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A Questionnaire-Based Study on Perceptions of Learning Demotivation Sources and Strategies to reduce them in Iranian EFL Context

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ABSTRACT

The main focus of this study was to explore if Iranian intermediate EFL learners were motivated or demotivated to learn the language. Additionally, the differences between the perceptions and priorities of three groups of EFL learners (including 200 intermediate EFL learners), experienced EFL teachers (including 100 teachers with more than three years of teaching experience) and novice EFL teachers (including 80 teachers with less than three years of teaching experience) on demotivation sources and strategies to reduce demotivation sources constructs were investigated in this questionnaire-based study. The results of both ordinal and interval data analysis done in this phase of study revealed that all the motivational constructs of Attitude/Motivation Test Battery (AMTB) considerably decreased as the EFL learners were preceding along the course. In the second phase of the study, any statistically significant difference between three groups of participants' perceptions or priorities of two constructs were examined based on the data gathered through Demotivation Sources Questionnaire (DSQ) and Demotivation Reduction Strategies Questionnaire (DRSQ) instruments. One-Way ANOVA statistical test and post-hoc tests were run, and based on the findings, there was no remarkable difference between EFL learners', experienced and novice EFL teachers' perceptions and priorities of sources of demotivation and the strategies that should be used in Iranian EFL classrooms to reduce the demotivation sources.

Keywords: *Demotivation, Experienced EFL Teacher, Novice EFL Teacher, EFL Context, Iran*

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1. Introduction

The majority of students in Iran are incapable of applying the taught material for communication of meaning in real-life circumstances. English is taught in classes and formal situations in which facilities are inadequate; therefore, learners might confront with very few real-life occasions and insufficient opportunities to learn and communicate in English. It is mostly the case that leads to a negative attitude and damaging outcome in the process of learning English. Some of the students might lose their interest in learning English due to demotivating factors. In such conditions, learners experience uninteresting subject matter to be passed and do not regard its importance as a means of communication.

The lack of motivation may be reflected in their different behaviors and attitudes in class. It is evident that many students lack interest in English as a school subject (Rashidi, 1995). Although they are conscious of the fact that they need to participate in classroom activities and study to pass examinations, they do not seem to understand the relevance of learning English to their lives. Consequently, these demotivated students tend to get distracted very easily in class, and some of them disturb their classmates. Thus far, students who are demotivated to learn the English language seldom attend to class and tend to be very negative towards English. They consider English as a very difficult subject. Equally, they have poor concentration and



produce little homework. Students do not respond well to the learning process and do not participate actively during the lessons. Consequently, they fail to acquire this foreign language. As a result, many of them are unable to do well in class. These demotivated students focus too much on grades and not enough on learning the language. That is, they study the language because of the compulsory nature of this subject, and they need to pass examinations. Thus, they hardly enjoy the learning process. The findings of this study possibly can help language teachers to find out why students are demotivated in the language classroom to facilitate and enhance language learning. This study is designed to find out the reasons for demotivation in language classrooms in Iran to find ways to dissolve this problem. Because demotivation factors affect the learning process negatively (Dornyei, 2001), in an attempt to address the factors contributing to demotivation, the present study aims to probe the issue of demotivation in Iranian language Institutes to explain major reasons of this phenomenon. Therefore, the results can be useful for teachers to adopt certain methods to reduce de-motivating elements. Notwithstanding that the knowledge of the sources of demotivation can be of enormous help in improving motivation, the identification of practical ways or effective strategies to eliminate demotivation are very crucial as well. In the context of education, the learners need to be motivated, and teachers should meet this need in their instruction. Put it another way, keeping the learners motivated in the process of learning is important.

Theoretically, this study will be helpful for the identification of underlying factors which might demotivate the learners. This can help enhance the attempts in encouraging the application of the strategies which can prevent demotivation in language learning. Besides, the findings can enrich the literature on demotivation, laying the foundation for taking notice of a more comprehensive picture of demotivation in EFL contexts. Pedagogically, the findings can uncover the demotivating factors in the Iranian context of ELT. As a result, by building on the findings, teachers, as well as teacher educators, can tackle these factors, seeking to attenuate the demotivating factors and consequently keeping the learners motivated in L2 contexts. This can result in the enhancement in higher levels of

achievement as well as EFL learners' success. The present study offers originality in that it attempted to find the significant difference between novice and experienced teachers and learners in terms of their perceptions of demotivation sources and strategies used to reduce demotivation in a single study.

There is not enough knowledge about the features and nature of demotivation as inadequate investigations have been carried out on this phenomenon. This is because demotivation has been added recently to the field of the second language (L2) motivation (Dornyei and Ushioda, 2011; Sakai and Kikuchi, 2009). Another problem which was the focus of the current study is the lack of ample study on strategies to reduce demotivation. Therefore, one of the aims of the study was to explore what strategies should be used to prevent demotivation among Iranian EFL learners. The research findings have indicated that a large number of ESL/EFL learners think that their failure in learning target language emanates from their demotivation (Dornyei and Ushioda, 2011; Falout, Elwood, & Hood, 2009; Hu, 2011; Kim, 2009). This has pushed many scholars to seek to identify the causes of demotivation among second language learners (Dornyei and Ushioda, 2011). As mentioned by Dornyei and Ushioda (2011), the major challenge is that both instructors and learners are not completely aware of strategies which can reduce the influence of demotivating factors. The notion of demotivation has been added recently to the field of the second/foreign language (L2) motivation. This is mainly due to a large number of demotivated learners observed by researchers in language classes (Hamada, 2008, 2011a; Hu, 2011; Kim, 2009; Khoshima and Hashemi Toroujeni, 2017e; Meshkat and Hassani, 2012; Sakai and Kikuchi, 2009; Sharififar and Akbarzadeh, 2011). The majority of investigations conducted on this phenomenon have mainly sought to shed light on the demotivating variables concerning ESL/EFL learners (Dornyei and Ushioda, 2011). Knowledge of the causes of EFL learners' demotivation may enable the scholars and educationalists to obtain information about the learners' failure in L2 learning as well as their possible unwillingness to follow English studies more seriously and energetically. According to Soureshjani and Riahipour (2012), the teacher has been found to play a vital role in

motivation or demotivation in the ELT context. It is hypothesized that application of influential strategies reducing demotivation is likely to solve some of the related problems; however, inadequate investigations have been conducted to examine the impact of such strategies and their potentiality in solving the language learning-related problems. In the same veins, Ho (1998) asserts that despite the essentiality of demotivation in L2 learning in general, very few studies have dealt with L2 learners' demotivation. Moreover, the investigations conducted on this issue (e.g., Ho, 1998) have sought to make a connection between demotivation and low motivation, rather than analyzing it as a construct in its own right. A look at the literature shows that when it comes to the role of motivation in a learning a second language, the majority of educators, L2 teachers, learners, material developers, and researchers view the motivation as a construct contributing to the quality of learning. Because of its complex nature, motivation needs to be investigated across several disciplines.

Therefore, stimulated and motivated by these needs and the critical circumstances of motivation in Iranian EFL learning situations, the researcher of the current study aimed at achieving two goals 1) to probe if EFL learners were influenced by demotivation sources, and 2) whether there was any difference between perceptions and level of understanding of EFL learners and EFL teachers on demotivating factors and demotivation reduction strategies.

Considering both theoretical and pedagogical perspectives, the following research questions are addressed in this study to accomplish the aforementioned main objectives:

Q1. Are the Iranian intermediate level EFL learners motivated to learn English?

Q2. Is there any statistically significant difference between Iranian intermediate EFL learners and experienced teachers' perceptions of sources of demotivation in the EFL classroom in ILI?

Q3. Is there any statistically significant difference between Iranian intermediate EFL learners and novice teachers' perceptions of sources of demotivation in the EFL classroom in ILI?

Q4. Is there any statistically significant difference between Iranian EFL novice and experienced teachers' perceptions of sources of demotivation in the EFL classroom in ILI?

Q5. Is there any statistically significant difference between Iranian intermediate EFL learners and experienced teachers' perceptions of the most effective strategies used to reduce learners' demotivation in ILI?

Q6. Is there any statistically significant difference between Iranian intermediate EFL learners and novice teachers' perceptions of the most effective strategies used to reduce learners' demotivation in ILI?

Q7. Is there any statistically significant difference between Iranian EFL novice and experienced teachers' perceptions of the most effective strategies used to reduce learners' demotivation in ILI?

According to the above mentioned research questions (RQs), followings are seven null hypotheses:

H01 (Q1): Iranian intermediate level EFL learners are not motivated to learn English.

H02 (Q2): There is no statistically significant difference between Iranian intermediate EFL learners and experienced teachers' perceptions of sources of demotivation in the EFL classroom in ILI.

H03 (Q3): There is no statistically significant difference between Iranian intermediate EFL learners and novice teachers' perceptions of sources of demotivation in the EFL classroom in ILI.

H04 (Q4): There is no statistically significant difference between Iranian EFL novice and experienced teachers' perceptions of sources of demotivation in the EFL classroom in ILI.

H05 (Q5): There is no statistically significant difference between Iranian intermediate EFL learners and experienced teachers' perceptions of the most effective strategies used to reduce learners' demotivation in ILI.

H06 (Q6): There is no statistically significant difference between Iranian intermediate EFL learners and novice teachers' perceptions of the most effective strategies used to reduce learners' demotivation in ILI.

H07 (Q7): There is no statistically significant difference between Iranian EFL novice and experienced teachers' perceptions of the most effective strategies used to reduce learners' demotivation in ILI.

2. Literature Review

Soureshjani and Riahipour (2012) describe demotivation as lacking sufficient motivation to accomplish a specific goal. Therefore, a demotivated person makes no purposeful attempt. This would result in the lack of perseverance, desire, and excitement,



which are typically experienced about accomplishing a target goal. Similarly, a demotivated learner loses interest because of some reasons. Aydin (2012) defines demotivation as making no effort or feeling no need and willingness. Trang and Baldauf (2007) maintain that motivation is like a driving motor which pushes forward one's learning in life while demotivation decreases the pace of learning (Cited in Bahramy and Araghi, 2013). Demotivation, which is in sharp contrast to motivation, has been described as low motivation or a third kind of motivation, lacking an independent nature as a phenomenon in its rights (Trang and Baldauf, 2007). Heidari and Sadegh Oghli (2015) investigated the effects of being demotivated on EFL learners' speaking skills. A questionnaire including teacher-related, student-related, and classroom-related demotivating factors was given to 100 first grade high school students. The findings demonstrated that all three factors hurt students' speaking ability. However, among all three factors, classroom related had the most negative influence on students' speaking skill.

In a study, Daif-Allah and Alsamani (2014) found that external factors such as teachers' competence, teaching styles, and class environment were the main reasons for demotivation. To recover the interests of these students, they implemented the following techniques: reducing class size, administering weekly quizzes, giving corrective feedback, doing in-class work, coordinating language skills, instant payment for replacement, and eliminating cheating. The results of their study indicated that the implemented strategies had a significant positive impact on restoring students' motivation.

A study by A B M A., Nurita Binti J., Md. I. H., and A B M A. (2019) has assisted how employees use their self-motivation to overcome the workplace barriers. Qualitative research (semi-structured interview) approach has been applied in this research to collect data from 20 employees among the Bangladeshi Readymade Garments (RMG) factories. The findings suggested that self-motivation works positively to reduce conservatism, negative mindset, lack of self-confidence, and to overcome inner conflict.

Falout (2012) believes that learners antecedent condition (what they bring with them into class such as self-concept, self-efficacy, attitudes, and expectation of

success) can affect students motivational level. His findings indicated that "learners with the positive antecedent condition develop adaptive coping strategies soon," and this "adaptive coping in social contexts leads to remotivation for those who have lost interest in learning and maintenance of motivation for continual learning" (p.19). Hirvonen (2010) conducted a study to find out factors that demotivate and remotivate immigrant pupils. His findings indicated that although demotivation was a prominent phenomenon among immigrant pupils, it was a state that was possible to overcome. The factors mentioned for overcoming demotivation were divided into three main themes. The first theme was recognizing the status of English as lingua franca. His findings demonstrated that recognizing the status of English as an international language plays a crucial role in overcoming the experiences of demotivation. The second factor that helped overcome demotivation was developing positive attitudes towards schooling, and the third and final factor was using English outside the classroom. Carpenter et al. (2009) found that watching or talking with social models such as their teachers and peers, and learning new and effective strategies are effective in remotivating and restoring learners' desires and behaviors toward learning. Han and Mahzoun (2017) conducted a qualitative case study. Two out of three findings proved to be related to human factors of motivation. They were lack of effective communication between teachers and administration or colleagues and inattentive and rude students.

In a recent study, Mazlum (2015) investigated the views (perceptions) of Iranian EFL students concerning demotivating and remotivating factors. This study was undertaken in the context of high schools in Iran. Eighty-two students from three provinces took part in the study. The results of his study showed that teacher factors, resources, international lingua franca, family, and textbook were ranked as top five remotivational factors. Regarding demotivators, students attributed their demotivation to teacher factors, resources, family, and textbook. Chambers lists some attributes of a demotivated learner including making no efforts to learn, displaying no eagerness, having low level of concentration, avoiding doing homework or task, the inability to catch up with the materials, weak self-confidence in one's skills and abilities, displaying low energy,

reacting negatively to praises or not reacting at all, lack of willingness to collaborate, making distractions for other students, shouting at others, throwing things. Dornyei and Ushioda (2011) have characterized demotivated learner as an individual who used to be motivated but has lost the commitment/interest for some reason. It seems that they lost their interest and desire to engage in classroom activities and tasks. Moreover, a study conducted by Chambers (1993, cited in Soureshjani & Riahipour, 2012) indicated that demotivated learners were shown to have low self-esteem and confidence. The findings also showed that the learners make their best to draw extra attention, seeking admiration from the teacher above the other.

Ahmed, Aftab & Yaqoob (2015) carried out a descriptive study to shed light on why L2 learners in Pakistan are less motivated concerning English language learning at the undergraduate level. It was also aimed at uncovering the possible contributors to motivation such as learner-teacher relationship, classroom setting, self-confidence or self-respect, and desire to communicate. Motivation makes important contribution to second language learning, creating very strong communicative factors through improving self-confidence. An L2 teacher is responsible for establishing an appealing environment in the class. They should also pave the way for the creation of a student-centered environment so that learners feel valued in the class and become more interested in learning an L2. The sample of this study consisted of 199 learners at the undergraduate level selected from a University in Pakistan. The researchers developed a questionnaire to measure different levels of motivation based on the Likert scale. The participants were provided with the maximum time to fill the questionnaire.

The findings indicated that identifying demotivation sources and taking appropriate strategies to reduce them play an important role in second language learning concerning the factors mentioned above. Koran (2015) investigated to examine the studies and theories related to EFL/ESL learners' motivation and how teachers can initiate and strengthen it. Also, this study was aimed at identifying the strategies identified in the literature on motivation. Based on this review, the author offers some motivational techniques teachers can use to improve their students' motivation. Al-Kaboody (2014) carried out a study on the

role of teachers in learners' motivation. The purpose of the study was to explore the main body of literature on motivation in the second language. The study intended to discuss the main theories of motivation on the role of teachers on learners' motivation and to clarify how they can motivate learners in the process of teaching. Based on a large number of studies on motivation, his paper suggests that teachers have vast accountability to start the learners' motivation and keep it alive in the process of learning. Moreover, it came into conclusions that motivation was used to classify strategies and principles appropriate to be used by teachers in their classroom.

Sahragard and Ansaripour (2014) investigated demotivating and remotivating factors among Iranian MA students of TEFL. Interviews were conducted on 20 students. Subsequently, a 40-item demotivation questionnaire was constructed and administered to 150 students. The findings indicated that the economic problem was the most salient demotivating factor for the participants of this study. However, the second, third, and fourth important demotivating factors were future pessimism, professors' characteristics, and syllabus design, respectively. Moreover, Mahmoudi and Amirkhiz (2011) investigated the use of the learners' native language, Persian, as a possible source of demotivation among 64 female students in the EFL classroom. The findings based on both observations and interviews revealed that the use of Persian in the classroom was a demotivating factor for most students. In the same vein, Afrough, Rahimi, and Zarafshan (2014) conducted a qualitative investigation to probe the teachers and learners' attitude toward the most demotivating factors impacting the speaking skill. The study used the following two instruments to collect data: interview and questionnaire. The sample of the study consisted of 12 students and 12 teachers who had been selected from four high schools. Then, a semi-structured interview was conducted. This was followed by the extraction of the factors as well as other factors found in the previous literature to develop the questionnaire items. The final sample was made up of 300 (150 male and 150 female) third-grade high school students who were selected based on the convenient sampling method. The findings of the study indicated the following factors as the main contributors to demotivation: negative attitude toward L2 learning, teacher's



inadequate competence and performance, insufficient technological facilities in the classroom, inadequate instructional materials, inappropriate classroom setting, and few chances for speaking practice.

3. Methodology

3.1 Design of the Study

A quantitative research approach based on triangulation method including data triangulation (research data received from different samples in different times and spaces) and investigator triangulation (research data received from multiple researchers) was chosen to obtain a better understanding of the perceptions of three groups of participants on sources demotivate Iranian EFL learners in a learning context and what strategies may mitigate the effect of demotivation sources on the FL learning process of learners. Hence, based on the methodological approach deployed in this study, three questionnaires were administered to the participants to generalize from a representative sample population to a larger population of interest.

3.2 Setting and Participants of the Study

In Iran, EFL can be learned in two public and private sectors. Learning English is compulsory for students of public schools from the first year of Junior Secondary Program which lasts for three years (to the last year of Senior Secondary program which lasts for three years too) in high school. Then, the public schools' students studied English for six years, with two to three sessions a week during the educational year. In contrast, there are private EFL institutes which are not operated by the government, but depending on their location, private institutes may be subject to government regulation (Khoshsima and Hashemi Toroujeni, 2017b). The effectiveness of English Language Teaching (ELT) program in two public and private sectors may differ, and consequently, different conditions resulted from the level of ELT program effectiveness in private context with different educational system (Khoshsima and Hashemi Toroujeni, 2017e) may lead the EFL learners to choose it to study and learn English as Foreign Language. This is why the researcher of the present study selected her participants from the private sector to explore one of the aspects of psychological barriers; to realize if EFL learners might encounter demotivation in a context in which most of the Iranian families and EFL learners believe in its ELT program effectiveness.

EFL learners' classes in ILI took place three times a week for about 90 minutes. EFL learners of different branches of ILI located in Tehran, as the capital of Iran, were selected. Those who join ILI to attend the classes are supposed to take a placement test to determine their English language proficiency level and to select the most appropriate and suitable classes and materials for them. Then, the researcher of the current study preferred not to administer another placement test to screen and select her intermediate level EFL learners as the homogeneous participants of the study. Therefore, the EFL learners who were attending ILI English classes in the intermediate level were randomly selected as the homogenous group (same grade and English proficiency level). One of the justifications of selecting intermediate level EFL learners was that this level of students could read and understand the English versions of questionnaires easily and the instruments were not needed to be translated in their mother tongue. Another reason for selecting the intermediate language learners was the fact that there was larger number of language learners at intermediate level and accordingly, more participants could take part in the study. 200 EFL learners (115 male and 85 female with different age range) responded to Attitude/Motivation Test Battery (AMTB) questionnaire in the first phase of the study in two sessions with an interval of four month. From the 200 intermediate EFL learners who took the questionnaire in autumn 2018, there were more boys ($n=57.5\%$) than girls ($n=42.5\%$). The age range of those 200 intermediate EFL learners who were administered the AMTB questionnaire in the first phase of the study was between 16 and 45. The mean age of male participants was 35.14 ($SD=11.45$) years, and that of females was 20.54 ($SD=8.63$) years. Then, those 200 EFL learners, 100 experienced teachers and 80 novice teachers were participated in the second phase of the study to respond to two Demotivation Sources (DSQ) and Demotivation Reduction Strategies (DRSQ) questionnaire (Table 1).

Table 1: Participants' distribution frequency by phase

			EFL Learners	Experienced EFL Teachers	Novice EFL Teachers
Phase 1. Quantitative Method	AT the beginning of the semester	Administration of AMTB Questionnaire	200	×	×
	At the end of the semester	Administration of AMTB Questionnaire	200	×	×
Phase 2. Quantitative Method	At the end of the semester	Administration of Two Sources of Demotivation and Demotivation Reduction Strategies Questionnaires	200	100	80

3.3 Instruments

Attitudes and Motivation Test Battery (AMTB) with a 7-point Likert scale in which the respondents have statements choice range from “strongly agree” (6) to “strongly disagree” (1) was the first instrument administered to participants. AMTB was constructed and developed to assess different perspectives of the socio-educational model of second language acquisition proposed primarily by Gardner (1985). The results of the instrument explain the attitudes and overall feelings of FL learners towards English and discuss the levels of the motivation FL learners have towards learning English. Two Sources of Demotivation (DSQ) (Appendix A) and Demotivation Reduction Strategies (DRSQ) (Appendix B) questionnaires with a 5-point Likert scale developed by Farjami (2018) were used to assess the differences between the perceptions of three groups of participants on demotivation sources and the strategies that may be used to reduce the demotivation in EFL classrooms. Each item on the instrument contained five choices (1 = *Not true*; 2 = *Mostly not true*; 3 = *Neither true or untrue*; 4 = *To some extent true*; and 5 = *True*) and the respondents were asked to choose one of the choices best describing him/her in relation to the characteristic under question.

3.4 Procedure

To collect data, several steps were taken. Initially, to have access to the intermediate EFL learners of different branches of ILI in Tehran city as the participants of the study, the researcher of the current study approached the heads of different branches of ILI and asked them to want their interested learners to participate in the research. Then, the heads of the departments conferred with the teachers of the classes and they agreed to allow the researcher to enter all the classes and elucidate the goals of the project to solicit volunteers to participate in the project. The students who agreed to participate in the project received an agreement form to sign. The participants were told that their responses to questionnaires would be

anonymous and that the results would be used for research purposes only. After collecting the informed consent form from all participants, 200 EFL learners at the intermediate level of proficiency who were randomly selected through from different branches of ILI located in different cities of Tehran province were handed out the first questionnaire in two sessions (at the beginning of the course and the end of course) as the research instrument by two researchers. In the second phase of the study, DSQ and DRSQ questionnaires were administered to 200 EFL learners and 100 experienced and 80 novice EFL teachers to find any statistically significant difference between the perceptions of research groups.

4. Results and Discussion

To achieve the objectives of the study, the focus of the first stage was on the EFL classroom setting, and consequently, the level of data analysis was the classroom (n=200). This analysis was done to examine EFL learners' motivation towards learning English as a foreign language to understand if the results and test scores obtained from two administrations were comparable. Since the most widely used Likert-scale questionnaires are employed in many survey types of research to scaling responses, understanding the interpretation and analysis of the data received from this type of rating scale is so crucial. Because there have always been arguments in dealing with Likert scales as ordinal or interval data (Jamieson, 2004), the data received from AMTB questionnaire were analyzed as both ordinal (frequencies, percentages, and medians) and interval scale (scoring items from 6 to 1 and comparing the mean and standard deviations of obtained scores. Since the six-point Likert scale AMTB (original Canadian version) was used in the current study to find different aspects of EFL learners' attitudes and motivations towards language learning, all items of six constructs of the instruments were calculated (Table 2).

Table 2: Different Components (Constructs) and related sub-Scales of the AMTB



Components of the socio-educational model of second language acquisition proposed by Gardner	Sub-Scales of the six components
Attitudes toward the learning situation	<i>English teacher evaluation (ten items)</i> <i>English course evaluation (ten items)</i>
Integrativeness	<i>Integrative orientation (four items)</i> <i>Attitudes toward the target group (eight items)</i> <i>Interest in foreign languages (ten items)</i>
Motivation	<i>Motivation intensity (ten items)</i> <i>The desire to learn English (ten items)</i> <i>Attitudes toward learning English (ten items)</i>
Language anxiety	<i>English class anxiety (ten items)</i> <i>English use anxiety (ten items)</i>
Instrumentality	<i>Instrumental orientation (four items)</i>
Parental encouragement	<i>Parental encouragement (eight items)</i>

Therefore, based on table 2, attitudes score ranged from a low of 20 to a high of 120. Integrativeness score ranged from a low of 22 to a high of 132. Likewise, the motivation score ranged from a low of 30 to a high of 180. The score of language anxiety ranged from a low of 20 to a high of 120. The scores for instrumentality and parental encouragement were calculated as a low of 4 to a high of 24 and as a low of 8 to a high of 48, respectively. Then, in analyzing the data based on interval data, the students' responses to the AMTB questionnaire were analyzed in terms of descriptive and inferential statistics. To find the answer to the first question, a comparison between the mean scores was done. The justification for this kind of analysis is that although the participants' responses to the items can be rated as ordinal scale, arithmetical mean values with ordinal data cannot be computed. Therefore, to assess the distance between the responses (e.g., the distance between "slightly disagree" and "slightly agree" cannot be considered as equal to the distance between "slightly agree" and "strongly agree"), the numbers were assigned to the items to measure the difference between the attributes.

Based on ordinal Likert scale analysis of the study, frequencies and percentages of all six main constructs of the questionnaire administered at the beginning (pre-administration) and end (post-administration) of the course were used. The first construct, whose frequency and percentage were used, was Attitudes toward the learning situation. In pre-administration, more than 2900 of the respondents selected three "Slightly Agree", "Moderately Agree", and "Strongly Agree" scales (n=2997, 74.9%). Since the total number (or score) of

the items related to each construct reflects the related level, 74.9% of the respondents had relatively moderately positive attitudes towards learning EFL. It means that more than 37.8% of the respondents' choices fall above the median (median= 3 & 4). The choices of the respondents were negatively influenced by the second administration of AMTB. In the first administration, respondents selected "Slightly Agree", "Moderately Agree", and "Strongly Agree" scales 2997 times for "Attitudes" construct (F= 1485, P=37.13%), (F= 1156, P=28.8%), and (F= 356, P=8.8%), respectively. Then, overall, 74% (37.13+28.8+8.8) of the respondents had positive attitudes towards learning English as a foreign language. But in the next administration of AMTB which was done at the end of the semester with a four months interval, the frequency and percentage of each scale changed considerably. In the next administration, the numbers of times that three "Slightly Agree", "Moderately Agree", and "Strongly Agree" scales were selected by the respondents for the first construct (Attitudes towards Language Learning) were (F=465, P=11.63%), (F=295, P=7.36%), and (F=38, P=0.95%), respectively. Then, overall, 19.94% (11.63+7.36+0.95) of the respondents had positive attitudes towards learning English as a foreign language. This comparison means that the number of those EFL learners who had positive attitudes towards language learning at the beginning of the semester had negative attitudes towards language learning at the end of the semester (P=54.79% of the respondents).

The second construct, whose frequency and percentage were used, was Integrativeness. According to the results (pre-administration) of data analysis of six scales (from "strongly disagree" to "strongly agree") of 22 items for 200 respondents, more than 3600 of the respondents selected three "Slightly Agree", "Moderately Agree", and "Strongly Agree" scales (n=3622, 82.32%). Since the total number (or score) of the items related to each construct reflects the related level, 82.32% of the respondents considered the desire to identify with the cultural group of the EFL and had integrative motivation. Based on the results, only less than 18% had a negative attitude toward the target community culture. It means that less than 18% of the respondents' choices fall below the median (median= 3 & 4). Based on post-administration of AMTB, total frequencies of 3622 (82.31%) for scales

4, 5, six suggest that more than 80% of the respondents were motivated integratively at the beginning of the semester, and just about 8% of the respondents had not positive attitudes towards the English language community. It was revealed that the frequency decreased at the end of the semester, and EFL learners' attitudes towards target language community were negatively influenced at the end of the semester.

According to the results of the data analysis of six scales (from "strongly disagree" to "strongly agree") of 30 items of Motivation construct for 200 respondents, more than 4500 of the respondents selected three "Slightly Agree", "Moderately Agree", and "Strongly Agree" scales ($n=4563$, 76.05%). Then, 76.05% of the respondents were relatively moderately motivated to learn EFL. Based on the results, only less than 25% was demotivated to learn. It means that less than 25% of the respondents' choices fall below the median (median= 3 & 4). Based on post-administration of AMTB, the numbers of times that three "Slightly Agree", "Moderately Agree", and "Strongly Agree" scales were selected by the respondents for the second construct (Motivation) were ($F= 462$, $P=7.7\%$), ($F= 378$, $P=6.3\%$), and ($F= 196$, $P=3.26\%$), respectively. Then, only overall, 17.26% ($7.7+6.3+3.26$) of the respondents were motivated to learn English in the post-administration of AMTB. This comparison means that the number of those EFL learners who were motivated to learn English at the beginning of the semester was not motivated at the end of the semester ($P=58.79\%$ of the respondents).

Based on the results of Language Anxiety construct data analysis, more than 3300 of the respondents selected three "Slightly Disagree", "Moderately Disagree", and "Strongly Disagree" scales ($n=3357$, 83.93%). Then, 83.93% of the respondents were relatively slightly anxious towards learning EFL, and consequently, about 16% of the EFL learners were slight to relatively high anxious towards learning EFL. It means that more than 83% of the respondents' choices fall above the median (median= 3 & 4). But the frequency of the scales greatly changed in post-administration of AMTB and just 20.09% of EFL learners selected "Slightly Disagree", "Moderately Disagree", and "Strongly Disagree" scales which showed that 56.21% of those who were not anxious or moderately anxious towards learning language at the beginning of the

semester were anxious or moderately anxious at the end of the semester. In other words, in the post-administration of the AMTB, 2554 (72.43%) of the total frequency was in favor of anxiety towards language learning.

The total frequency for four items of the fifth construct, i.e., Instrumentality was 800 for 200 respondents, and the total frequency for scales 4, 5, and 6 is 507 (63.38%) revealed that more than half of the respondents considered the material or practical gain as the motive to learn EFL. Based on post-administration of AMTB, about 24% of the participants considered the material or practical gain as the motive to learn EFL. The total frequency for eight items of the sixth construct, i.e., Parental Encouragement was 1600 for 200 respondents, and the total frequency for scales 4, 5, and 6 was 1030 (64.38%). The results show that about 65% of the respondents considered the importance of the role of their parents to learn EFL. Based on post-administration of AMTB, about 31% of the participants considered the importance of the role of their parents to learn EFL.

In the next section, based on interval data analysis, the EFL learners' mean scores of Attitudes towards Language Learning, Integrativeness, Motivation, Language anxiety, Instrumentality, and Parental encouragement obtained from pre and post administrations were investigated. In pre-administration of AMTB, regarding the first construct, i.e., Attitudes towards Language Learning, the average mean was 5.06. The other constructs' score means were as follows: Integrativeness (3.581), Motivation (5.01), Language Anxiety (2.68), Instrumentality (4.37), and Parental Encouragement (3.21). In post-administration of AMTB, regarding the first construct, i.e., Attitudes towards Language Learning, the average mean was 2.56. The other constructs' score means were as follows: Integrativeness (2.11), Motivation (2.69), Language Anxiety (5.03), Instrumentality (1.98), and Parental Encouragement (2.48). Considerable decreases in all six constructs' mean scores of the second administration are observed. Generally speaking, as mentioned, to ensure the comparability of the same group's AMTB results obtained from its pre and post administrations, the group's performances on different constructs of AMTB and the whole instrument in two sessions were compared. The pre-Attitude mean score of



EFL learner group (pre-Attitude/ $M=5.06$, ($SD=.63$)) was higher than the same group's post-Attitude mean score. It means that the learners who had positive attitudes towards the target language and community at the beginning of the semester did not have the same attitudes at the end of the semester (post-Attitudes/ $M=2.56$, ($SD=1.23$)). On the other hand, the learners who had positive attitudes towards language situations, including the teacher and course, were negatively influenced by different factors during the semester. To compare the results of two administrations of AMTB on pre and post sessions (within groups), EFL learners outperformed in their pre-administration session ($M=2.56$, ($SD=1.23$)). The group's mean scores on other constructs of the pre-administration of AMTB including integrativeness, motivation, language anxiety, instrumentality and parental encouragement ($I=M=3.58$, $SD=.85$, $M=M=5.01$, $SD=.95$, $LA=M=2.68$, $SD=1.02$, $I=M=4.37$, $SD=1.51$, $PE=M=3.21$, $SD=.96$) was higher than that group's mean score on post-administration of AMTB ($I=M=2.11$, $SD=1.52$, $M=M=2.69$, $SD=.82$, $LA=M=5.03$, $SD=.98$, $I=M=1.98$, $SD=1.33$, $PE=M=2.48$, $SD=.59$). Then, of two administrations of the AMTB taken by the same groups, the highest mean score was found in pre-administration, with a relatively higher mean score by about 2 or more than 2 points for Attitudes, Integrativeness, Motivation, Instrumentality, and by about 1 point for Parental Encouragement. Since higher mean score means a higher level of anxiety, the higher level of the anxiety by more than 2 points observed in post-administration of AMTB; it means EFL learners were more anxious in the second administration at the end of the semester.

Descriptive statistics were used to compare the mean score on pre and post administrations of AMTB. To answer the research question 1, we needed to compare two means of AMTB administration sessions to find out any statistically significant difference to attribute it to the change of EFL learners' motivation and positive attitudes towards learning English in ILI. Since parametric statistical tests are based on some assumptions, the researcher had to confirm the fulfillment of the four assumptions of interval data, independence of subject, and normality distribution. The questionnaire's statements were assigned numbers and calculated based on an interval scale. The respondents of pre and post

administrations who were assigned to one group were independent of each other and no treatment by peer or group work was administered in this study. According to Table 3 and given the p-values greater than 0.05, it was concluded that independent variable constructs were normally distributed.

Table 3: Testing Normality Assumption

	Kolmogorov-Smirnov*			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Attitudes	.058	200	.099	.989	200	.116
Post-Attitudes	.056	200	.200*	.989	200	.121
Pre-Integrativeness	.062	200	.058	.988	200	.092
Post-Integrativeness	.051	200	.200*	.986	200	.051
Pre-Motivation	.062	200	.059	.988	200	.089
Post-Motivation	.050	200	.200*	.990	200	.172
Pre-Language Anxiety	.061	200	.065	.988	200	.094
Post-Language Anxiety	.049	200	.200*	.990	200	.187
Pre-Instrumentality	.058	200	.093	.987	200	.057
Post-Instrumentality	.057	200	.200*	.987	200	.059
Pre-Parental Encouragement	.063	200	.050	.987	200	.075
Post-Parental Encouragement	.053	200	.200*	.989	200	.136

After satisfying assumptions of paired sample t-test, the statistical test was run to examine if there was any statistically significant difference in participants' performance across two administrations of AMTB. From table 4, the inferential analysis revealed that there was statistically significant difference between all constructs' mean scores on pre-administration and post-administration of AMTB (pre and post-Attitudes= $t(199)=1046.75$, $P=000$, pre and post-Integrativeness= $t(199) =89.64$, $P=000$, pre and post-Motivation= $t(199)=507.56$, $P=000$, pre and post-Language Anxiety= $t(199)=215.60$, $P=000$, pre and post-Instrumentality= $t(199) =241.52$, $P=000$, pre and post-Parental Encouragement= $t(199) =80.65$, $P=000$). This test provides a pretty convincing piece of evidence for the presence of demotivation sources' effect on EFL learners' motivation or positive attitudes towards language learning. Anyway, based on the received results of paired sample t-test, it can be concluded that there was a statistically significant difference between mean scores of EFL learners as respondents of the study across.

Table 4: Paired t-test results for six constructs of both AMTB administrations

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Attitudes Post-Attitudes	2.5	0.6	.01	2.00	2.08	.75	199	.000
Pair 2	Pre-Integrativeness Post-Integrativeness	1.47	0.67	.23	1.30	2.24	.64	199	.000
Pair 3	Pre-Motivation Post-Motivation	2.32	0.13	.03	1.94	2.09	.56	199	.000
Pair 4	Pre-Language Post-Language	2.35	0.04	.09	2.31	2.69	.60	199	.000
Pair 5	Pre-Anxiety Post-Anxiety	2.39	0.21	.08	2.22	2.56	.52	199	.000
Pair 6	Pre-Parental Post-Parental	0.73	0.37	.25	1.85	2.84	.65	199	.000

Based on the results of descriptive statistics and inferential statistics, the mean scores of respondents in pre-administration of AMTB were higher, and there was a statistically significant difference between the mean score of all six constructs of AMTB administered to the same group in two sessions. In other words, the EFL learners of the study were more motivated to learn English in ILI at the beginning of the semester. Additionally, the results of the AMTB were measured as a whole instrument (Table 5).

Table 5: Paired t-test results for both Pre and Post administration of AMTB

	Paired Differences					t	D.F.	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-post administration of AMTB	1.20	1.35	2.07	-3.04	5.44	.579	199	.02

Then, according to the inferential analysis, there was a statistically significant difference between the participants mean scores on pre-administration of AMTB and post administration of AMTB ($t(199) = 0.579, P = .02$). Therefore, to answer the first research question, the findings confirm that EFL learners were demotivated during EFL classrooms.

The second, third and fourth research questions were about finding any statistically significant difference between EFL learners', experienced EFL teachers' and novice EFL teachers' perceptions of sources of demotivation they identify in ILI EFL classes. In order to find the answer to these research questions and confirm or reject hypotheses, the related data (perceptions of sources of demotivation) gathered from administration of valid and reliable DSQ questionnaire (Farjami, 2019) to three groups of participants (including 200 EFL learners, 100 experienced EFL teachers, and 80 novice EFL teachers randomly selected from different branches

of ILI) were analyzed by one-way analysis of variance (One-Way ANOVA) to determine whether there was any statistically significant difference between the means of three independent (unrelated) groups. It was used to compare the means of three sets of scores of each group obtained in one session.

First, internal consistency of the DSQ in the new EFL context was checked via Cronbach's alpha that is a common measure for multiple Likert scales of questionnaires, although the validity and reliability of the instrument were approved in Iranian EFL context by Farjami (2019). Cronbach's alpha coefficient between .7 and .8 is good, .8 and .9 is high, and .9 and above is very high. Cronbach's alpha coefficient over .7 indicated that the questionnaire was reliable for all three groups in the new EFL context of the current research. Reliability coefficients of .751, .766, and .789 for three sets of data were obtained from the administration of DSQ to three groups of EFL learners, experienced EFL teachers, and novice EFL teachers, respectively. Then, it was concluded that reliable research data and data collection instrument were used in the study. Furthermore, since normal data is the fundamental assumption in parametric statistical testing, the present study checked the assumption of normality as well as homogeneity of variances for One-Way ANOVA (table 6).

Table 6: Demotivation Sources Questionnaire (DSQ) data distribution normality tests

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EFL learners' DSQ	.073	200	.012	.988	200	.077
Experienced EFL Teachers' DSQ	.067	100	.200*	.985	100	.318
Novice EFL Teachers' DSQ	.079	80	.200*	.989	80	.720

a. Lilliefors Significance Correction

According to table 6 and given that $p = .077$ ($p > .05$) for DSQ data gathered from EFL learners' group, $p = .318$ for DSQ data gathered from experienced EFL teachers' group, and $p = .720$ for DSQ data gathered from novice EFL teachers' group, it was concluded that data came from normal distribution. Since the sample size of three groups was not equal, equal population variances should be checked. Then, based on



the results of the Test of Homogeneity of Variances (Levene’s test), it was concluded that variances of the groups’ data were equal. Table 7 reports Levene’s Test of Homogeneity of Variances, $F(2,377) = .195$, $p = .823$, that shows the assumption of homogeneity of variances was not violated $p(.823) < \alpha(.05)$. Then because the three sets of data had similar variances parametric statistical test (One-Way ANOVA) should be done.

Table 7: Levene’s Test of Homogeneity of Variances

Mean Score			
Levene Statistic	df1	df2	Sig.
.195	2	377	.823

Based on table 8, EFL learners’ mean score on DSQ ($M = 2.58$, $SD = .25$) was a bit higher than two other groups’ mean score (Experienced EFL teachers/ $M = 2.57$, $SD = .25$, and novice EFL teachers/ $M = 2.55$, $SD = .23$). Between two experienced EFL teachers and novice EFL teachers groups of participants, the former mean score on DSQ ($M = 2.57$, $SD = .25$) was higher than that later mean score ($M = 2.55$, $SD = .23$). It means that the demotivation sources identified in Iranian EFL learning situations are more importantly recognized by EFL learners. It may be because EFL learners are more engaged in facing these demotivating factors, and their EFL learning performances are more susceptible to be influenced by these factors. Overcoming these factors may lead them great progress and success in their learning situations. In this field of study, exploring the correlation between EFL learners’ learning performance and motivation or demotivation factors are highly recommended.

Table 8: Three groups’ mean scores descriptive statistics for DSQ

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
EFL Learners	200	2.5825	.25435	.01799	2.5471	2.6180	2.00	3.26
Experienced EFL teachers	100	2.5779	.25852	.02585	2.5266	2.6292	2.00	3.26
Novice EFL teachers	80	2.5589	.23670	.02646	2.5063	2.6116	2.00	3.24
Total	380	2.5763	.25138	.01290	2.5510	2.6017	2.00	3.26

Based on the output results of One-Way ANOVA analysis in which the mean score difference is considered statistically significant at 0.05 level, the significance level was .776 (i.e., $p = .776$) which was greater than 0.05. Therefore, it was concluded that there was no statistically

significant difference between the mean score of the three groups (Table 9).

Table 9: One-Way ANOVA results

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.032	2	.016	.253	.776
Within Groups	23.917	377	.063		
Total	23.950	379			

Since homogeneity of variances were assumed equal, two Tukey HSD and Scheffe post-hoc tests as *posterior* tests were used to examine the differences between mean scores of three groups in more details (Table 10). One-Way ANOVA and post-hoc tests analysis results indicated that the differences between the mean scores of three groups on DSQ (EFL learners/ $M = 2.58$, $SD = .25$; $n = 200$, Experienced EFL teachers/ $M = 2.57$, $SD = .25$; $n = 100$, and novice EFL teachers/ $M = 2.55$, $SD = .23$; $n = 80$) were not statistically significant, $Sig = .776$, $p > 0.05$. Therefore, the statistical tests confirmed the second, third, and fourth null hypotheses that there was no statistically significant difference in the results of three groups’ performance on DSQ. It means that identification of demotivation sources did not significantly differ in the view of three EFL learners, experienced EFL teachers and novice EFL teachers groups.

Table 10: Post Hoc tests result for mean score comparison of three groups of participants

Multiple Comparisons							
Dependent Variable: Mean Score of three groups based on DSQ							
(I) Three Groups	(J) Three Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
					Lower Bound	Upper Bound	
Tukey HSD	EFL Learners	Experienced EFL teachers	.00466	.03085	.987	-.0679	.0772
		Novice EFL teachers	.02359	.03332	.759	-.0548	.1020
	Experienced EFL teachers	Novice EFL teachers	.01893	.03778	.871	-.0700	.1078
Scheffe	EFL Learners	Experienced EFL teachers	.00466	.03085	.989	-.0711	.0805
		Novice EFL teachers	.02359	.03332	.778	-.0583	.1055
	Experienced EFL teachers	Novice EFL teachers	.01893	.03778	.882	-.0739	.1118

The fifth, sixth and seventh research questions were about finding any statistically significant difference between EFL learners’, experienced EFL teachers’ and novice EFL teachers’ perceptions of demotivation reduction strategies they identify in ILI EFL classes. In order to find the answer to these research questions and confirm or reject hypotheses, the related data (perceptions of demotivation reduction strategies) gathered from administration of valid and reliable DRSQ questionnaire (Farjami, 2019) to three groups of participants (including 200 EFL learners,

100 experienced EFL teachers, and 80 novice EFL teachers randomly selected from different branches of ILI) were analyzed by one-way analysis of variance (One-Way ANOVA).

As DSQ questionnaire, the internal consistency of the DRSQ questionnaire in the new Iranian EFL context was examined via checking Cronbach's alpha coefficient, although the validity and reliability of the instrument were approved in Iranian EFL context by Farjami (2019). The reliability coefficients of .705, .765, and .745 for three sets of data were obtained from the administration of DRSQ to three groups of EFL learners, experienced EFL teachers, and novice EFL teachers, respectively. Then, it was concluded that reliable research data and data collection instrument were used in the study. Based on the results, since the Sig. Values of the Shapiro-Wilk test for all three sets of data received from three independent groups of the last phase of the study were greater than 0.05 (EFL learners/ $p=.060$, experienced EFL learners/ $p=.403$, and novice EFL teachers/ $p=.612$) ($p>.05$), the data did not deviate from a normal distribution and it was concluded that the data were normal (Table 11).

Table 11: Demotivation Sources Questionnaire (DRSQ) data distribution normality tests

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EFL learners' DRSQ	.059	200	.088	.987	200	.060
Experienced EFL Teachers' DRSQ	.061	100	.200*	.986	100	.403
Novice EFL Teachers' DRSQ	.058	80	.200*	.987	80	.612

a. Lilliefors Significance Correction

Additionally, Levene's test indicated that the variances for DRSQ performance of three groups were equal, $F(2, 377) = .248$, $p=.781$ (Table 12).

Table 12: Levene's Test of Homogeneity of Variances

Mean Scores on DRSQ			
Levene Statistic	df1	df2	Sig.
.248	2	377	.781

Based on table 13, novice EFL teachers' mean score on DRSQ ($M=2.75$, $SD=.27$) was higher than two other groups' mean score (EFL learners/ $M=2.68$, $SD=.29$ and experienced EFL teachers/ $M=2.72$, $SD=.27$). Between two EFL learners and

experienced EFL teachers' groups of participants, the later mean score on DRSQ ($M=2.72$, $SD=.27$) was higher than that former mean score on DRSQ ($M=2.68$, $SD=.29$). It means that the strategies are recommended to use in Iranian EFL learning situations are more importantly recognized by novice EFL teachers to be observed in EFL classes. The reason may be that the novice EFL teachers who have been recently recruited by ILI are more updated and familiar with more modern learning situations and conditions.

Table 13: Three groups' mean scores descriptive statistics

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
EFL learners	200	2.6833	.29591	.02092	2.6420	2.7245	1.88	3.48
Experienced EFL teachers	100	2.7235	.27563	.02756	2.6688	2.7782	1.98	3.43
Novice EFL teachers	80	2.7581	.27858	.03115	2.6961	2.8201	2.10	3.48
Total	380	2.7096	.28794	.01477	2.6806	2.7386	1.88	3.48

Tables 14 reported the output of the One-Way ANOVA analysis, and if there was any statistically significant difference between the mean score of three independent groups of the study. According to the results, the significance value was 0.124 (i.e., $p=.0124$), which was above the significance level 0.05. Therefore, it was concluded that there was no statistically significant difference in mean of demotivation reduction strategies identification between groups.

Table 14: One-Way ANOVA results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.347	2	.173	2.102	.124
Within Groups	31.077	377	.082		
Total	31.424	379			

Although based on One-Way ANOVA results, no statistically significant difference occurred between groups, two post-hoc tests were preferred in this section for conducting post-hoc tests to get a better view of the differences between the mean score of groups. Since homogeneity of variances were assumed equal, two Tukey HSD and Scheffe *posterior* tests were used to examine the differences between mean scores of three groups in more details (Table 15).

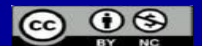


Table 15: Post Hoc tests result for mean score comparison of three groups of participants

Dependent Variable: Mean Scores on DRSQ							
(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
					Lower Bound	Upper Bound	
Tukey HSD	EFL learners	Experienced EFL teachers	-.04025	.03516	.487	-.1230	.0425
		Novice EFL teachers	-.07487	.03798	.121	-.1642	.0145
	Experienced EFL teachers	Novice EFL teachers	-.03463	.04307	.701	-.1360	.0667
Scheffe	EFL learners	Experienced EFL teachers	-.04025	.03516	.520	-.1267	.0462
		Novice EFL teachers	-.07487	.03798	.145	-.1682	.0185
	Experienced EFL teachers	Novice EFL teachers	-.03463	.04307	.724	-.1405	.0712

One-Way ANOVA and post-hoc tests analysis results indicated that the differences between the mean scores of three groups on DRSQ (EFL learners/ $M=2.68$, $SD=.29$; $n=200$, Experienced EFL teachers/ $M=2.72$, $SD=.27$; $n=100$, and novice EFL teachers/ $M=2.75$, $SD=.25$; $n=80$) were not statistically significant, $Sig=.124$, $p>0.05$. Therefore, the statistical tests confirmed the fifth, sixth, and seventh null hypotheses that there was no statistically significant difference in the results of three groups' performance on DRSQ. It means that identification of demotivation reduction strategies did not differ significantly in the view of three EFL learners, experienced EFL teachers, and novice EFL teachers groups.

Therefore, based on the results of the study, the first null hypothesis was confirmed based on the results of both ordinal and interval data analysis. Accordingly, it was said that there was a statistically significant difference between the performances of AMTB administered to the participants (EFL learners) of the same group in two sessions with a four months interval $t(199) = 0.579$, $P=.02$). It was concluded that the EFL learners were demotivated after a semester instruction in EFL classes. The second null hypothesis was confirmed and it was mentioned that there was no statistically significant difference between EFL learners and experienced teachers' perception of sources of demotivation in EFL classes (Tukey HD post-hoc test/ $p=0.987$, $p>0.05$). It means that there was no remarkable difference between EFL learners and experienced teachers' priorities of sources of demotivation in Iranian EFL context. The third null hypothesis was confirmed based and it was mentioned that there was no statistically significant difference between EFL learners and novice teachers' perception of sources of demotivation in

EFL classes (Tukey HD post-hoc test/ $p=0.759$, $p>0.05$). It means that there was no remarkable difference between EFL learners and novice teachers' priorities of sources of demotivation in Iranian EFL context. The fourth null hypothesis was confirmed and it was mentioned that there was no statistically significant difference between experienced EFL teachers and novice teachers' perception of sources of demotivation in EFL classes (Tukey HD post-hoc test/ $p=0.871$, $p>0.05$). It means that there was no remarkable difference between experienced EFL teachers and novice teachers' priorities of sources of demotivation in Iranian EFL context. The fifth null hypothesis was confirmed and it was mentioned that there was no statistically significant difference between EFL learners and experienced teachers' perception of strategies to reduce demotivation in EFL classes (Tukey HD post-hoc test/ $p=0.487$, $p>0.05$). It means that there was no remarkable difference between EFL learners and experienced teachers' priorities of strategies to reduce demotivation in Iranian EFL context. The sixth null hypothesis was confirmed and it was mentioned that there was no statistically significant difference between EFL learners and novice teachers' perception of strategies to reduce demotivation in EFL classes (Tukey HD post-hoc test/ $p=0.121$, $p>0.05$). It means that there was no remarkable difference between EFL learners and novice teachers' priorities of strategies to reduce demotivation in Iranian EFL context. The seventh null hypothesis was confirmed and it was mentioned that there was no statistically significant difference between experienced EFL teachers and novice teachers' perception of strategies to reduce demotivation in EFL classes (Tukey HD post-hoc test/ $p=0.701$, $p>0.05$). It means that there was no remarkable difference between experienced EFL teachers and novice teachers' priorities of strategies to reduce demotivation in Iranian EFL context.

5. Conclusions

The present study aimed at investigating the differences between the learners' and teachers' perceptions towards sources of demotivation and strategies for reducing demotivation. The results of each perspective of AMTB's analysis showed that EFL learners were more motivated to learn English at the beginning of the course or semester rather than at the end of the course. However, the lack of motivation created by

some factors that demotivate EFL learners may pose serious challenges to them in learning communicative skills, which will ultimately have negative effects on their achievements. Therefore, the demotivation sources or the factors that may demotivate EFL learners should be recognized in EFL classes, and appropriate strategies should also be applied in such classes either to reduce the effects or omit those sources. Although the EFL learning context in which the current study was done was different from the other regular contexts, the findings that are in line with the findings of other previously done studies (Dornyei, et al. 2006; Tae-Young and Yoon-Kyoung, 2015) demonstrated the same general representative patterns reported in studies done in the related literature. This study demonstrated that the Iranian EFL learners were likely suffering from several demotivation sources in their EFL learning situations that caused them to lose their motivation during their learning process. Then, EFL teachers and teaching practitioners should be familiar with the learning situation and aware of those sources to take the most appropriate actions and proper strategies either to reduce the effect of demotivation sources or omit them. Also, to reduce the demotivation sources, it is important to generate motivated EFL learners and protect motivation. EFL teachers and learners, lesson planners, curriculum designers, and all those who are engaged with EFL learning context can utilize several strategies to create the situations and conditions in which EFL learners' motivation is stimulated.

Another finding of the study was that there was not any statistically significant difference between perceptions of sources of demotivation of three EFL learners, experienced and novice EFL teachers. Findings suggested that EFL learners, experienced and novice EFL teachers see the sources of demotivation in a similar way. Not only that, but they also earned relatively similar mean scores to the source of demotivation construct. Similarly, the perceptions of three groups of EFL learners experienced and novice EFL teachers on the use of demotivation strategies was not statistically significantly different. The findings indicated that both EFL learners and teachers had similar ideas of strategies that should be applied in EFL classrooms to reduce demotivation. One reason for such similarity may be that teachers were also learners one day, and they may still hold the

same attitude towards demotivation and demotivation strategies. Another reason can be the use of self-report scales to explore the perceptions of sources of demotivation and strategies to reduce demotivation. In other words, such self-report scales are limited in that students need to choose from among the limited number of items (Brown, 2007) which may not capture the perception of sources of demotivation and strategies to reduce demotivation comprehensively.

Generally speaking, in EFL classrooms, the primary motivation to learn English should be fostered rather than demotivating learners. To improve EFL learners, realistic purposes of learning English should be created. Learners should know that they learn English to be able to communicate outside the classrooms and in their daily life. Unfortunately, to the best knowledge of the researcher of the current study who is an English teacher in both public and private sectors in Iran and has teaching experience in other countries with different cultures, Iranian EFL learners have no commonly positive attitudes towards learning English. Teachers should try to create positive attitudes for learners. Surprisingly, the most important point of this study was that EFL learners who were motivated at the beginning of the course were progressed to the state of demotivated at the end of the course. It means that motivated students who have positive attitudes towards English and have a great interest in learning are delivered to the ELT context and English training system, but demotivated ones are output. The education system is believed not to be capable of maintaining and protecting EFL learners' motivation. Therefore, if demotivation sources or demotivating factors of ELT context of ILI are omitted and suitable motivational strategies such as those mentioned by the participants of the current study including providing stimulating learning materials, improving self-confidence of learners for not being shy and embarrassed when they make mistakes or when they want to participate in class activities, training learners to think critically and independently are seriously taken and continuously used from the beginning of the course, it is hoped that the initial motivation is created, maintained and protected until the end of the course.

The most interesting and significant point of this study was that it considered the effect of teaching experience of EFL teachers on their perceptions on the



constructs above. A comparison between EFL learners and teachers perceptions of demotivation sources and strategies to reduce them in EFL classes would provide EFL teachers as the driving force of the EFL classes with a deeper understanding of how appropriately they should manage their pedagogical planning and take proper actions when they encounter demotivation in their classes. EFL teachers also may use the findings of the current study as an assessment to diagnose demotivation sources at the beginning of or during the course and use accurate strategies to keep their learners motivated and evaluate the quality, effect, and firmness of used strategies. Although the findings of the study cannot be applied to all the EFL learning situations, it can be directly generalized to similar EFL learning context. This study made it possible for other researchers to conduct similar research in other contexts to identify specific context-related demotivating factors or strategies to reduce demotivation. It is important to do further studies to explore carefully each of the demotivating factors or the strategies above.

Further quantitative and qualitative studies can recruit more participants for deeper insights into EFL learners' motivation level change and most influential factors or sources that may affect such change. In other words, the factors causing demotivation to a certain degree may be different across various settings and contexts, and a larger sample size. As for delimitations, the researcher delimited the EFL teachers of the study, including experienced and novice EFL teachers of ILI. As for novice teachers, the participants were delimited to those teachers having fewer than three years of experience, and the experienced teachers were delimited to teachers with more than three years of experience.

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Appendix A: Demotivation Sources Questionnaire (DSO)

		I think demotivation occurs when	SA	A	N	D	SD
Lesson-Plan related factors	1	The pace of the lessons is not appropriate					
	2	Most of the lessons focus on the grammars					
Textbook and Learning-Material related factors	3	English passages in the textbooks are too long					
	4	A great number of textbooks and supplementary readers are assigned					
	5	English sentences in the lessons are difficult to interpret					
	6	EFL learners are expected to use (or speak and write) grammatically correct English					
	7	The quality of instruction is low					
	8	EFL learners are not happy with their teacher and classmates					
	9	EFL learners don't like the teaching method, and it demotivates them					
	10	Teachers are not approachable or friendly					
	11	English teachers do not give EFL learners good advice for studying English.					
	12	Teachers do not give the EFL learners positive comments on their English					



Teacher-related factors	13	Teachers do not teach EFL learners what they want to learn about English.					
	14	Teachers are not enthusiastic.					
	15	Teachers are not fair with all the EFL learners					
	16	Teachers' explanations are not easy to understand.					
	17	Teachers' pronunciation of English is poor					
	18	Teachers make one-way explanations too often.					
	19	Teachers ridicule EFL learners' mistakes					
Instructional Environment-related factors	20	Teachers shout or get angry					
	21	Inside the classroom, it is dark and depressing.					
	22	Inside the classroom is not well decorated, and it does not give EFL learners a good feeling					
	23	The chairs are not comfortable, and EFL learners get tired after sitting for a while					
Equipment and Technology-related factors	24	There is no window for fresh air or enough lighting.					
	25	Computer equipment is not used					
	26	Visual materials (such as videos and DVDs) are not used.					
EFL Learner-related factors	27	The Internet is not used.					
	28	Language learning equipment is not used.					
	29	EFL learners are afraid of making mistakes					
	30	EFL learners feel embarrassed about their pronunciation and accent					
	31	EFL learners are laughed at when speaking in the classroom					
	32	EFL learners lose concentration because of too many things they need to focus on					
	33	EFL learners have an anxious					
	34	EFL learners have an anxious personality because of participation in classroom					
	35	EFL learners hear others talking English well, and then they lose their confidence					
	36	EFL learners are negatively evaluated by the instructor					
	37	EFL learners feel inferior to their classmates for their English ability					
	38	EFL learners are not confident in learning English					
	39	EFL learners do not do well in English tests					
	40	EFL learners are embarrassed using English in classes					
	41	EFL learners do not achieve much after starting English classes					
	42	Grades for English tests are not by students' expectations					

EFL learner-related strategies	18	communication skills					
	19	The teaching method is stimulating and interesting					
	20	Teaching method foster independent-thinker EFL learners					
	21	EFL learners are motivated and interested in learning English					
	22	EFL learners are not to memorize and remember too many vocabulanes					
	23	Learning English makes great help for the future career of EFL learners					
	24	EFL learners are not compared with their classmates					
Teaching and learning facilities-related strategies	25	EFL learners are praised when they make progress					
	26	EFL learners do not laugh at each other when they make mistakes in speaking					
	27	EFL learners do not feel shy, nervous, and embarrassed when they speak English outside the classroom					
	28	EFL learners try harder					
	29	EFL learners use English communicatively outside the classroom					
	30	Facilities in the classroom are updated to be good for learning English					
	31	IT materials and technology tools such as videos or computers are used in the classroom					
Instructional environment strategies	32	Multimedia resources are used in the classroom					
	33	Language laboratory is established in ILI					
	34	The learning environment is not inadequate with many EFL learners					
	35	Immediate situations are created for EFL learners to use English effectively					
Textbook-related strategies	36	EFL learners' needs and learning goals are supported					
	37	Interactive games and activities are employed in the classroom					
	38	The flexible setting is possible in the classroom					
	39	English textbook includes enough interesting speaking activities					
	40	English textbook is not over-loaded by grammatical structures					
		English textbook encourages EFL learners to communicate in the target language					

Appendix B: Demotivation Reduction Strategies Questionnaire (DRSQ)

		I think demotivation reduction occurs when	SA	A	N	D	SD
Teacher-related strategies	1	Teachers assess EFL learners not only by exam					
	2	Teachers do not use and focus only on a textbook in the classroom					
	3	Teachers' teaching styles are more motivating					
	4	More experienced teachers are employed in ILI					
	5	Teachers have more interaction with EFL learners in the classroom					
	6	Teachers are not changed every semester					
	7	Teachers do not criticize when EFL learners are not good at the lessons					
	8	There are harmonious relationship and interaction between teacher and EFL learners					
	9	Teachers give helpful suggestions to the EFL learners					
	10	Teachers are more easy going, patient and flexible					
Teaching-content and method-related strategies	11	English teaching does not pay much attention to grammar					
	12	Teaching content is more close to the daily life of EFL learners					
	13	The teaching method is updated to meet the needs of EFL learners					
	14	Speaking skill is more emphasized					
	15	Teaching content focus on what EFL learners want to learn about English.					
	16	EFL learners listen to different sources rather than just teacher					
	17	Teaching method improves					