that someone who dissuaded the individual from

doing something was not telling the truth). Demotivation and also the works done on it will be more specifically covered in the next chapter of the study.

In addition, closely related to demotivation is the concept of negative attitudes. Negative attitudes as [4] rightly points out can impede language learning, since you usually get those attitudes when you are not interested or have difficulties with the teacher or with other students. In line with this statement, [5] by stating that you may lead a horse to water but you can't make him drink explains that there is no need saying that high motivation can compensate for considerable deficiencies in language aptitude; and without motivation and positive attitudes even people with remarkable abilities cannot achieve long-term goals.

The impact of demotivating factors is more conspicuous when language learning occurs in an EFL context where, due to the lack of opportunity to communicate with native speakers, language learners don't have much intrinsic and integrative motivation. In such a context, it is of paramount importance to be aware of the factors that demotivate language learners, particularly when speaking skill is concerned. In other words, it is important to know what factors can be claimed to adversely affect the speaking intention of language learners. These types of questions get more salient when it is said that motivating students is seen by teachers as one of the most significant factors of success in the classroom [2]. Dornyei also states that just in direct opposition to motivation are demotivating factors which teachers see as one of the most serious aspects of teaching. Furthermore, as English teachers, we often find that in the language-learning classroom, English practitioner can easily find that quite a few students are demotivated. They are unwilling to get involved in activities and various tasks. They seem to have lost interest and become more and more numbed or frustrated with their learning. Consequently, they lose their confidence. Demotivation has detrimental impact on students' foreign language learning outcomes. Consequently, studying the demotivating factors of language learning is a crucial responsibility of language teachers, researchers and anyone who is somehow related to language learning and teaching process.

However, it seems that the literature is devoid of the studies that have investigated the demotivating factors in EFL contexts. Therefore, the first and foremost important purpose of this study is to investigate the ideas of Iranian EFL language learners and teachers about demotivating factors. To put it another way, this study serves as an

attempt mainly to get the perspectives of two groups who are basically involved in the teaching and learning processes namely, language teachers and learners, regarding their views about the factors which may negatively affect the speaking performance of language learners. Moreover, the study also serves as an attempt to see what the similarities and differences are between the students and teachers' attitudes on the subject of the study. To be more specific, the current study investigates the following research questions:

- What are the ideas of Iranian EFL language learners about the demotivating factors affecting their oral performances?
- What are the opinions of Iranian EFL language teachers about the demotivating factors affecting the speaking ability of language learners?

It is axiomatic that motivation and demotivation as well as speaking are among the most important issues in the process of language learning. Therefore, considering them and conducting researches like the present one about the relationship between them could help language teachers and students to be more efficient in process of language learning and teaching. To put it more clearly, by taking into account these factors, language teachers can become aware of factors which may encourage language learners to speak and also the factors which may hinder their speaking activities. Furthermore, the importance of such a study will be more remarkable when we know that very little or dare to say no study has dealt with the influence of demotivating factors on the speaking ability of language learners in Iran. As a result, conducting this study can shed light on this point by addressing two major questions: (1) what factors negatively influence the speaking ability of language learners? and (2) how it is possible to diminish the effects of these factors as far as possible?

Review of the Related Literature: While motivation is critically important to student learning, lack of motivation is a frequent problem with students at all levels. All learning environments present challenges, but the online environment presents unique challenges because students bear more responsibility for their own learning than in many traditional classes. Because of these challenges, students' ability to influence their own motivation is important [6]. In other words, unlike motivation on which different theoretical and empirical studies have been done, the other side of the coin, that is,

demotivating factors (factors that have detrimental impacts on the performance of language learners) have been completely or at least partly neglected. As a result of this lack of enough studies, no clear, definite definition has been proposed for demotivation and demotivating factors. However, it can be said that by demotivation we mean a state or conditions that hinders a person from doing his or her best in achieving a specific purpose (here language learning). [2] also has defined demotivation as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (pp: 143).

It is also important to make a distinction between the states of 'diminished motivation' and 'total loss of motivation', that is to say demotivation and amotivation respectively. [2] emphasizes that demotivation does not by all means entail that all the positive influences that in the beginning made up the motivation basis have been lost. According to him, demotives rather function as resultant forces de-energizing the action but some other positive motives may still be active in a learner's learning process. For instance, someone who has partly lost his interest in learning English because the English teacher does not treat the learners fairly, may still consider learning English important because it is the lingua franca in today's world. Amotivation, by contrast, refers to lack of motivation resulting from realizing that there is no point [2]. Amotivation was introduced by [3] as a constituent of their self-determination theory and they define it as the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity.

All types of negative influences cannot, however, be categorized as demotives. [2] gives three types of negative influences that in his opinion would not be labeled as demotivation. Firstly, powerful distractions, such as watching TV instead of doing one's homework, are not demotives because they do not carry a negative value in the same way as demotives. Distractions like these do not reduce the actual motivation but as more attractive options distract the action. Secondly, the gradual loss of interest in a long-lasting, ongoing activity cannot be seen as a demotive because it does not result from a particular incident. Thirdly, sudden recognitions of the costs of an activity, for example, realizing that how demanding it is to attend an evening course while working during the day; cannot be labeled as demotives because these types of recognitions do not have any specific external trigger but result from internal processes of

deliberation. He further adds that a demotivated student can be defined as a person who used to be motivated but has lost his or her interest for some reasons. In addition, it is also possible to speak of 'demotives', which are the negative counterparts of 'motives'. While a motive is usually said to increase an action predilection, a demotive, in contrast, diminishes it. However, it is not a necessity to use demotivation or demotive terms for every type of negative influence.

[7] was one of the first ones to address the issue of demotivation in the field of SLA. Before him, demotivation had been examined as its own right mainly in the field of instructional communication (see [8]). In order to find out what goes on in the heads of the pupils who are not interested in learning English, [7] conducted a study where he collected data from 191 year nine pupils in Leeds by means of a questionnaire. Besides the pupils, seven teachers filled out the questionnaire. The pupils' task was to respond to 14 questions on a four-point scale and they were also given a chance to give reasons for their answers. In addition, two open questions were included in the questionnaire.

[9] conducted a study in which she focused on demotivation itself. The main interest of her survey was to concentrate on demotivation instead of viewing it as one constituent of motivation. The purposes of her study could be classified under four major categories:

- What are the demotivating factors that discourage pupils in an English classroom?
- What is the frequency and order of importance of demotivating factors?
- What is their relation to gender?
- What is their relation to school achievement as measured by the latest English grade?

She selected a descriptive approach to her study. Personal documents were used in this study as sources of data. By personal documents she meant "an individual reflection on a specific topic or event". The subjects in their own words were supposed to describe what has had a negative effect on their motivation to learn English language. They were studying in a Finnish comprehensive school and included 91 ninth graders, 50 males and 41 females. As the result of her study, [9] found five demotivating factors including: the teacher, the learning material, learner characteristics school environment and learners' attitudes towards the English language. Factors that contributed to teacher included teaching method and lack of competence. The learning

materials were considered unpleasant and the exercises were boring. Likewise it was reported that school building, school resources and practices were unpleasant.

[7]'s study main assumption pertains to the view among language teachers that the basic problem is posited by those students who are able but do not want to learn a foreign language and make sure that the teacher knows it (p. 43). To determine what happens inside the heads of students who dismantled L2 lessons, Chambers visited four schools in Leeds, UK and administered a questionnaire to 191 year nine students enrolled in eight classes. Seven teachers also filled in a questionnaire. According to the latter, the main characteristics of the demotivated students are the following; he or she

- makes no effort to learn; shows no interest; demonstrates poor concentration; produces little or no homework; fails to bring, or claims to have lost, materials;
- lacks a belief in own capabilities;
- demonstrates lethargy, 'what's the use?' syndrome and gives negative or nil response to praise;
- is unwilling to cooperate, distracts other students, throws things, shouts out.

Methodology

Participants: Participants of the study were language learners and language teachers. To be more specific about them, as to the pre-test stage of the study, 15 language teachers, male and female and 10 male and female language learners from two different language institutes in Shahrekord, Iran were randomly selected and asked to take part in an interview. The purpose of doing the interview were to codify their responses and then on the basis of them to develop a questionnaire about demotivating factors affecting the speaking ability of language learners were developed. Then in the main data collection stage of the study 70 language teachers and 120 language learners were randomly chosen and they were required to respond to the prepared questionnaire items. Language teachers ranged from 24 to 32 years in age with either B.A or M.A degrees in language teaching and language translation. With regard to the latter group (language learners), their age range is from 19 to 26 years and they were taking intermediate courses in a language institute in Shahrekord.

Instrument: As for the instruments of the study and in order to gather the required data, first of all, a systematic type of interview was used to gather the data. Put it more

clearly, the questions of the interview were prepared before the interview. The purpose of this interview, whose items and questions were based on the related literature review, is to gather information about the students and teachers' perspectives with regard to demotivating factors affecting speaking skill and then to codify their responses and prepare a final Likert scale questionnaire. It consists of two parts: the first part is related to the demographic information of the participants. The second part includes the items regarding demotivating factors affecting speaking ability. Moreover, Cronbach alpha was used for calculating the reliability and it turned out to be .82. All of the participants were given the questionnaire and, besides, some of them (based on their willingness) were interviewed.

Data Collection Procedure: Having developed the desired questionnaire by means of conducting the interview and prior to the study the researcher attended the classes of the institute and handed it in to the language learners and teachers of the institute. Prior to distributing the questionnaire, the researcher explained in detail about the purpose of the study and the way the participants were expected to respond to the items. Moreover, no time limit was set for the participants in responding to the items.

Data Analysis Procedure: The collected data underwent quantitative and qualitative analyses. In order to analyze the data, as it was already noted, first the responses of the language teachers taking part in the interview were codified. Having codified the responses and ensuring about the intercoder reliability, the researcher developed a questionnaire to tap the demotivating factors affecting the participants' speaking ability.

To do the quantitative analysis, statistical package for social sciences (SPSS) version 16 in general and two repeated measure ANOVA, and two post hoc Bonferroni tests in particular were run for students' and teachers' responses.

RESULTS AND DISCUSSION

Students' Questionnaire: The descriptive statistics of each of the items of students' questionnaire, which due to its being too long is omitted, is first delineated. A test of repeated measures ANOVA and a subsequent post hoc Bonferroni test revealed that, on the one hand, items 15, 16 and 24 are the most demotivating factors and their means show significant difference with the majority of the

Table 1: Test of within-subject effect

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
factor1 Sphericity Assumed	32.283	39	.828	1.419	.045	.020

Table 2: Descriptive statistics

Categories	Item	Mean	Std. Deviation
The most demotivating	Item 15	4.20	.86
	Item 16	4.15	.89
	Item 24	.414	.78
The least demotivating	Item 2	3.58	1.18
	Item 10	3.81	.98
	Item 12	3.85	.92

items in the questionnaire and, on the other hand, items 2, 10 and 12 are the least demotivating factors and their means show significant difference with the majority of the items in the questionnaire. Table 1 shows the results of ANOVA.

Table 2 presents the means and standard deviations for the students' responses to these items.

As for the most demotivating factors, as mentioned, items 15, 16 and 24 are prominent (their Means are 4.20, 4.15 and 4.14, respectively). Item 15, that is teachers' getting angry and shouting, as the most demotivating factor in terms of students' opinions pertains to the affective factors. Based on the item, when teacher gets angry and shouts at any of the students, it can bear a detrimental impact on the motivation of the students. It seems to be logical and acceptable. It has been several times asserted that affective factors and especially the way teachers behave in class are of major significance in promoting the volition and motivation of students for learning [10].

The next highest demotivating factor, expressed in item 16, that is, teachers' discrimination between poor and strong students, is also related to the teacher behavior. It says that the discrimination made by teacher among the weak and strong students can also be an important factor in making students demotivated in their speaking skill promotion process. When a teacher pays more attention to the strong and clever students and ignores the weaker students, the weaker students may feel that they are of no significance for the teacher and are not considered in the class. This feeling of not being considered by the teacher and even the strong students causes their motivation for speaking to diminish [11]. Therefore good teachers should be vigilant in ensuring that all pupils receive their fair share of attention and that biases based on real or perceived ability differences, handicaps or disabilities, social or cultural background, language, race, religion,

or gender do not distort relationships between themselves and their students. This, however, is not a simple proposition. Good teachers should not treat all students alike, for similar treatment is not necessarily equivalent to equitable education. In responding to differences among students, teachers must be careful to counter potential inequities and avoid favoritism. This requires a well-tuned alertness to such matters and is difficult, as we have only modest knowledge of human differences and how best to respond to them. Hence, accomplished teachers should employ what is known about ineffectual and effective practice with diverse groups of students, while striving to learn more about how best to accommodate those differences.

On the whole, it can be concluded that accomplished teachers should be dedicated to making knowledge accessible to all students. They should act on the belief that all students can learn. They should treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They should adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships. But this discrimination among different students should not lead to paying more attention to strong students and ignoring the poor ones.

Finally, with regard to the last most demotivating factor in terms of students' responses that is item 24, not using apposite equipments and materials including CDs, DVDs, etc. are also a telling factor in diminishing the motivation of students. When the materials and equipments employed in classes are not matched with the intended context (the students' needs, the topic to be taught and learned, etc.), students may feel they are just going nowhere and are just wasting their time. Therefore, considering assorted factors like students' needs, the topic which is to be taught, the materials and equipments which are suitable for this topic and many other factors can play a major role in making students motivated and energetic to speak much more effectively. Besides, regarding Iranian contexts, these issues can even be more salient. In Iran, students' speaking skill, unfortunately for many of the students, is not as efficient as it is expected. Therefore, considering the above-cited factors and taking steps to meet the necessary conditions for providing the

students with the best possible environment and conditions for improving their speaking ability seems to be a must.

On the other hand, as mentioned above, items 2, 10 and 12 have been selected by student participants of the study as the least demotivating factors (their Means are 3.51, 3.81 and 3.85 respectively). Item 2 is related to the domain of application of language in everyday life. This item can, however, be discussed with regard to the EFL and ESL contexts separately. In ESL contexts, English language is used in daily communications and therefore has a relatively wide domain of application. But in EFL contexts, the language use may be just limited to English classes and out of classes it may not be used at all. All in all, based on the students' EFL views, this factor is not remarkably effective in demotivating the learners. To be specific with regard to Iranian context, like other EFL contexts, English language is not used in daily communications at all and therefore students have no chance to hear and use it in real life situations.

As with item 10 as the second least demotivating factor, the way teachers articulate the language is also of little importance factor and not as demotivating as the other factors. What must be noted with respect to this factor is that teachers' way of pronunciation should, all in all, be considered to have any impact in motivating or demotivating learners. That is, if a teacher pronounces English words and sentences correctly and like a native or near native speaker, it can motivate his/her students to become more willing in speaking. The opposite is also true. If a teacher mispronounces the language words and sentences, students may feel discouraged and demotivated to speak. Besides, one possible reason for justifying the students' response according to which teachers' way of pronunciation is not considerably demotivating could be the context (EFL or ESL) in which the students are learning language. In other words, in EFL contexts including Iran, since language has no application in every day communications, the way of pronunciation of teachers is of no attention and interest to students. In contrast, in ESL contexts due to the use of language by people in every day events, it is of great importance for students how teachers articulate words and sentences.

Finally, the third least demotivating factor in students' idea is item 12 relating to the teachers' mocking of students' mistakes. It is a truism that when a student is mocked by his/her teacher or even other peers it can bear a remarkable impact on the motivation of him/her and it

may even prohibit him to initiate and communicate any more in the class. Moreover, some other reasons like cultural background and age can bear some influence in this regard. To clarify the point, in some cultures students may be heedless to the mocking made by teachers and even other peers. However, there may be some cultures in which students may be very sensitive to the teachers' and peers' reactions. With regard to Iranian context, the study reveals that Iranian culture is among the first type of cultures in which the students are heedless to peers' and teachers' reactions. The point, however, needs to be mentioned here is that Iranian context, to the best of the author's knowledge, has the latter type of culture. That is, Iranian students, at least most of the, are very sensitive regarding the reactions made by teachers and other classmates. To obviate this ambiguity, more studies need to be carried out.

The items of the questionnaire can be classified to seven categories. Means and standard deviations for these categories have been presented in Table 3.

As the table shows, the class of items pertaining to teacher enjoys the highest mean meaning that based on the students' view, teachers' behaviors and reactions are the most demotivating factor for speaking skill. Equipments and language utility classes are the two other most dividing factors as far as speaking skill is concerned. In contrast, the least demotivating factors are class items, peer items and language nature respectively.

The results of the repeated measures test of ANOVA, presented in Table 4 Show that there is a significant difference among the means of these categories ($F=3.35$, $p<0.01$).

The results of a post hoc Bonferroni test revealed that teacher and equipment were considered as the most demotivating classes of factors by the students and showed significant difference with the other factors. As for the equipment, it is axiomatic that it is hard to motivate students who come to a school without the necessary learning materials and equipments such as textbooks, DVDs, CD players etc. In a study on the attitude of students on mathematics, [12] found that most of the students (68%) were bereft of text books. The lack of textbooks prevented them from taking part actively in most of the class activities if the same material was not copied on the blackboard. In addition, he stated, they couldn't do their homework. Therefore, they were sent out of the class. This failure, consequently, increased frustration and demotivation among the students.

Table 3: Descriptive statistics of students' views

	Mean	Std. Deviation	N
Class	3.7	.63	70
Language utility	3.77	1.02	70
Teacher	4.15	.62	70
Equipments	4.3	.64	70
Peer	3.72	.71	70
Language nature	3.74	.68	70
beliefs	3.75	.68	70

Table 4: Test of within-subject effect

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
factor1 Sphericity Assumed	4.473	6	.746	3.354	.003	.046

The same problem can be also considered for other modules including language and especially speaking skill. When students and language learners don't access adequate and enough materials and equipment they are unwilling to participate in the class activities and accordingly their early motivation to speak may change into demotivation.

Factors related to teacher were also considered as more demotivating than the other factors (Their means 4.15). As with the teacher of the class and his/her behavior, [13] in their study concluded that the teacher in the entire education system is and should be identified as the most important factor in motivation. This is because he/she sits and sets all class activities. Every action of the teacher, they say, would influence the child behavior, either directly or indirectly. [14] also observed that teachers design the environment and implement instruction, while orientation to teaching and learning provides the framework on which the rest of classroom motivation is built. They then identified many ways and strategies through which the teacher warmth and empathy, teacher expectation, his arrival toward order and safety success, comprehension, challenge, stressing focus involvement and reinforcement. [13] also concluded that one of the most prevalent problems with teachers is just their own being unsatisfaction and demotivation which could be due to many causes like lack of adequate salary, being uninterested to their job, etc.

Furthermore, students display more motivational benefits when taught by the teachers they like over teachers they dislike [15]. However, education is much more than a personality contest. The role of teachers seems to be shifting from preprogrammed knowledge dispensers to instead managers of student learning and the learning environment. Therefore, teachers must be empowered to exercise professional judgment in the classroom to attain clearly expressed goals. Professional educators should be given latitude to test individual

approaches based on strategic goals and incentive systems. Also, teachers should be provided with training to support them in this expanded role including more time for peer interaction to share views on what is effective. Overall, teachers should do unto the students as they would want done unto themselves.

In contrast, factors pertaining to environment, peers, language nature and beliefs are the least demotivating factors with respect to the students' views.

Regarding the role of environment in motivating or demotivating the other students, it is clear that first of all, students are the raw materials for education and the primary products of educational transformations; and second, students are key members of the labor force involved in creating education" [17: 1335]. Also, the increasing diversity of individual differences among students can be seen in time management, learning styles, maturity, demographics, experiential background, cultural orientation and interests. As such, [22: 489] suggest that teachers should be producers of environments that allow students to learn as much as possible or that schools should become learning habitats wherein relationships are fostered between people, students develop their own individual instruction plan and a variety of investigating system options replace the passive receipt of information. [16,17]. But despite the afore-mentioned remarks, the student participants of the present study believed that environment is of little importance in demotivating them to speak. There can be mentioned some reasons for this difference. One and may be the main reason could be the context in which students were learning the language. In other words, since Iran is an EFL context and language is not used in real life situations at all, environment is of little attention and significance for students in demotivating them to speak.

Regarding the factor of peers, as another less demotivating factor, it is clear that students can be influenced by other students' behaviors. For example,

when one student responds wrongly to the teacher's question, the peers' reaction to this fallacy can be a significant factor in motivating or demotivating of the student whose answer was wrong. That is, if peers after observing the wrong answer begin to laugh and ridicule him/her, it can hinder the student to initiate and speak in later occasions. In contrast, when peers not only don't sneer at the student, but try to help him to provide the correct respond this behavior can make the student feel more relaxed and confident and consequently he feels no embarrassment to take part in the class even if he is wrong. But like the previous case, in this study, peers have been regarded as not a salient demotivating factor. Although believing this view of students is somewhat difficult, by taking into account the issue of age it can be justified. That is, since the student participants of the study were intermediate adolescent learners, they are not influenced remarkably towards other learners' reactions like laughing, mocking, etc. Maybe for advanced and adult learners this factor can be a more demotivating factor than youths and adolescents.

Language nature is the other factor bearing an effect in motivating or demotivating the students. Though the related literature on the same issue is little, it can be, however, claimed that whenever the differences between the students' native and second/foreign language is more salient than their similarities, they may be less interested and motivated to learn the language. In contrast, when the two intended languages bear more similarities than differences, learning the related language can be more motivating and interesting. One reason why learners have considered it as a less demotivating factor may be the fact that since Persian and English language enjoy more differences than similarities, especially as far as speaking skill is concerned, they viewed it not as a salient demotivating factor. Besides, another reason could be lack of enough knowledge and information about this factor. That is, may be students couldn't understand exactly what does it mean by language nature.

Very closely-related to the previous factor, the belief of students on language and especially speaking skill is also influential in motivating or demotivating students. Sometimes students find a language interesting to learn. That is, they may find the grammar, the vocabulary scope and even the pronunciation aspect of a language interesting; hence making him/her motivated to learn that language. The opposite is also true. A person may be first motivated to learn a language; however, by being exposed to the language and its complicated grammatical rules, the

complicated pronunciation rules, etc. he may get discouraged to continue learning it. This factor can also be related to the well-known principle of Sapir-Whorf hypothesis stating that differences in languages we speak influences the way we think. Besides, beliefs are a central construct in every discipline which deals with human behavior and learning. Teachers' beliefs influence their consciousness, teaching attitude, teaching methods and teaching policies. Teachers' beliefs also strongly influence teaching behavior and, finally, learners' development. The formation of teachers' educational beliefs in language teaching/learning process will exert an indiscernible effect on forming effective teaching methods and will bring about the improvement of learners' language learning abilities [18]. The same issues can also apply equally to the students and their beliefs. There are some who believe that learning a language is related to aptitudes of people and some of them may think that they don't have such an aptitude. Some others may believe that what is more than aptitude in learning a language is the amount of time, energy and motivation one invests to learn the language; and so many other different beliefs which may be positively or negatively influential in language learning.

Teacher's Questionnaire: Regarding the teachers' viewpoints on demotivating factors of speaking skill, like what was followed for the previous case, first the descriptive statistics of individual items are dealt with (due to its large size, it has been omitted from the paper). Like the case for the students, most of the items show remarkably high means, indicating that they all play a role in demotivating learners' speaking skill. However, to be more exact, a test of repeated measures ANOVA and a subsequent post hoc Bonferroni test revealed that, on the one hand, items 7, 8, 6, 16 and 17 are considered as the most discouraging factors in terms of teachers' perspectives (their Means 4.20, 4.20, 4.17, 4.17 and 4.17 respectively); and, on the other hand, items 2, 20 and 10 are the least demotivating factors. Table 5 shows the results of ANOVA.

Table 6 presents the mean and standard deviation of the most and least demotivating items of speaking skill based on the teachers' perspectives. As it is conspicuous from it, as it was mentioned, items 7, 8, 6, 16 and 17 have the highest means and therefore are the most demotivating factors for speaking skill. In contrast, items 2, 20 and 10, possessing the lowest means, are considered to be the least discouraging factors as far as speaking skill is concerned.

Table 5: Tests of within-subjects effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
factor1 Sphericity Assumed	15.400	19	.811	1.593	.052	.039

Table 6: Descriptive statistics

Categories	Item	Mean	Std. Deviation
The most demotivating	Item 7	4.20	.82
	Item 8	4.20	.75
	Item 6	4.17	.84
	Item 16	4.17	.71
	Item 17	4.17	.74
The least demotivating	Item 2	3.62	1.21
	Item 20	3.87	.82
	Item 10	3.92	.88

Item 7 points out that when a teacher expects exactly grammatically correct sentences on the part of students, it can inhibit some of learners to initiate speaking due to the danger of making any mistake. The point which can be stated here with regard to the item is that though producing grammatically correct sentences is a good intention, however, it is a wrong idea if any teacher expects all the students to produce such correct sentences especially in early stages of language learning. Item 8 pointing to the fact that ignoring slow students by teachers is the second most demotivating factor for students' speaking promotion in terms of teachers' views. This item was also believed by students to be a significant factor in diminishing the motivation and willingness of learners to initiate speaking. The other most demotivating factors are teachers' examination-oriented teaching, topics and issues of the class and also the teachers' dissatisfaction of their job (factors like low salary, lack of respect, etc.).

Teachers' inattention to slow students, item 8, is the second most demotivating factor in terms of teachers' attitudes. There have been many cases in which some teachers while dealing with weak and slow students try to ignore them absolutely or at least treat them shortly. This heedless behavior of teachers is a serious factor in discouraging the students. When they see that teacher doesn't care about them, don't listen to them carefully and try to ignore them they would become less willing to show any activity of them to be seen in the class.

Teachers' examination-oriented teaching, that is item 6, can also bear negative influences on students' motivation. Taking an exam-oriented teaching approach can have an important influence on creating anxiety and stress in students. That is, by taking such an approach, students may think more about the exam and scores than on what is being taught. In such cases, students try just to memorize the materials and never think deeply about

the materials. They think just about gaining good scores on the test. This exam-oriented teaching is contrasted with mastery teaching in which learning and comprehending the materials is much more important than attaining good scores on a test [19]. Moreover, the act of teaching to the test limits the teacher's ability to use multiple creative teaching methods based around their students' needs [20] and creates an atmosphere of learning facts and material without any real emphasis on student understanding beyond ability to answer test-questions correctly. The last point is that by stating the above-cited remarks it is by no means to say that testing and teaching to test should not be used at all. But teaching to the test might also be appropriate under some situations and has its own advantages. However, the point is that it should not be over emphasized in situations in which comprehension is more significant than gaining good scores.

Item 16, that is, the content and topic of the class, may also demotivate students. When the topics used and discussed in the class are of no interest to the students they would become more reluctant to focus and speak on that. This uninterested can however stem from different reasons. As an example, students may have no or little background on the topic and consequently they don't know much about it to state. Besides, the type of topic is also influential in motivating or demotivating students. In other words, choosing an authentic or inauthentic topic may positively or negatively affect the motivation of students. To be specific about speaking, this issue becomes more salient. When students are required to speak about real life topics they will be more motivated to speak than when they are wanted to speak on issues which are inauthentic.

Finally, item 17 that is about teachers' dissatisfaction of their job due to several reasons is also another demotivating cause. Job satisfaction/dissatisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. Although it is annoying, there are some teachers who, due to their being dissatisfied of their job which may be because of different reasons including the low income, lack of interest in their job, lack of adequate

privileges, etc. don't do their best to help students in their learning process. They may have selected the job just due to compulsion (not having their own favorite job).

All in all, it follows therefore that there is a relationship between motivation and job satisfaction, which is paramount in any organization's existence. However, the concepts of motivation and job satisfaction are often confused with one another. [21] pointed out that the two terms are related but are not synonymous. They acknowledged that job satisfaction is one part of the motivational process. While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. [20: 113] also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. [22] demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal and general performance and contribution to organizational objectives and goals.

Contrary to the above-cited items are items 2, 20 and 10 which have been determined by teachers as the least demotivating factors (their Means 3.62, 3.87 and 3.92 respectively). Item 2 refers to the teachers' ridiculing of students while making a mistake. Students' views, as it was previously discussed, were in consistency with this teachers' ones. To put clearly, like teachers who believe the ridiculing of students' mistakes is not remarkably demotivating, students also consider it as one of the least demotivating factors.

Another less demotivating factor in terms of teachers' ideas is item 20 pointing to the size of classroom. The size of the class has been discussed in length in different papers [23,24]. There are some controversy with regard to the effect of class size on motivation of students and consequently on their learning. Most education research has confirmed that small classes do yield benefits. But research also has revealed nuances about how and when small classes will work best, where an investment will result in maximum return and exactly how many students a small class should have. Further, while small classes benefit all kinds of students, much research has shown that the benefits may be greatest for minority students or students attending inner-city schools. For these students, smaller classes can shrink the achievement gap and lead to reduced grade retention,

fewer disciplinary actions, less dropping out and more students taking college entrance exams. On the whole it can be concluded that small size classes lead to more advantages than big classes. Changes in student and teacher behavior are believed to be a major reason why small classes work. Teachers in small classes pay greater attention to each pupil. Students in these classes experience continuing pressure to participate in learning activities and become better, more involved students. Attention to learning goes up and disruptive and off-task behavior goes down.

Finally, item 10 referring to teachers' only attention to intelligent students and ignoring the lower ones is the other factor which is of less degree of importance in terms of teachers' views to demotivate students. It was, in the previous cases, mentioned in detail that teachers' discrimination among the weak and intelligent students negatively affects the weak students. This behavior can be more serious as far as speaking skill is concerned.

The items of the questionnaire can be classified to seven categories. Means and standard deviations for these categories have been presented in Table 7. It is clear from the table that items related to factors of teacher, time and classroom are the most demotivating factors (Means 4.06, 4.05 and 4.00 respectively) and items related to context of language learning is the least discouraging factor on the basis of teachers' views (Mean 2.97). In order to see if these differences are significant, a repeated measures test of ANOVA was run. Results are presented in Table 8.

As the results show, the differences are significant ($F=35.36$, $p<.001$). A post hoc Bonferroni test revealed that the mean for the context was significantly lower than all the other items but no significant difference was found between the other factors. There can be mentioned a few reasons why the context factors has been considered as the least demotivating factor as far as speaking skill is concerned. As a probable reason, since the participants used in the current study were all EFL and in foreign contexts, unlike second language contexts, language is not used in everyday communications and therefore, they are not well aware of its significance in developing the speaking skill, they have selected it as the least demotivating factor for speaking. In other words, it goes without saying that the motivation of students in ESL contexts would be higher than the motivation of students in EFL contexts. In ESL contexts, especially as far as speaking skill is concerned, there is more need and interest to communicate with other people and therefore,

Table 7: Descriptive statistics of teachers' views

	Mean	Std. Deviation	N
classroom	4.00	.624	40
teacher	4.06	.526	40
context	2.97	.861	40
Time	4.05	.696	40

Table 8: Tests of within-subjects effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
factor1 Sphericity Assumed	34.192	3	11.397	35.369	.000	.476

students would be more determined and motivated to learn and speak. In contrast, there would be no such a need and consequently students' motivation can be less salient.

With regard to the factors related to the teacher, in the previous section of the chapter it was discussed in detail. However the point needs to be highlighted here is that teachers must have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they should also develop the critical and analytical capacities of their students. They should know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction to allow the schools' goals for students to be met. They must be adept at setting norms for social interaction among students and between students and teachers. They should also understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure. Lack of each of these abilities and knowledge in a teacher can cause students to be less motivated and interested in learning a language.

Time can also be taken into account as another important demotivating factor. Time, however, may bear different meanings. As an example, it may refer to the ways in which an individual views his past, present and future and how those conceptions of time influence motivation and achievement. Research suggests that an individual's perspective on time can either positively or negatively affect his attitude towards present tasks and responsibilities [25]. It may also mean the amount of time and also the strategies used by students to manage their time while learning. In other words, the students who

invest more times on learning and manage their time more efficiently while learning can be more motivated and organized in achieving their purposes.

Finally, issues with reference to the classroom also play significant role in making a student motivated or demotivated to initiate and take part in classes' activities. It was mentioned previously that the atmosphere of the class, the size of the class, the number of students in the class, the arrangement of seats and many other class-related factors may affect the motivation of students.

By context, as the least demotivating factor in terms of teachers' ideas, it means different aspects. As an example, whether students are learning a language, especially speaking skill, in an ESL or EFL context. It goes without saying that the motivation of students in ESL contexts would be higher than the motivation of students in EFL contexts. In ESL contexts, especially as far as speaking skill is concerned, there is more need and interest to communicate with other people and therefore, students would be more determined and motivated to learn and speak. In contrast, there would be no such a need and consequently students' motivation can be less salient. Context of learning can also be defined in terms of the type of subject being taught and researched in an academic department. Teaching and assessment procedures vary between different academic units, although the effects of these differences on student learning are poorly understood. The realization that university teaching contexts might have unintended consequences for learning-that they might discourage students from coming to grips with the fundamentals of their subject and encourage them to use tricks and stratagems to pass examinations- is not a recent one.

In sum, as the students' ideas are concerned, the three most demotivating factors, as far as speaking skill is concerned, are factors related to teachers, equipments and

class utility respectively. As for teachers' ideas, factors related to teachers, time and classroom as the three most demotivating factors. It is clear that both students and teachers considered problem arising from the teachers as the most discouraging factors. Issues pertaining to classroom are another factor on which the teachers and the students have consensus. Therefore, it can be inferred that the factors pertaining to teachers are very deciding in demotivating students to speak.

Thus, it behooves teachers to be much more punctilious about their behaviors and reactions in the class. Among teachers' behaviors, some of them like the way they teach, the way they respond to students' errors are of more importance. Another point which can be inferred from the students' and teachers' responses is that issues related to class utility are also of great significance in demotivating students. One of the issues is the materials and equipment available to the students. In other words, when a student enters a class and finds the class in a disorganized state, having old desks, no adequate materials like DVD players, TV, etc. it can discourage him to do his best to improve the speaking skill. Besides, the atmosphere of the class, the way classmates cooperate and some other factors are also another issues related to the effect of class in demotivating the students to speak. Class utility can also refer to the content of the class and what is taught. That is, when a student found the topic of the class uninteresting and of no application to him, he may become discouraged to pay attention to what is being taught.

In contrast, regarding the least demotivating factors, students have mentioned issues related to class, peers and language nature and teachers referred to factors related to context of language learning. The interesting point, at least to the author of the study, is that students have considered the peer factor as one of the least demotivating factors. However, in reality something contrary to this is often observed. To clarify the point, we, as teachers, often see in the classes that students and especially kids and children are very sensitive to their classmates' reactions and behaviors. [26] confirms this point by arguing that children are extremely sensitive to peers. He further states that children are always thinking about this point that what other classmates are thinking of me? when I speak what so and so think of me? and many other similar questions. Brown then concluded that children are more fragile than adults. Their egos are

still being shaped and therefore the slightest nuances of communication can be negatively interpreted by them (pp: 89).

CONCLUSION

The overall objectives of the present study were first, to get the perspectives of two groups who are basically involved in the teaching and learning processes namely, language teachers and learners, regarding their views about the factors which may negatively affect the speaking performance of language learners; and second, to see what the similarities and differences are between the students and teachers' attitudes on the subject of the study. It is obvious that motivation and demotivation as well as speaking are amid the most important issues in the process of language learning. Therefore, considering them and conducting researches like the present one about the relationship between them could help language teachers and students to be more efficient in process of language learning and teaching.

As it was discussed in detail in the preceding section of the study, the main findings of the study are: first, speaking skill, as an active, dynamic language skill, may be strongly affected by demotivating factors. That is, a series of factors including teachers, peers, materials, etc. should be considered as causes of demotivation in students. The point needs to be reiterated here is that the above-mentioned factors may have both positive and negative influences on students' oral ability. Therefore, the way they are treated is of considerable importance in bearing positive or negative impact. As a simple example, it was illuminated already that teachers' reactions to students' wrong responses may motivate or demotivate the students to take part in further activities of the class. If a teacher ridicules the students' wrong response or begins to shout at him, it can surely diminish the student's interest. In contrast, if a teacher, after hearing the students' wrong responses, tries to rectify him and behaves to keep him motivated, the student never feels shy and discouraged to be again involved in the class activities.

The second finding obtained from the study was that on the basis of teachers' opinions, the most demotivating factors on students' speaking ability are factors related to teachers, time and classroom. Besides, based on the students' perspectives the three most demotivating factors, as far as speaking skill is concerned, are factors related to teachers, equipments and class utility.

As with further research on the same domain, a few suggestions can be proposed. The first one can be to achieve a study with the same content and issue on other skills; namely, reading, writing and listening. The second topic which may be suggested is to carry out a gender-oriented study on the same issue in which the probable differences of males and females on demotivating factors can be examined.

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