

Development of Models for the Motivating and Demotivating Factors to Learn English among Iranian Azerbaijani and Kurdish EFL Learners

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Received: March 13, 2022

Accepted: May 17, 2022

ABSTRACT

This study explores the motivating and demotivating factors among Kurdish and Azerbaijani EFL freshmen students in Iranian Kurdistan and Azerbaijan universities. The motive behind extracting motivating and demotivating factors was discovering the causes of their failure in English learning and offering solutions. Collecting qualitative data was in accord with grounded theory, a three-session semi-structured interview running with 18 interviewees and a focus group with six from each university separately to brainstorm their ideas. The researchers then transcribed and codified the data according to Corbin and Strauss's (2015) systematic steps of open, axial, and selective coding. For validation, one of the researchers interviewed the same number of students in Payameh Noor universities of Mahabad (with Kurdish students) and Miyandoab (Azerbaijanic students). Subsequently, in line with the body of literature and the data, six joint demotivating factors and 30 categories were obtained for both ethnic groups. In addition, seven motivational factors together with 29 categories were discovered, out of which three were related to Azerbaijani students leading to an integrative type of motivation, and four for Kurdish students making instrumental motivation. The proposed models are helpful for policymakers of education and those who care about better English instruction.

Keywords: Demotivating factors; De-motivation; Motivating factors; Motivation; Semi-structural analysis

INTRODUCTION

Motivation is the process of encouraging people to action by goals, values, and desires, while de-motivation is the state of being without interest and motivation. According to Dörnyei and Ushioda (2011), de-motivation can reduce the function of an ongoing action. Despite the essential need to learn English as a communication bridge in various contexts of the world, motivation seems to be decreased because of some reasons differing in different contexts. Teachers should notice the differences between motivated and

unmotivated students under particular conditions. Failure in learning every language may link with some demotivating factors entailing teachers' consideration. Motivation and de-motivation can be among the most critical issues in the process of foreign language learning (Dörnyei, 2001). The investigation of the motivation of English learning in foreign contexts returns to decades ago. Some scholars (like Brown, 2000; Clémen, 1980; Covington, 2000; Dörnyei, 1990; Gardner & Lambert, 1972; Seligman, 1975; Spolsky, 1989; Weiner,

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1985) after their research in the field of motivation, maintained that it is a prerequisite for L2 learning and negligence in it may lead to its darker side, de-motivation.

Similarly, in the long run, some other researchers (e.g., Çankaya, 2018; Fredy & Angela, 2019; Han, Takkaç-Tulgar & Aybirdi, 2019; Sun, 2018) stuck to the same line of research in a variety of foreign contexts and realized the central role of motivation in English learning. Additionally, on their path to learning English, L2 learners may often encounter many barriers (Ellis, 2009). Iranian EFL students are no exception. The majority of them have less tendency to attend English classes of schools, which caused some researchers to investigate demotivating factors within the Iranian education system (e.g., Kavianpanah & Ghasemi, 2011; Sahragard & Alimorad, 2013). The positive influences of motivation in English learning have recently attracted the attention of some Iranian researchers in different contexts of Iran (like Afshari, Tajeddin, & Abbasian, 2019; Alibakhshi, Nezakatgoo & Popescu, 2019; Amirian, & Adel, 2018; Fathi, Torabi, & Arashpour, 2019; Hosseini & Shokrpour, 2019; Zamani & Sadeghi, 2020).

As an English teacher in high schools and Payame-Noor universities of west Azerbaijan province with the combination of Azerbaijani and Kurdish students, students' lack of interest, weakness, and failure in English were observed which is why the decision was made to research motivating and demotivating factors in learning English between these two ethnicities.

Until recently, many studies have been conducted about motivation and to less extent regarding EFL demotivating factors whether in Iran or overseas, but the obtained results about the factors, order of significance, and solutions differ concerning various contexts and cultural, ethnic identity or may have some minor similarities in some respects. Some older researches about ELL motivation relate to a few decades ago (e.g., Clémen, 1980; Covington, 2000; Dörnyei, 1990; Gardner & Lambert, 1972; Seligman, 1975; Weiner, 1985) that no Iranian studies can be found in this regard until the year 2011. Some of the newer research for

this purpose has been conducted (like the investigation by Afshari, Tajeddin & Abbasian, 2019; Fathi, Torabi & Arashpour, 2019; Fredy & Angela, 2019; Han, Takkaç-Tulgar & Aybirdi, 2019; Kavianpanah & Ghasemi, 2011; Kikuchi, 2009; Sun, 2018) and are beneficial for considering their comparison with the new findings in the present research.

Since a decade ago, in different contexts, especially in Iran, attention has been paid to the EFL de-motivation. Kikuchi (2009) conducted a study with Japanese university students to discover the demotivating factors such as teacher behavior, focus on GTM, university entrance exams, vocabulary memorization, and dependence on reference books. Conversely, in Iran, Kavianpanah and Ghasemi (2011) revealed five demotivating factors instructional content, facilities, ideas about the EL community, failure experience, and teacher-related factors.

Furthermore, in another research done by Fathi, Torabi, and Arashpour (2019) with 15 male participants in a face-to-face interview and focus group discussions with six individuals at a language institute in Kermanshah, Iran, some resources of EFL de-motivation like the quality of taught materials, teachers' behavior, stress and anxiety, the physical environment and peers' behavior were found in terms of qualitative descriptive design and teachers' bad behavior was the most significant factor inhibiting motivation.

Another investigation was carried out about EFL learners' de-motivation based on teachers' attitudes by Afshari, Tajeddin, and Abbasian (2019) in such a way that thirty (15 novice and 15 experienced) language teachers had face-to-face semi-structured interviews. After analysis, factors like class environment, students' behaviors, teachers' personality, teaching method, and anxiety were extracted that negatively influence motivation.

Additionally, in a research done by Han, Takkaç-Tulgar, and Aybirdi (2019) in Turkey through a Likert-type de-motivation questionnaire and interview with 469 Turkish EFL university students, the results showed that there were differences between the genders concerning the features of the instructional

place and failure experiences. Their findings revealed some demotivating factors of English learning like an inexperienced teacher, wrong instructional place, irrespective of personal issues, unsuitable education system, exam anxiety, and failure, which were following some studies (Aliakbari & Hemmatizad, 2015; Kavianpanah & Ghasemi, 2011) but in conflict with the results by Acat and Demiral (2012) in Turkey.

Moreover, Sun (2018), through a questionnaire with 560 high-school students and interviews with 24 of them, explored eight demotivating factors like Self-efficacy, Teachers' behavior, Learning strategy, Instructional materials, social factor, Language attitude, Linguistic competence, and Teachers' knowledge.

Finally, Fredy, Luz, and Angela (2019) stated that contextual factors of motivation could strongly affect English learning. Due to literature, in most of the past studies of foreign contexts, dissatisfaction was more toward class atmosphere and teachers. However, in most recent Iranian studies, the most significant demotivating factors were complaints against the excess focus on GTM and the wrong education system.

The findings of this research can potentially turn the attention of Iranian English teachers toward students' needs, interests, and perspectives. So far, many studies have been done about EL motivation and de-motivation in different provinces of Iran only with Persian identity, but this is the first study dealing with EFL demotivating and motivating attitudinal traits in the classrooms with ethnic background affiliation among Azerbaijani and Kurdish ethnic groups in Iranian Azerbaijan university (among Azeris in Tabriz) and Kurdistan university (among Kurds in Sanandaj). The Kurdish language belongs to the Iranian branch of the Indo-European family. Kurds are one of the indigenous peoples of the Mesopotamian plains. Azerbaijani or Azeri is a non-Indo-European language that originated from Oghuz Turkic. Although the lifestyles of Azerbaijani and Kurdish people are not different from those of other Iranian ethnic groups, the motivating and demotivating factors of English learning

may be different in some cases. Kin relationships, transactions, and cultural similarities between Azerbaijani and Kurdish nations in west Azerbaijan province and their neighborhood life in some Iranian cities like Tabriz, Sanandaj, Kermanshah, and Zanjan have paved the way for peaceful coexistence for both sides to accept the other's right. Living and teaching English in a city combined with these two nations made the researcher to do this research with them. According to Edwards (2009, p. 2), "identity is at the heart of the person, and the group, and the connective tissue that links them. People need a sense of belonging, and language can bring such a sense of belonging".

As a result, the attempts of this study are to investigate factors causing students' motivation and de-motivation in English learning. To this goal, their viewpoints have been taken into consideration to answer the following research questions:

RQ1. *What are the motivating and demotivating factors among Kurdish EFL learners?*

RQ2. *What are the motivating and demotivating factors among Azerbaijani learners?*

RQ3. *What model of motivating and demotivating factors can be proposed for Kurdish and Azerbaijani EFL learners to learn English?*

METHOD

Participants

To this aim, this research was done by glancing at the lists of undergraduate Kurdish and Azerbaijani students in four different classes of each university. Students were between 18 to 23 years old. Forty-eight undergraduate students with the division of gender and ethnicity equality were selected from both Iranian Kurdistan and Azerbaijan universities respectively among Kurds and Azeris based on the participants' consent, availability, and according to systematic sampling in a semi-structured interview and focus group design. Twenty-four individuals were chosen at the regular intervals of four classes of each

university and for each group separately (24 Kurds & 24 Azeris).

The semi-structured interviews were conducted during three sessions and face-to-face interviews with 18 Kurdish students and 18 Azerbaijani ones. Moreover, focus-group interviews were also carried out with 6 participants of each group independently. In addition, for the validation of data, a pilot interview with the same processes of semi-structured interviews was made with the same numbers of participants of two groups, but in two different locations with Kurdish and Azerbaijani identities, Mohabad Payame Noor university (for Kurdish group) and Miyandoab Payame Noor university (for Azerbaijani

group). All the participants had the experience of learning general English for about six years at school and one term in the university and some had already passed some courses at private language centers. Half of them were originally from Tabriz, and surrounding Azerbaijani towns or villages, and the other half were originally from Sanandaj and surrounding Kurdish towns or villages of Iran. Both ethnicities had a native-like command of Persian. They were from various fields of study and had different levels of English proficiency. The details of the demographic background of the participants are presented in Table 1.

Table 1

Demographic Information of Azerbaijani and Kurdish students

Participants	Number	Interview type	Gender
Kurd	9	face-to-face	male
Kurd	9	face-to-face	female
Azeri	9	face-to-face	male
Azeri	9	face-to-face	female
Kurd	3	focus group	male
Kurd	3	focus group	female
Azeri	3	focus group	male
Azeri	3	focus group	female

Instruments

The instruments of this study included separate semi-structured interviews of two groups about the motivating and demotivating factors of English learning together with two different focus group interviews in the form of interview protocol/guide with 5 general guiding questions and some other one after another generative question.

Data Collection Procedure

The data collection was conducted as follows: In the first stage, with the advent of the academic year of 2019, and after familiarity, a tentative interview guide was conducted in a face-to-face position. After reviewing the research and studying different pieces of literature, the researchers got four appropriate open-ended broad questions about motivating

factors and five about demotivating ones that needed to be asked orally in the interview guide.

In the second stage, the interview guide questions were assessed and confirmed based on the final comments of two experienced professors of Urmia university before being used for the main study. But during the third stage, for eliciting meaningful data, the researchers used three-session semi-structured interviews with 18 undergraduate Kurdish and 18 undergraduate Azerbaijani students who had been selected in five different classrooms of Kurdistan and Azerbaijan universities at the regular intervals and according to systematic sampling after looking at their lists. Moreover, focus-group interviews were also done with 6 participants of each group independently. It should be noted that saturation techniques of

data were considered in this research. During this process, piloting the guide paved the way for the refinement of protocol wordings, additions, or reduction of some questions.

Also, the researchers followed some sub-steps in the sessions of the interview: (a) Using the Persian language to feel more comfortable, (b) Explaining the purpose of the study to them and ensuring that their attitudes would be kept confidential, (c) Getting their agreement for recording the voice, (d) Taking notes of the main points, (e) Encouraging them to express their ideas freely, (f) Asking the interviewees to introduce others to share their ideas if they know.

Face-to-face interviews took place in two different locations: Azarbaijan Shahid Madani University of Tabriz with Azerbaijani students and another one in Kurdistan University of Sanandaj with Kurdish students. In the last session, after analyzing and finding the vague points, the interviewees were asked to clarify them. Then, the salient analyzed points in the form of a synopsis were copied and handed to the participants by the researchers. For reliability, the data was compared with the assigned codes, and the memos were checked to ensure that the codes are in line with the stretches of sentences. The researchers and the coders shared their independent coding to reach an agreement. For data validation, two pilot interviews were done similarly in two different locations with the same number of Kurdish and Azerbaijani students about motivating and demotivating factors, one in Mohabad Payame Noor university (for the Kurdish group) and another one at the University of Payame Noor in Miyandoab (for Azerbaijani group).

Data Analysis Procedure

The analysis of data was conducted employing a particular software with qualitative nature named MAXQDA. MAXQDA is a powerful computer-assisted qualitative data analysis software that is more accurate and faster than the traditional CAQDAS software. To follow its stages, from the outset, the researcher became familiar with the data and organized them so that the recorded audio files of the interview sessions were transcribed and read

several times. In addition, the researcher added and matched the follow-up memos and notes to the transcriptions of each individual. Then he imported the built transcriptions into MAXQDA software. A specific name was considered for each transcription denoting the person and the place of the interview. As a result, 37 datasets related to motivation and 45 related to de-motivation were given and sorted out in the software. After the organization of the data, based on the qualitative trend, the researcher dealt with the coding and reducing process on Corbin and Strauss (2015) basis, including three systematic steps of open, axial, and selective coding for grounded theory. First, coding was made for the individual file of each transcription separately in terms of significant words or phrases that best presented the main point of each segment. In short, after assigning labels to the data, the researcher broke them into small segments. Finally, there appeared a large number of codes and frequency of occurrences (about 235 codes). The codes and subcategories were reduced into smaller categories with the intention of data understanding. As soon as the initial coding was finished, the broken data were linked into 30 demotivating and 29 motivating practical categories. In order to combine or group data into similar and/or different parts, the researcher used the stable comparative method. In the end, selective coding was done to connect the categories into themes. This step is important to make overall models of motivation and de-motivation toward English learning.

Finally, by considering the present data and with the assistance of the body of the literature, new findings were obtained as the result of the researcher's independent thinking and attempted far beyond the data that as a result of this led to two separate models (one for demotivational factors with six common themes among Iranian Kurds and Azeris and another one related to motivational factors with seven themes, four specialized more for Azerbaijani students leading to interrogative motivation and four specialized more for Kurdish students leading to instrumental motivation).

RESULTS

Based on the qualitative study and the result of semi-structured interviews and focus group interviews, this section is divided into two parts. One is related to motivating factors, categories, instances, and proposed models, and another part is related to demotivating factors, categories, instances, and a joint model. Answers to research questions have been expressed as follows:

Motivating Factors

This heading is divided into two parts, four motivating factors are more common among Azerbaijani students leading to integrative motivation, and four other factors are more common among Kurds leading to instrumental motivation. In the following, questions about motivation have been answered.

Motivating Factors Leading to Integrative Motivation

The following factors were common among Azerbaijani students leading to integrative motivation.

A. Cultural Interest

Dörnyei (2001) stated that the tendency toward a foreign culture makes a language learner stick to their way of life, beliefs, values, and symbols that they accept, generally without thinking about them, and it causes motivation to learn that language. The interviewees' responses (22 Azeris, 92%) indicated this fact. Below are some comments:

1. Focus group: *To learn a language thoroughly, we need to **understand and learn the culture of the people who speak that language**, both of which are deeply intertwined.*

2. *You cannot deny that **culture affects language**, and language also influences culture.*

3. Focus group: ***Being interested in thinking and living and English speaking***

people's values are the most major motivational points for learning English.

4. ***Studying English history can help us better understand the meaning of words that have Latin origins and words that came from other languages into English.***

B. Positive Attitude for EL

As the second important source of motivation, most Azeri participants (about 79 %) thought that learning English can meet most of their scientific, cultural, and communicative needs. The learner's motivation is determined by his attitude (Gardner & Lambert, 1972, p. 3). Today, English is the mother tongue of over 350 million British, American, Canadian, and Australian citizens. Learning it as an international language is necessary. Some genuine excerpts are given below:

1. Focus group: *Today **English language plays a vital role in creativity, communication, and criticism.***

2. *I think knowing English as **an international language** is useful everywhere.*

3. *learning English is the only **prerequisite for overseas migration.***

C. Interaction

To interact means to communicate and react to the people you are involved with. According to Harmer (2007), interaction prepares language learners with the opportunity to assess their headway, which should lead to motivation. The interview results demonstrated that some of the Azeri students (about 67%) believed that interaction is the only way to establish a relationship with the outside. These viewpoints are worth noticing.

1. Focus group: *When someone knows a new language, it is easy to **interact with other nations and exchange ideas.***

2. *Today, English is **a bridge to build a relationship with the outside world.***

3. *English is like a key that can open many doors and solve many problems.*

Table 2

The Main Themes and Categories of Motivating Factors According to Azerbaijani Students' Viewpoints

Themes	Categories
Culture interest	• Way of life
	• Values
	• Language interest
	• Beliefs
Positive attitude	• Learning literacy content
	• Learning language skills
	• Cross-cultural awareness
	• Attachment to the foreign community
Interaction	• Exchange of knowledge
	• Exchange of ideas
	• Instructional purpose
	• Communication
	• Business purpose

Motivating Factors Leading to Instrumental Motivation

The following factors were common among Kurdish students leading to instrumental motivation

A. Job Finding in the Future

Learning English to get a job was the first factor among Kurdish participants (21 individuals, 86%). Kurdistan is one of the most deprived areas in Iran, with the highest unemployment rate. Kurdish participants know that knowing English can boost their chances of finding a job. If you are looking for a job, many companies want someone like you to know English. Some utterances are in the following lines:

1. *I think today **exporting and importing goods** is easy for someone who knows English well.*

2. *In my opinion, nowadays there are **money in English teaching or opening language institutes, above all translation.***

B. Going Abroad

Due to inflation, unemployment, disappointment towards the future, economic sanctions, deprivation, and lack of freedom of expression, especially among the Kurdish nation in Iran, most educated students (about 88%) want to learn English before leaving Iran to study or live in another country to have a

better future. Below some segments of participants' utterances are presented:

1. *I believe that **"hope" is more necessary to survive than air, water, and food.** We are losing hope.*

2. *Focus group: **Most educated students have been unemployed after graduation, which causes them to leave Iran.***

3. ***Weighty sanctions, inflation, and unemployment have made life intolerable.***

4. *I learn English to **earn more money through business.***

C. Passing Tests (School Test or TOEFL/IELTS)

For many years, the TOEFL and IELTS Certificate scores have been a common tendency for Kurdish students, so the participants' reports (about 75%) can confirm this fact. The scores of these two tests have been accepted as the most valid measure of English proficiency for individuals worldwide to study at the best universities in the world. The results of the English test have also been significant at schools to enter the university. Some students' ideas are:

1. *I improved my English to **pass the entrance exam of the university.***

2. *Focus group: **We must improve our English and have international tests of***

English, whether in Iran or abroad, so we need to learn it.

3. **Every student should have a strong base in English because there is no escaping way to get rid of it.**

D. Outside world knowledge development

The origins of every modern sciences are written in English. With the advent of technology, especially the internet and the emergence of modern sciences, the English language has the most role to communicate with the outside world knowledge. By

mastering English, we can develop our outside world knowledge. The following items are some viewpoints mentioned by some Kurdish participants of the study.

1. *We know that today's young people are curious to **discover the world around them**, and it is only possible through learning English.*

2. *Focus group: Learning outside the world **builds bridges between theory and reality**.*

3. *Getting outside the world knowledge in English can lead to a **deeper understanding and enriching learning**.*

Table 3

The Main Themes and Categories of Motivating Factors According to Kurdish Students' Viewpoints

Themes	Categories
Job finding	<ul style="list-style-type: none"> • To run an Online business • To become an English teacher • To become a translator
Going abroad	<ul style="list-style-type: none"> • To have a better life • To educate abroad • For touring aims • To trade
Outside world knowledge	<ul style="list-style-type: none"> • Stressless life • Problem-solving • Belief in one's abilities • Drive to succeed • Self-awareness
Passing tests	<ul style="list-style-type: none"> • International tests (TOEFL and IELTS,...) • School tests • University tests

Order of Importance for Motivating Factors

By asking four general questions and some other generative questions about English motivating factors, Azerbaijani interviewees inclined integrative motivation, and the orders of significance for the factors were "Culture interest" and "Positive attitude for EL" as the most motivating source whereas "interaction" as the minor motivating source. Kurdish participants had more tendency towards instrumental motivation, and two themes named "Going abroad" and "Job finding" were as the most source of motivation while "Passing tests" and "Outside world knowledge" were as the minor source of motivation respectively.

Proposed Model of Motivation

The following model includes both types of motivational orientation constructed resulting from the obtained inferences from two groups' sayings. Since such a study on motivational and non-motivational factors has never been carried out between these two ethnicities, it is a new model with new findings.

Demotivating Factors

In this subsection, the common demotivating factors for two ethnic identities and the research questions about de-motivation have been answered.

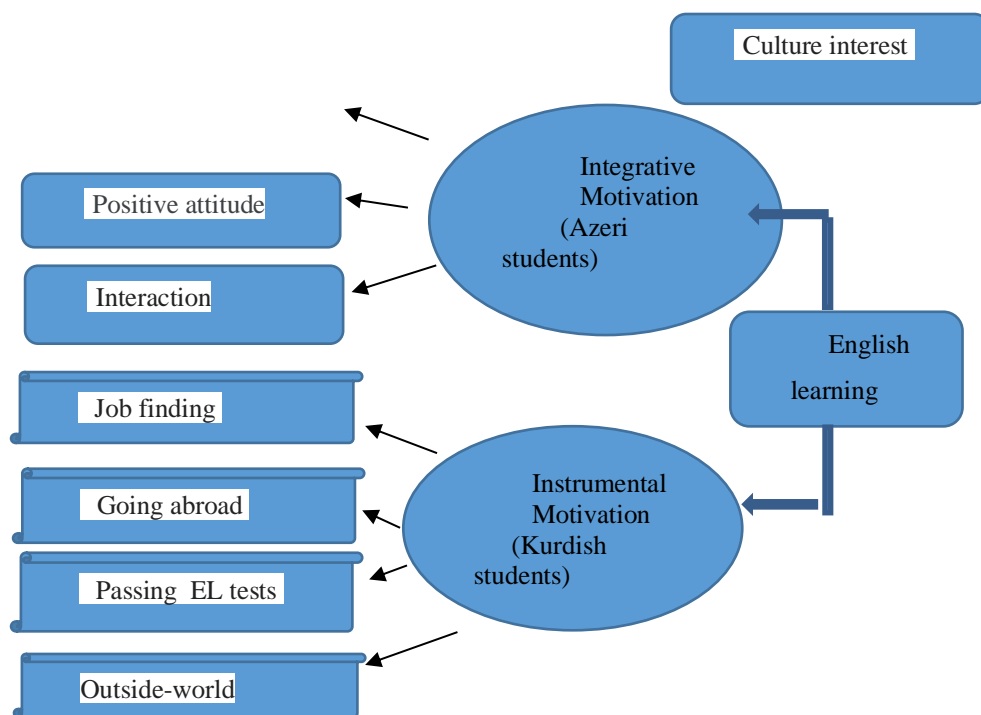


Figure 1

Emerging Model of Motivating Factors for Iranian Kurdish and Azerbaijani Students

A. Learner-Related Demotivating Factor

This theme refers to students' potentials or what comes from inside the learner. The first reported aspect of learners' characteristics was low self-confidence in their language abilities, during which financial problems and affective states were outstanding. 54% of Kurdish participants and 57% of Azerbaijani ones regarded learner-related factors as the significant source of de-motivation. The following embraces some participants' viewpoints:

1. Azeri student: *That I was weak in English and no one gave hope annoyed me.*

2. Kurdish student: *No one paid for language institute for me so I was behind my friends.*

3. Azeri student: *I lost my esteem after I had one failure after another in English exams.*

4. Kurdish student (focus group): *You know... The communicative aims of English learning are what we want, but now we are frustrated.*

B. Teacher-Related Factor

Focusing on the various demotivating behaviors of teachers toward students' learning outcomes in building communicative relationships is of great value. This factor was the third significant source of de-motivation for Kurdish participants (63 %) and in the fourth order for Azerbaijani ones (with 56 %). Below are some stretches of talk:

1. Azeri student: *The methods that teachers used were outdated and old.*

2. Kurdish student: *The teachers' inadequate knowledge of grammar and other skills annoyed me.*

3. Azeri student: *If teachers built good relationships with the students, most things would change.*

4. Kurdish student: *Studying English is boring when the teacher is strict.*

C. Learning Environment

There had been some dissatisfaction with the categories of the learning environment as the second source of de-motivation in both groups' viewpoints like bad classroom atmosphere, lack of audio-visual facilities, wrong scheduling,

insufficient time for teaching, and dependence on the textbook as well as inattention to group work. The following utterances were frequently reported in interview sessions.

1. *Kurdish student (Focus group): A small and stuffy classroom made everyone demotivated.*

2. *Azeri student: We did not have any language lab or audio-visual facilities in our English class.*

3. *Kurdish student: Sadly, most teachers had no lesson plan or schedule to arrange teaching time.*

4. *Azeri student: Learning English required further time management.*

D. Educational System

Education is the priority among the plans of each country for growth. New reforms of the past two decades in the Iranian education system were not in line with the changes in the country, the needs of the society, and the job market for youth, especially in the field of English teaching. The wrong education system has been the most prominent factor of demotivation in this study based on two groups' viewpoints. Some excerpts are listed below:

1. *Azeri student (Focus group): The books are not based on students' needs and goals.*

2. *Kurdish student (Focus group): I think most teachers are not qualified for teaching English.*

3. *Azeri student: Sadly, teaching EL textbooks has been designed in terms of outdated GTM.*

4. *Kurdish student: I think since English is not the language of Muslims, Iranian officials do not attach importance to it.*

E. Sudden Changes

Falling into the habit of some teachers' methods and replacing other teachers or changing the teaching place in the middle of the school year harm students' emotions. Below are utterances pertained to this factor as the last demotivating source for both groups.

1. *Azeri student: Replacing new teachers and getting into the habit of their teaching took time.*

2. *Kurdish student: Changing schools after each educational level has had a bad effect on us by having new teachers and classmates.*

F. General Social Attitudes

That how English learners think about English learning is of great value. Some are indifferent toward it and matter a lot to their native language instead. Teachers must nullify this way of thinking. Some utterances are summed up as:

1. *Azeri student: That we cannot be exposed to speak English had discouraged us.*

2. *Kurdish student: I'll be disappointed that I can't be fluent like English natives.*

Order of Importance for Demotivating Factors

According to the ideas expressed by the interviewees of the two groups, the "education system" was the most significant demotivating factor for both groups. The second important one for both is related to the learning environment. Teacher-related factor was the third factor for Kurdish students and the fourth one for Azerbaijani students, while the Learner-related factor was the 3rd factor for Azeries and 4th factor for Kurds. Sudden changes and General social attitudes were the 5th and 6th factors for both groups, respectively.

Proposed Model for Demotivating Factors

This model is joint for both ethnicities. In Figure 2, there are five external demotivating factors and one internal demotivating factor that all play an essential part in demotivating students in English learning.

Categories

1. Classroom atmosphere
2. Lack of audio-visual facilities
3. Problems with scheduling
4. The length of class time
5. Being subjective to textbook
6. Being deprived of technology
7. Lack of attention to group work

- | | |
|--|---|
| 8. Experience of failure | 20. Non-authentic materials |
| 9. Attitudes towards English | 21. Absence of communicative use |
| 10. Affective states | 22. Disappointment of being native-like |
| 11. Self-esteem | 23. Lack of opportunity to speak |
| 12. Economic problem | 24. Teacher behavior |
| 13. Lack of interest | 25. Teaching method |
| 14. Boring appearance of books | 26. Grading and assessment |
| 15. Focus on GTM and grammar | 27. Teacher competence |
| 16. Poor budgetary for EFL classes | 28. Authority limit |
| 17. Government's indifference to English | 29. Replacing worse teachers |
| 18. Obligation | 30. Changing the learning environment |
| 19. Inadequate teachers' training | |

Table 4

The Main Joint Themes and Categories of Demotivating Factors According to Azerbaijani and Kurdish Students' Viewpoints

Themes	Categories
Learner-related factor	<ul style="list-style-type: none"> • Experiences of failure • Attitudes towards English • Affective status • Lack of interest • Self-esteem • Economic Problems
Teacher-related factor	<ul style="list-style-type: none"> • Teacher behavior • Teacher competence • Grading and assessment • Teaching method • Authority limit
Learning environment	<ul style="list-style-type: none"> • Problems with scheduling • Classroom atmosphere • Lack of audio-visual facilities • Shortage of class time • Repetitive materials • Lack of attention to a group • Being deprived of technology
Educational system	<ul style="list-style-type: none"> • Government's indifference to English • Poor budget for EFL classes • Inadequate teachers' training • The length of class time • Boring appearance of books • Being subjective to textbook • Focus on GTM and grammar • Absence of communicative use
Negative changes	<ul style="list-style-type: none"> • Changing teachers • Changing learning environment
General social attitudes	<ul style="list-style-type: none"> • Lack of opportunity to speak English • Disappointment of being native-like

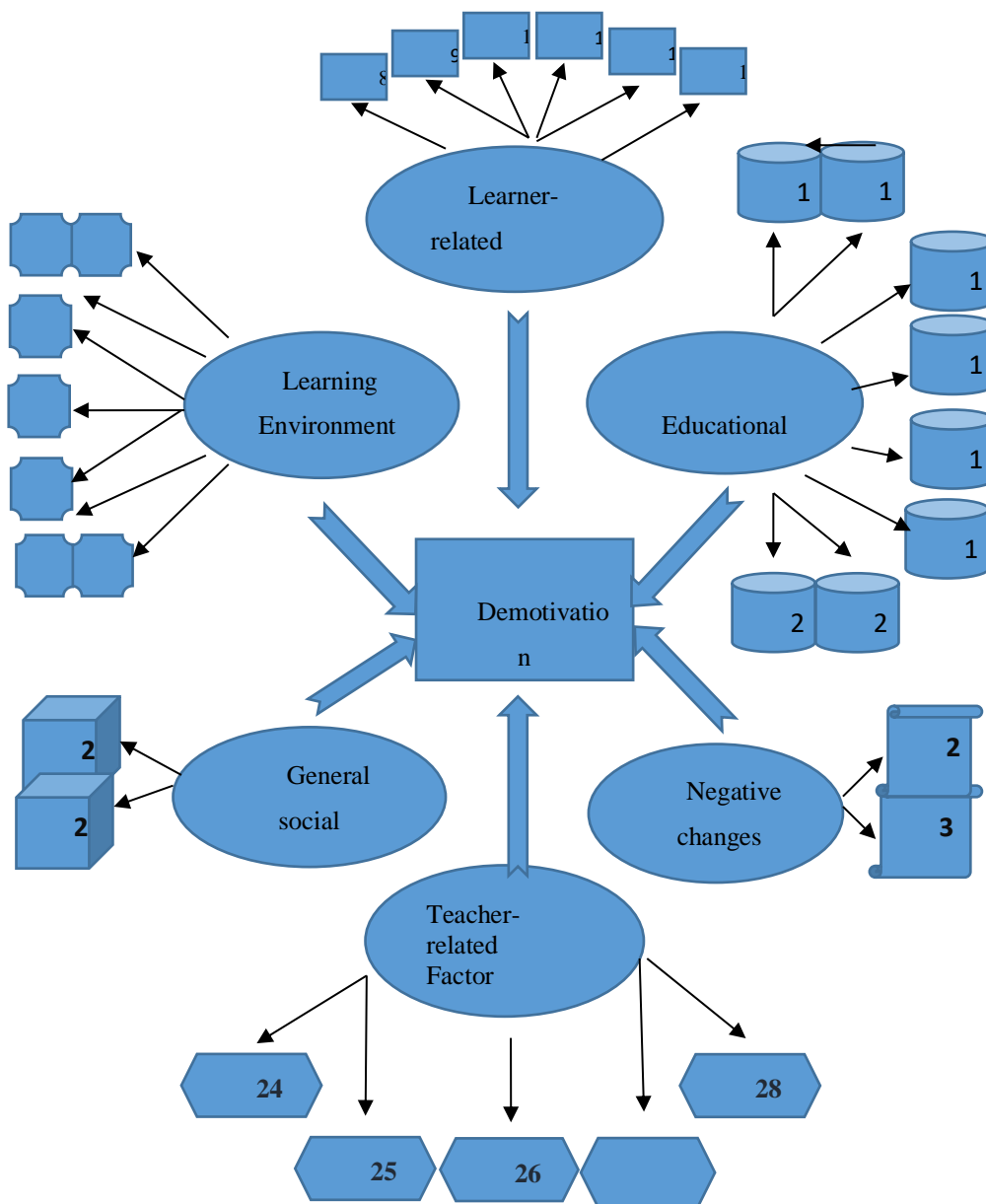


Figure 2
The Theoretical Model of Demotivation Specialized for Both Groups

DISCUSSION

In the present study, six joint demotivating factors (like Learner-related factor, Teacher-related factor, Learning environment, Educational system, Negative changes and General social attitudes) were identified for both ethnic groups. In addition, seven motivational factors were discovered out of which three were related to Azerbaijani students leading to an integrative type of

motivation (like Culture interest, Positive attitude and Interaction) and four for Kurdish students making instrumental motivation (like Job finding, Going abroad, Outside world knowledge and Passing tests).

The findings of this study are in line with multiple studies in some ways. Concerning motivating factors and two types of motivational orientations, the following studies and their comparison with the current study



have been considered. In a study conducted by Khudgir Agha (2015) regarding motivation in the Iraqi context among Arab participants at AL-Mustansiriya University and Kurdish participants at Sulaymaniyah University, he found that the Arabic group seemed more integratively oriented. In contrast, the Kurdish group appeared to be more instrumentally oriented to learning English. The Kurdish participants of Iraq and Iran have the same and joint ethnic identity and culture. Thus both have more tendency toward the same type of motivation, and this study is in line with the results obtained by Khudgir Agha in 2015. Brown (2000) said that there exist two types of motivation named instrumental and integrative motivations. Instrumental motivation makes language learners learn to get a well-paid job or a better social status, while integrative motivation moves learners to learn a language due to having positive attitudes toward the target language community (Mun, 2011).

In another study conducted by Mun (2011) in Malaysia about motivating factors influencing Chinese undergraduates of Universiti Tunku Abdul Rahman in learning English, he found that the students had a stronger instrumental motivation than integrative motivation. Most of them learn English to pass an examination or to get a better job. This study was precisely in line with the Kurdish participants' inclination to the instrumental orientation of motivation in learning English in the current study; learning English was primarily because of academic and professional purposes. As well, Zanghar in 2012, a study among EFL Libyan undergraduate students about instrumental and integrative motivations of English learning, found that the students' integrative motivation came out to be a little higher than their instrumental motivation. The tendency of this group of participants to this type of motivation by being interested in the culture and language of English speakers and having a positive attitude towards their community was precisely following the situation of Azerbaijani participants of this study.

In similar research, the findings of an Iranian study conducted by Choubsaz and

Choubsaz (2014) among Iranian undergraduate students at Razi University of Kermanshah indicated that instrumental motivation was more dominant. In this study, two categories of instrumental motivation finding a well-paid job and pursuing studies in a foreign country were found. Both Gardner's concepts of motivation and integrative and instrumental orientations effectively motivate language learners (Brown, 2000). Following the results, ethnic identity and culture effectively determine the motivational orientations among the students to learn a language (Bhutta 2011). Immigrant parents, the cultural similarities of the source language and target language, and the needs and attachment to the target language are different ethnic backgrounds that have an intergenerational impact on students' language skills (Dörnyei, 2011).

In regard to the demotivating factors, some scholars (e.g., Dörnyei and Ushioda, 2011; Gardner & Lambert, 1972; Gholami, 2012; Kavianpanah & Ghasemi, 2011) had regarded an unpleasant learning environment as the most significant element in demotivating the EFL learners while it has been the second salient and joint demotivating factor for both ethnicities of the present study. The research was done by Kikuchi (2009) with Japanese university students about the EL demotivating factors discovered some factors like focus on GTM and dependence on reference books which are prominently seen in the current study as the categories of an inefficient education system. In most of the recent studies (e.g., Fathi, Torabi & Arashpour, 2019; Afshari, Tajeddin & Abbasian, 2019; Takkaç-Tulgar & Aybirdi, 2019; Han, Takkaç-Tulgar & Aybirdi, 2019) which were following some older studies (e.g., Aliakbari & Hemmatizad, 2015; Kavianpanah & Ghasemi, 2011) but in conflict with the results by Acat & Demiral, 2012) had similarities with the present study because of considering some demotivating categories of English learning in two demotivating factors like inefficient education system and social context. The results are in line with findings of the previous studies which have related students' de-motivation to the unsuitable teaching contents and absence of

communicative use of English as two of the most significant categories of wrong education (e.g., Dörnyei & Ushioda, 2011; Falout & Maruyama, 2004; Muhonen, 2004; Sakai & Kikuchi, 2009). In addition, our findings are consistent with the findings of the previous studies on ELL de-motivation that reported lack of school facilities as one of the major demotivating factors (e.g., Sakai & Kikuch, 2009).

The results are in line with findings of the previous studies which have related students' de-motivation to the unsuitable teaching contents and the absence of communicative use of English as two of the most significant categories of wrong education (e.g., Dörnyei & Ushioda, 2011; Falout & Maruyama, 2004; Muhonen, 2004; Sakai & Kikuchi, 2009). In addition, our findings are consistent with the studies on ELL de-motivation that reported a lack of school facilities as one of the significant demotivating factors (e.g., Sakai & Kikuch, 2009). As explained, teacher-related factors had the third and fourth orders of importance for Kurdish and Azerbaijani students in the current study. In the same vein, Schiefele (2017) showed that teacher personality was the most demotivating factor to learn English. Generally, two demotivating factors identified in the current study General social attitudes and Sudden changes, were not found in the previous studies. Edwards (2009) investigated the role of ethnicity in second language learning and believed that ethnic identity and motivation might be influential in second or foreign language learning to a higher or lesser degree.

CONCLUSION

Doing the present research was because of feeling a need to investigate the attitudes of EFL Kurdish and Azerbaijani learners in the Iranian context towards motivating and demotivating factors in English learning. Pilot interviews have supported the results of the qualitative findings. Azerbaijani participants had more tendency toward the integrative type of motivation. This implies that English people's way of life, beliefs, and scientific developments were among the reasons for Iranian Azeris to have a propensity toward

English learning. By comparison, for Kurdish participants, due to deprivation, poverty, and unemployment in their context, meeting language needs in the form of instrumental motivation was more prevalent.

Regarding the demotivating factors, findings indicated that the "Wrong education system" in Iran was the most prominent source of de-motivation for both groups. Lack of communicative use and excess focus on GTM caused a lot of demotivating encounters. The communicative orientation of EFL classrooms has been forgotten more due to authorities' indifference toward English as a foreign or non-Islamic language. The policymakers should pay the most attention to the communicative case of teaching English by designing particular textbooks. As a result of Kurdish and Azerbaijani students' ideas, excess emphasis on grammar and GTM has to be changed from structure to meaning. Regarding low budgetary allocation for EFL classes and the inadequate training of teachers, both groups' responses were almost the same. The second salient and joint demotivating factor was the "Learning environment". The demotivating categories of this factor were uncompleted materials, the inappropriate atmosphere of English class, lack of audio-visual facilities, and inattention to group work overlooked for decades.

Unpleasant EL classrooms with unsuitable temperatures and the lack of audio-visual facilities in deprived areas of Iranian Kurdistan had caused them to be more dissatisfied than Azerbaijani interviewees. Dissatisfaction with the inattention to group work was more intense among Kurds. Being subjective to the textbook and being deprived of the internet and the problems with scheduling are the last three categories in lower levels of significance related to the factor of the classroom environment. English textbooks in Iranian schools are boring; they must be authentic enough to fill the teaching gap. The third theme among Azeris and the fourth among Kurds in order of significance was "Learner-related factor". The primary joint source of de-motivation among both groups related to this realm was economic problems. Today because of the economic crisis, most students have not

been able to pay for the language institutes or buy guidebooks to improve their English. Failure experiences like failing an exam can have a detrimental effect on progress. Teachers must neutralize disappointment and inject positive energy into the students by considering their emotional experiences.

“General social attitudes” is the fifth demotivating factor for the two groups. Learners with high involvement in English proficiency usually have positive attitudes towards learning English. Adults learning English may be mistaken for being native-like speakers. Teachers should make sure that speaking with few mistakes is sometimes possible.

“Sudden changes” is the last demotivating factor. During the school year, children may face the change of their schools or teachers or face new circular letters, leading to sudden, shocking changes that can sometimes be demotivating.

In “Teacher-related factor” as the third demotivating factor among Kurdish interviewees and the fourth one among Azeris, dissatisfaction with teacher competence among Kurds was more intense, while teaching method was the most significant source among Azerbaijani participants. Most of the teachers in rural areas of Kurdistan have taught English with irrelevant fields of study. Despite the emergence of new English teaching methods, most teachers use GTM at schools and Audiolingualism at language institutes.

It is essential to implement the findings of this study in English classes to receive feedback and seek reactions from Azerbaijani and Kurdish students in two contexts of Iran. A teacher trying to prevent de-motivation can be educationally and emotionally supportive, paving the way for achievement. The importance of this study is mainly for the Iranian Ministry of Education, especially the curriculum policymakers, by knowing about students’ demotivating factors before being exposed to the formulated curriculum and afterwards. The findings of this research can firmly turn the attention of Iranian teachers toward students’ motivating aspects, interests, requirements, and viewpoints. Finally, this was

the first study dealing with motivating and demotivating attitudinal characteristics toward English learning regarding the ethnic background affiliation among Azerbaijani and Kurdish students in Iran.

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