Iranian EFL Learners' Perceptions towards Demotivation in Learning English

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Abstract

Demotivation in learning English has always been challenging for teachers, parents and researchers and they sought ways to discover its roots and solve it. One important source of solutions to learners' demotivation is their own perceptions. However, such a rich resource of information on demotivation has received little attention. Therefore, inspired by such a gap, the present study investigated Iranian high school EFL students' perceptions of demotivation in learning English. Following quantitative survey research, a questionnaire was designed both inspired by demotivation questionnaires of Sakai and Kikuchi (2009) and Falout and Maruyama (2004) and teachers' focus group on attitudes. It was created based on the Likert Scale and composed of three phases including 54 statements about teachers, textbooks and classroom conditions. The questionnaire was sent to 300 volunteer high school students selected from a random list of public and private high schools across the country. After completion, the questionnaire data were controlled and entered into SPSS. Then, descriptive statistics were computed and *Pearson correlation* and *Runs Test* were carried out. However, analysis of the learners' perceptions revealed that students attributed their demotivation to teachers, classroom conditions, and

textbooks respectively. It was found that in Iran, teachers were deemed not qualified enough to motivate students. Apart from that, the classroom conditions and English textbooks were in poor conditions and did not manage to attract and motivate learners.

Keywords: Classroom conditions, demotivation, motivation, teacher, textbook

1. Introduction

In recent years, researchers have become increasingly interested in studying motivation as a predicting factor in success and achievement in language learning (Mese & Sevilen, 2021). But, as far as lack of motivation is attributed to varying factors and differs across varying contexts, some of its reasons have not been systematically investigated (Olmedo-Moreno et al., 2021). The present research investigated the lack of motivation among Iranian EFL learners in learning English as a foreign language (FL).

Motivation is a factor of high value in language learning and has been a major concern for English language teachers. Teachers have always attempted to find ways to motivate students. Further, teachers always develop new teaching techniques and classroom management using proper strategies and adopt the best methods to make lessons and classrooms interesting. However, the nature of motivation and the factors which may hinder students' motivation is under question. Scores of scholars in language learning and teaching (Aljumah, 2020; Brown, 2014; Cooper et al., 2012; Csizér &Dörnyei, 2005; Dörnyei, 2001; Gardner & Lambert, 1959; Olmedo-Moreno et al., 2021; Oxford &Shearin, 1994; Spolsky, 1989) define language learning motivation. According to Brown (2014), motivation is an affective variable and is very vital to language learning. Further, Brown claimed that success and failure of any task are attributed to motivation, a concept which encompasses a variety of different elements. Csizér and Dörnyei (2005) believed that motivation in language learning is a multifaceted, complex construct and is a concept which justifies people's behaviour in terms of failure and success in language learning. Gardner (2001) claimed that affective variables are central to language learning and all other affective variables (e.g. aptitude, self-esteem, anxiety, etc) are dependent upon motivation. Cooper et al. (2012) defined motivation as "the psychological force that generates complex cycles of goal-directed thoughts and behaviour" (p. 103). Bevis (1989) pointed to motivation as "goal-oriented, since through movement towards the goal that anxiety is reduced and satisfaction or pleasure is achieved; the

consequence is that goal achievement returns the arousal state to normal and reduces the energy change to its prior level" (p. 83).

However, as far as EFL is concerned, motivation or demotivation is under the influence of different factors in different contexts. According to Brown (2014), as motivation is either extrinsic or intrinsic, some students may be motivated by intrinsic factors and others are motivated by extrinsic attributions. At the same time, as learners' goals, either intrinsic or extrinsic, direct them to follow a task, there are intrinsic and extrinsic factors which may hinder learners' motivation in getting successful or drive them in getting successful.

In classrooms, there are scores of factors which affect learners' motivation unquestionably. As far as this study is concerned, these factors are mainly textbooks, classroom conditions and teachers. Research studies by Brophy (2013), Davis (2003), and Wentzel and Wigfield (1998) have highlighted the positive role of teachers in motivating learners in language learning. Further, studies such as Anderson et al., (2004) and Meece et al. (2006) have demonstrated the effect of classroom atmosphere and conditions on students' motivation. The textbooks as educational materials received considerable attention (Allen, 2010; Oman, 2013; Rost, 2006) about students' achievements and motivations. Alhodiry (2016) stated that "the teacher's role leans towards being facilitators and guides to increase students' motivations so that students can take ownership of their own learning" (p. 83). Further, Akomolafe and Adesua (2016) found that the physical and educational facilities of the classroom to be motivating. Moreover, regarding the textbooks, Checho (2007) suggested that among other factors, the textbooks could be motivating if they have authentic content, cover a variety of subjects, include simple grammatical rules and have illustrations.

1.2   Statement of the Problem

As motivation itself is multifaceted, it may be affected by multiple attributes. There are scores of factors outside and inside the classroom which affect learners' motivations. However, motivation is intrinsic and extrinsic, i.e. it is driven from inside or from outside. From inside, the learners may be directed towards a task or goal and continue to perform or obtain it; therefore, they may employ and deploy their efforts in those directions. There may be difficulties in their attempts to reach that goal which may hinder motivation, either from inside or outside. On the other hand, there are factors which drive and arouse learners' interest to reach that aim. Intrinsically, the learner is under

the effect of getting successful, finding a job, obtaining prestige, etc. Externally, he is influenced by financial issues, educational problems, teachers, peers, etc. Nonetheless, demotivation differs from context to context. In addition, the experience of motivation differs from one society or school to other societies and schools. In the case of Iran, demotivation in learning English has long been felt. As a foreign language in Iran, there have been potential factors which hindered learners' motivations inside the schools; among them were teachers, textbooks and conditions of the classrooms. However, little or almost no researches addressed, introduced and investigated them. Therefore, this study was conducted to investigate those potential demotivating factors based on high school learners' perceptions to reach fruitful insights and objective results.

2.   Review of the Related Literature

The present section reviews the related literature on the variables of the study, their status quo and the relationships that exist among them. Accordingly, concepts of foreign language learning, factors affecting it, motivation and demotivation and the previous studies are covered.

2.1   Foreign Language Learning

Foreign language learning has received considerable attention (Brown, 2014; Horwitz, 1988; Rivers, 1981; Gardner & Lambert, 1972) and investigated from various perspectives. Further, scores of its dimensions, either hidden or clear, were exposed to the investigation. Moller (2013) stated that a foreign language is considered foreign if it is learned mainly in the classroom and is not spoken outside the classroom or in the community. Richards and Schmidt (2013) noted that foreign language is not the native language of a large portion of the world population and is used as a medium of teaching in educational centres. They wrote that it is not used as the official and spoken language and is taught to students in schools to learners for reading, or communicating with native speakers. Oxford (1996) stated that "in the field of language learning, a foreign language is defined as one that is learned in a place where that language is not typically used as the medium of ordinary communication" (p. 4). However, the process of learning a language, its success or failure, is due to varying factors. Anxiety, motivation, social distance, personality, and learners' first language are all detrimental factors to foreign language learning. From among these attributes, motivation in general is researched and considered to be determining. This concept is dealt with in the next section.

2.2   Approaches to Motivation

Second language motivation has undergone three different phases over time. These phases are the social psychological period, the cognitive-situated period and the process-oriented period (Dörnyei, 2008). The first one focuses on the role of the social context in which interactions take place. Inspired by this approach, Gardner formulated a socio-educational model in which two factors affect language performance: aptitude and motivation. Concerning the second approach, according to Dörnyei, the cognitive perspective considers mental capacities as determining factors in motivation. According to Schunk and DiBenedetto (2020), learners' thoughts guide their motivation, that is, through competence motivation, they control the environment. The third approach which was enriched by Dörnyei (2000) is process-oriented in which motivation is dynamic and changeable over time (Gan, 2020).

2.3   Second or Foreign Language Motivation

Dörnyei (2003) referred to the function of motivation as one of the chief determinants of second or foreign language learning achievement. Further, Dörnyei (1998) claimed that motivation is one of the key factors which influence the rate and success of learning a language. According to him, motivation is the initial drive to start learning a second language and helps to sustain or stop it. Besides, he wrote that without sufficient motivation, all long-term goals are not achieved. Gardner (2007) referred to the key role of motivation by saying that in learning other languages, motivation has a key role. Shergill (2010) defined motivation as "an internal process that influences the direction, persistence, and vigour or energy, or enthusiasm of goal-directed behaviour" (p. 253). Brown (2014) defined motivation as "an affective variable that is a central and catch-all term for explaining the success or failure of virtually any complex task" (p. 168).

Gardner and Lambert (1972) categorized motivation into instrumental and integrative. Brown (2006) referred to instrumental and integrative motivation as means of attaining instrumental goals, i.e. furthering a career, reading technical material, translating a text, participating in a conversation and integrating in the target culture. Another most powerful taxonomy of motivation is that of intrinsic and extrinsic motivations. Ryan and Deci (2000) stated that "intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, refers to doing something because it leads to a separable outcome" (p. 55). In addition, Brown

(2014) noted that extrinsic motivation is aroused due to factors beyond the self like reward, grade, avoiding punishment, finding a job, etc. While intrinsic motivation is fueled by a sense of competence and self-determination. Accordingly, the factors which affect motivation are oriented either intrinsically or extrinsically. More pertinent to this study, the extrinsic factors range from stimuli inside the society to inside the classroom. As has been mentioned, the motivation in language learning is either under the effect of external factors or internal factors. As is related to the scope of this study, the external factors which occur to learners inside the language learning milieu, i.e. school, are considered. These factors range from textbooks to teachers and classroom conditions.

2.4   Demotivation and Motivation in Previous Studies

Demotivation is a subject of interest to language researchers; because it could account for many of the drawbacks and flourishment. According to Vakilifard et al. (2020), motivation is a pivotal factor in affecting success, failure and rate of second/foreign language learning. On the other hand, they pointed to 'demotivation' as the 'flip side' of motivation which affects learning outcomes negatively. Dörnyei and Ushioda (2017) claimed that demotivation is the negative side of motivation which emerges as the result of external damaging sources. At any age and level, demotivation impedes the academic performance of students (Talpur et al., 2021). It is caused by various factors.

According to the studies, most of the demotivating factors in learning English pertain to teachers, classroom contexts and materials. Çankaya (2018) in the investigation of demotivation factors in foreign language learning found that teachers' competence, class characteristics and class environment are behind the demotivation of foreign language learners. Besides, Kikuchi and Sakai (2009) indicated that learning contents and materials, teaching styles, inadequate school facilities, and lack of intrinsic motivation and test scores were causes of demotivation. Vakilifard et al. (2020), in a study on demotivating factors among Iranian EFL learners, showed that the most demotivating factor pertained to learning contents, materials, and facilities. In addition, Meshkat and Hassani (2012) explored demotivating factors in learning English based on learners' perceptions and found that poor school facilities and poor learning materials were demotivating factors.

In a significantly similar study, Hamada (2014) explored the Japanese EFL learners' perceptions of the strategies applied to preventing demotivation. He found that teachers' sensitivity, students' feelings, English usage, conventional teaching style, and goal orientation were effective in preventing demotivation.

In a study, Mojavezi and PodinehTamiz (2012) studied the effect of teacher self-efficacy on students' degree of motivation and achievement. The researchers selected 80 EFL teachers and 150 students. For data collection, two instruments were utilized which were *Teachers' Self-Efficacy* and *Students' Motivation questionnaires*. After collection and analysis of the data, it has been found that teachers' self-efficacy has a positive impact on the students' motivation and achievement.

Nugent (2009) investigated the effect of student-teacher interactions on students' motivation and achievement. To this end, the perceptions of students and teachers were gathered and analysed. The results of the study indicated that teachers had to be provided with sufficient and proper resources to meet the needs of students. In addition, the Pearson Correlation analyses revealed that there is a positive correlation between interaction and motivation of teacher-students, as well as positive teacher-student interaction and achievement.

Hsu (2010) explored the effect of teachers' nonverbal immediate behaviours on students' motivation for learning English. For this purpose, a number of 303 participants were selected and asked to respond to instruments of teachers' nonverbal immediacy behaviours which affect students' motivation for learning English. The results of the study indicated that teachers' nonverbal immediacy behaviours had positively and significantly affected students' motivation.

Akomolafe and Adesua (2016) examined the effect of physical facilities in increasing the level of motivation and the academic performance of students. Using the *Motivation and Academic Performance of Senior Secondary School Students Questionnaire,* the students' perceptions were collected and analysed. Hence, the result indicated that physical facilities affect students' level of motivation and academic performance significantly.

3.   Method

The current section of the study presents the methodology of the research including participants, instruments, design of the study, data collection, and data analysis.

3.1   Participants

As was mentioned earlier, this research sought to obtain Iranian EFL learners' perceptions regarding their lack of motivation in learning English. For this purpose, 300 high school male and female students participated in the study. The level of proficiency of students was not taken into consideration. The students were between 16 to 18 years old. To meet the representativeness requirement, the students were selected from 30 different high schools in 6 randomly selected provinces of Iran. The students' first language was Persian, though some had their own local varieties. The gender of students and their social or economic backgrounds were not considered. Before their participation, the students received necessary information about the aim of the research and the potential benefits it may have for them and the head of the school. Besides, they have been informed that their participation is voluntary and that their information and perceptions will be kept confidential.

3.2   Instrumentation

To find out learners' causes of demotivation in learning English, a three-phase questionnaire was designed inspired by Sakai and Kikuchi (2009) and Falout and Maruyama's (2004) demotivation questionnaires and teachers' focus group attitudes. The questionnaire was composed of 54 statements regarding teachers (18 statements concerned with teachers), conditions of the classrooms (18 items concerned with classrooms) and textbooks (18 items concerned with textbooks). The focus groups were formed through three online forums on WhatsApp. In the forums, the researchers introduced the concept of demotivation to colleague teachers. Then, through brainstorming and note-taking of the main issues, the statements were written and then converted into questionnaire statements. The statements were reviewed by five colleagues for accuracy and quality. This questionnaire was designed based on a five-point Likert scale: *strongly disagree, disagree, neutral, agree* and *strongly agree*. When the questionnaire was developed, it was piloted on a group of high school students and then its reliability was estimated through test-retest reliability using Pearson Correlation Coefficient and was found to be *r*= 0.8.

3.3   Design of the Study

This study followed a quantitative survey research design which aimed at discovering how students think regarding their demotivation in learning English in Iran. It involved a Likert Scale which provided five possible answers to any one of the statements which allowed the students to rank the level of agreement with the statements on a scale from 1) strongly disagree to 5) strongly agree. Since the Likert items are utilized to measure respondents' perceptions of a particular statement, it should be noted that Likert-type data is ordinal data, i.e. it can be said that one score is higher than another score and the distance between the points is not of importance.

3.4   Data collection

The researchers attended the schools to introduce the study and explain its aims and benefits. Then they obtained necessary information about the students, the time of classes, and their consent to participate in the study. Then, the call-role lists of students were accessed to call them in their classes to see which students intended to participate in the study. However, the names of volunteer students from different fields of study were written down to be informed of the time of filling out the questionnaires. On different promised days, the researchers attended the schools and distributed the questionnaires. Before distributing the questionnaires, a sample questionnaire was filled out by students. Every questionnaire took approximately 20 minutes to be completed. Finally, the completed questionnaires were collected and checked.

3.5   Data Analysis

As noted, the responses were rated using five-point Likert-Scale items. Therefore, the number of the responses as nominal data, i.e., 4 for Strongly Agree, 3 for Agree, 2 for Disagree, 1 for Strongly Disagree, and 0 for neutral were entered into SPSS. However, primarily, descriptive statistics were computed. Then *Pearson correlation* and *Runs test* were carried out.

4.   Results

The findings of the study obtained through the statistical measures are presented below.

Table 1: Descriptive Statistics on the Learners' Perceptions towards Their Lack of Motivation

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Perceptions Towards					Lower Bound	Upper Bound		
Textbook	300	20.1867	21.33250	1.23163	17.7629	22.6104	1.00	90.00
Teachers	300	59.6367	36.52623	2.10884	55.4866	63.7867	1.00	90.00
Class Conditions	300	30.1333	31.94648	1.84443	26.5036	33.7630	1.00	90.00
Total	900	36.6522	34.86354	1.16212	34.3714	38.9330	1.00	90.00

Table 1 indicates that the highest and the first cause of demotivation of students is teachers with a mean of 59.63. Besides, the second cause of lack of motivation is class conditions with a mean of 30.13 and the third cause of lack of motivation is textbook quality with a mean of 20.18. Therefore, it has to be said that the lack of motivation of students in learning English is attributed to the three mentioned factors; although they were different in terms of the degree of influence. However, the teachers were the first and foremost factor behind the demotivation of students. Next to teachers, the classroom conditions attribute is said to be affecting students' motivation. And the quality of textbooks is situated as the third and least influential factor. Therefore, the results indicate that teachers, classroom conditions and textbooks affect students' motivation in learning English.

Table 2: Correlations between the Variables

		textbook	teachers	class conditions
textbook	Pearson Correlation	1	.215**	.481**
	Sig. (2-tailed)		.000	.000
	N	300	300	300
teachers	Pearson Correlation	.215**	1	.314**
	Sig. (2-tailed)	.000		.000
	N	300	300	300
Class conditions	Pearson Correlation	.481**	.314**	1
	Sig. (2-tailed)	.000	.000	
	N	300	300	300
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 2 shows the correlation between the variables. There is a high correlation ($r=.481$) between the learners' perceptions on the attribution of lack of motivation to classroom conditions. In addition, there is a moderate correlation ($r=.314$) between the learners' perception of the teachers and there is a low correlation ($r=.215$) between the learners' perceptions of the textbooks. All correlated coefficients are significant at the 0.01 level. It means the learners believe that all these elements are significantly affecting their lack of motivation towards learning English.

Table 3: Descriptive Statistics of the Three Variables

Variables	N	Minimum	Maximum	Mean	%	Std. Deviation
textbook	300	1.00	90.00	20.1867	22.95	21.33250
teachers	300	1.00	90.00	59.6367	66.25	36.52623
class conditions	300	1.00	90.00	30.1333	33.45	31.94648
ValidN (listwise)	300					

In Table 3, the percentages show that the learners' perceptions are different in terms of the effectiveness of each variable. Accordingly, the highest percentage is given to teachers. To justify this finding, the teachers were reported to be, for example, less motivated, less skilled, less experienced, less respectful, less energetic, and neglectful of learners' needs and from other disciplines. In terms of classroom conditions, for instance, the respondents reported that

classrooms are crowded, less colourful, less bright and shiny, less equipped, and old. Moreover, in describing the textbooks, the most prominent remarks were lack of authentic materials, lack of images and drawings, highly grammar-based, less consistent with learners' proficiency levels and highly boring.

Table 4: Runs Test of the Three Variables

	textbook	teachers	classroom conditions
Test Value[a]	14.00	90.00	15.00
Cases < Test Value	142	134	149
Cases >= Test Value	158	166	151
Total Cases	300	300	300
Number of Runs	80	64	94
Z	-8.186	-9.979	-6.592
Asymp. Sig. (2-tailed)	.000	.000	.000
a. Median			

In Table 4, the Runs test shows that the Z score[1] (Z=-9.97) of the learners' perception belongs to the teachers' variable which is greater than the other two variables. Therefore, it has to be said that students' highest demotivation is attributed to teachers. Further, as Table 4 shows, the participants developed different perceptions regarding teachers, classroom conditions and textbooks.

5. Discussion

The present research was an attempt to account for Iranian EFL learners' lack of motivation in learning English. For this purpose, teachers, classroom conditions and textbooks were exposed to students' perceptions or attitudes. The students' perceptions were collected and analysed through a questionnaire composed of statements regarding the mentioned variables. The findings of the research indicated that teachers are the main source of demotivation in learning English. Next to it, students' demotivation, as indicated, ascribed to classroom conditions. Beside teachers and classroom conditions, the textbooks were a source of demotivation of Iranian EFL learners in

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[1] Z-scores take into account the mean and standard deviations of distributions, which allows us to compare data values from different distributions and see which one is higher relative to their own distributions.

learning English. However, the perceptions of students regarding the teachers as a source of demotivation in the classroom are not only implying the teachers' lack of knowledge, but all other variables included in the questionnaire. Among these variables were lack of immediate behaviour, lack of familiarity with students' needs, lack of familiarity with the subject matter and teachers' use of the first language.

The results of the study are in line with Bernaus et al. (2009) and Alhodiry (2016). Bernaus et al. (2009) indicated that teachers' motivation, strategy use, and classroom management are positively correlated with students' motivation in learning the language. As far as the current study is concerned, when the teachers are amateur, disrespectful of learners' needs, come from non-related disciplines and have variant accents, the learners are demotivated. That is, a teacher as an influential element in the classroom should meet the learners' requirements. Part of this requirement is the responsibility of the curriculum and those who are responsible for recruiting teachers. For example, when the teachers belong to different ethnicity, there is a bias. When the learners feel the teacher's accent is non-standard, they deride the teachers.

In addition, the results of study are in agreement with Dişlen (2013) who found that adoption of traditional methods of teaching like expository teaching causes students' demotivation. To highlight the points of demotivation of these two studies, it should be noted that the learners of the current generation, expect to learn through flipped learning, Interwebs, attending conferences, game-based learning, expeditionary learning, inquiry-based learning, etc. However, resorting to obsolete methods is unpleasant and ill-sorted for learners. For example, Zheng et al., (2020), Challob (2021), Birgili et al. (2021) and Parra-González et al. (2021) found that gamification and flipped instruction improved learning, motivation and self-efficacy of learners.

However, the present study and the other related studies support the argument that the most determining role in relation to motivation of students is played by teachers. O'Donnell, Reeve, Smith (2011) noted that students have their own motivation and teacher role is to encourage and support them. They believe that the motivating role of teachers hinges upon providing motivating conditions. Besides, O'Donnell et al. (2011) noted that teachers' motivating role is not possible only through feedback, criticism, rewards, insertion of activities, giving students choice and power. Additionally, according to Bentley-Williams and Morgan (2013), the teachers should treat students fairly and play the role of facilitator and resource. Still, Lange (1973) claimed that the teacher's role as a motivator increases if he motivates learners for specific purposes and reasons. Levine

(1989) acknowledged that the teacher's role as a motivator is to help students move towards instructional goals. Artiles and Hallahan (1995) pointed out that the teacher's role as motivator is to select an activity that is interesting and attractive. Frymeir (2009) pointed to teachers' verbal and non-verbal behaviors as sources of motivation for students.

As the results indicated, the classroom conditions also have motivational effects. The findings of the study are also consistent with Sulemanand Hussein (2014). These researchers found that a well-organized and equipped classroom's climate has a positive and significant effect on students' achievement and motivation across secondary school students. Building upon the findings of Suleman and Hussein's study and the current study, it is implied that in high quality classrooms, learners feel safe, secure and respected. In addition, they have increased self-esteem and motivation.

Besides, the results of another study by Akomolafe and Adesua (2016) support the current study results. Akomolafe and Adesua (2016) showed that there is a positive relationship between physical facilities and learners' motivation as well as academic performances. These researchers suggested that high quality materials and equipment in the classroom improve students' motivation and academic standards of schools. However, the common points of these studies and the present study are that learners hate colourless and dark classrooms. Additionally, the learners do not enjoy learning through board and chalk. The favourable classroom conditions and facilities escalate students' motivation and academic achievements as far as the psychological characteristics of learners and learners are concerned. According to Granito (2012), learners enjoy projectors, laboratories, computers and the Internet to solve problems.

Textbook quality and content were other variables investigated in this study and the participants reported to be demotivating. Regarding the textbooks, style, degree of updated dress, favourable contents, colourful pages and funny activities are always inspiring. Results of studies by Akyuz (2004), Ebied and Rahman (2015) and Robinson and Fischer (2014) indicated that textbook contents, materials, style and volume are effective in motivating students. Researchers like Conradty and Bonger (2016) suggested that it is time to resort to computer-aided textbooks instead of old paper textbooks. They found that use of computer-assisted textbooks- hypertext or hypermedia cause deep and autonomous learning and promote intrinsic motivation.

6.   Conclusion

The results of the study revealed that the way students perceive teachers, classroom' conditions and textbooks relate significantly to their demotivation in learning English in Iran. As far as learning and teaching English is a challenging job, teachers have to be familiar with students' needs, know their cultural backgrounds, manage the classrooms, present the activities, establish verbal and non-verbal immediacy behaviours with students and create a communicative climate between themselves and students. Further, poor classroom conditions are positively correlated with students' demotivation in learning a language. Having colourful walls, well-temperate conditions, enough light, availability of internet, installation of projectors and existence of computers are, as the research indicated can address students' demotivation. With regard to demotivating role of textbooks in learning English, students' perceptions indicated that the textbooks were highly old, covered large needless activities, presented grammar through formulas and complicated activities, did not have enough pictures, and did not have modern materials and technology-based contents. Above all, the school's books had lengthy readings and introductions of out-of-context vocabularies.

One potential factor which seems to be principal in demotivating learners is the lack of enough hours allocated to English units. The other factor is doing a 'needs analysis' to see if it is necessary to include English units from primary school. This is because, getting close to CPH, may make it difficult for learners to undertake a new language, especially in areas in which accents and dialects abound. The other potential item of research importance is the teaching and learning culture of teachers and learners. The learners may abhor going through a new culture, and the teacher may feel limitations in teaching cultural patterns. The investigation of teachers' perceptions of the demotivation of Iranian English learners, could add more insights to the issue of demotivation. In addition, adding more variables or factors like problems caused by the first language was beyond scope of this study and is of great necessity to be explored. Therefore, an in-depth research is needed to see if problems inspired by the first language lead to the demotivation of learners in Iran.

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Appendix

Text books	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1) Textbooks cannot encourage and motivate the learners to engage in the learning activities.					
2) Textbooks do not have techniques and strategies to prepare and guide students.					
3) Textbooks have irrelevant, contradictory and even culturally meaningless images.					
4) Textbooks' pictures are irrelevant with regard to culture and content.					
5) Textbooks appear to be boring and tiresome.					
6) Textbooks lack quality materials.					
7) The textbooks contents are not authentic.					
8) The lessons' readings and passages are rigid and scientific.					
9) The textbooks' reading parts were not organized according to the level of difficulty or background knowledge of the learners.					
10) Type of activities and exercises of the reading comprehensions, do not address comprehension.					
11) Textbooks were organized solely around learning and working with grammatical points.					
12) In "Write it down" most of the exercises are completion of sentences, responding to questions, or writing out					

some items related to grammatical points.					
13) Exercises provide little or almost no guidance.					
14) Some exercises require students to select verb tenses but do not invite them to go further and create their own sentences.					
15) The students get confused in learning active and passive constructions due to mere introduction of formulas.					
16) The conversations are superficially organized and pronunciation is taught by using exercises based on contrastive pairs.					
17) The materials selected for a textbook do not satisfy the students' needs and interests.					
18) Reading texts included in English textbooks are not age specific.					
Teachers					
1) Teachers are not skilful enough to present the content of the textbooks.					
2) Teachers are teaching using old methods.					
3) Teachers are not energetic enough to cover all the points.					
4) Teachers do not recognize learners' needs.					
5) Teachers do not respect students with varying ages.					
6) Teachers are from other non-related disciplines.					
7) Teachers' selection is not based on students needs.					
8) Teachers are not familiar with textbooks.					

9) Teachers are not well-clothed.					
10) Teachers do not respect the class and learners.					
11) Teachers are from varying ethnic groups.					
12) Teachers' personalities are dissimilar to students' personalities.					
13) Teachers are unmotivated.					
14) Teacher fear from bullying students.					
15) Teachers use first language.					
16) Teachers lack of familiarity with students cultures and family principles.					
17) Teachers are mostly soldier and inexperienced.					
18) Teachers are proficient but do not have preparation for teaching.					
Classroom conditions					
1. There are no laboratories.					
2. There are no coloured rooms.					
3. There are no TV and projectors in the classrooms.					
4. There are no new boards.					
5. There are not enough lights in the classrooms.					
6. There is no internet- based equipment.					
7. There are no postures and pictures in the classrooms.					
8. Chairs and desks are old.					
9. The rooms do not have enough ventilation.					
10. The rooms have poor temperature.					
11. Sanitary conditions are poor.					
12. Classes are crowded.					
13. There are no water sources in the school.					

14. Windows are not coloured to prevent disturbing light and noise.					
15. Classrooms are not equipped with computers.					
16. Classrooms are always the same during the term.					
17. Classrooms are dirty and littered.					
18. Classrooms are small and old.					