Factors Causing Demotivation in EFL Classrooms:

A Case Study of Secondary Schools, EL- Hassahesa Locality. Gezira State, Sudan.

By

Manal Ebraheem Shakh Edreis Ahmed

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**ABSTRACT**

EFL learners’ willingness to communicate in classroom activities is an important goal in the teaching and learning process. There are many factors cause demotivation and affect EFL learners' communication. This study aims at: investigating the factors that cause demotivation in EFL classroom, showing the effect of teachers attitude towards students, showing the effect of heavy work load on the teaching process and examining the effect of teaching style on learners’ achievement. The data for the study were collected by means of a questionnaire. (50) teachers from Hasaheisa secondary schools responded to the questionnaire. Then the collected data were analyzed by the SPSS program. The analysis of the questionnaire revealed a number of results, they can be listed as follow:

Motivation is an important factor in the success of learning. Heavy work load causes demotivation in the teaching process. The learners become demotivated as a result of the teacher’s authoritative use of power. The relation between teachers and students in the classroom affects their desire to interact and the demotivation can be caused as a result of low self-esteem. Based on the previous finding, the study recommends the following: Classroom should be controlled in away that help teaching English language learning. Collaborative activities should be practiced in EFL classes. The number of students should not be more than 35 learners in the class. Learners should be motivated for learning English language and teachers should have good relations with students.
عوامل الإحباط والخوف في فصول اللغة الإنجليزية كلغة أجنبية
دراسة حالة طلاب المرحلة الثانوية بمحلية الحصاصي، ولاية الجزيرة، السودان
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ملخص الدراسة

تعد رغبة طلاب اللغة الإنجليزية في التواصل الصفيي عاملاً مهمًا. هنا لك عوامل تسبب عدم الرغبة في التواصل الصفيي. هدفت الدراسة إلى تقصي أسباب إحباط الطلاب من التواصل.

تهدف الدراسة أيضاً إلى توضح أثر انطباع المعلم على ترغيب الطلاب وتأثير ضغط العمل في التفاعلي عمليات التدريس. أن نتباطع المعلم عن الطلاب عن الطلاب يؤثر على تفاعلهم.

كما أن هذا السبب العاطفي في التدريس يؤثر على رغبة الطلاب في التواصل الصفيي. كما يؤثر على تفاعلات الطلاب في التواصل الصفيي بشكل عام. كما استخدم الباحث نظام الاستبانه لجمع المعلومات من خمسين معلم لغة إنجليزية محلية الحصاصي. تم تحليل الاستبانه بالنظام الإحصائي (SPSS).

تزوجت الدراسة إلى أن الطلاب يحتاجون إلى التحفيز لتفاعل. ووجدت الدراسة أيضًا أن الضغط الشديد يحبط المعلمين من الأداء. إن ضغط المعلم الزائد يسبب إحباط الطلاب. إن علاقة المعلم مع الطلاب تؤثر على أداءهم.

توصي الدراسة تأثير الضغط على الطلاب. إن الإحباط يزيد من رغبة الطلاب من الاداء. إن اللعب يمكن أن ينتج عن عدم التفج مثاً للفن. توحي الدراسة بأن ضبط الصف يجب أن يكون بطريقة مشجعة على التفاعل. توحي الدراسة بالعمل الجماعي لتطوير تفاعل الطلاب في الصف. توصي الدراسة أيضًا باستخدام التحفيز.

تشويق الطلاب للقراءة والتواصل الصفيي
DEDICATION

To my parents
ACKNOWLEDGEMENTS

I am heartily thankful to my main supervisor, Dr. AlHaj Ali Adam, whose encouragement, guidance and support from the beginning to the final stage enabled me to develop and understand the subject.
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CHAPTER ONE

INTRODUCTION

1.0 Background

EFL learners’ willingness to communicate in classroom activities is an important goal in the teaching and learning process. Unfortunately, there are many factors that causing demotivation and effect EFL learners' communication. Specific factors as teachers attitude towards the learners and learner self-confidence, and teaching style that impacts learners’ interests. Demotivation refers to the lack of effort, need and desire in teaching process. Demotivation is a frequent and common phenomenon in L2 learning. However, factors like the high frequency of classes during a week, some more important subjects to be studied other than English, lack of English usage in daily life, lack of enough self confidence among students and difficulties in understanding what they listen to in English, can demotivate learners if they are perceived negatively. Littlejohn (2008) asserts that, the factors affecting learner motivation, including the locus of control, a sense of value and purpose, self-esteem, and feelings of success; whereas Kikuchi (2009) identified five factors of demotivation in high school EFL learners: (a) course content and material, (b) teacher competence and teaching style, (c) inadequate school facilities, (d) lack of intrinsic motivation, and (e) test scores. The motivating factors were identified as students, career and social status and ideals, whereas the demotivational factors were students, economics, structural and physical characteristics and working conditions. Wilson and Gardner (2009) investigated the relationship between teacher and student motivation and its effects on achievement. A close relationship between them increased the degree of
achievement. Doyle and Kim (1999) plains that, salary, teacher-administrator relationships, problems related to advancement, curriculum, course books, heavy workload, lack of teaching autonomy and job security were the factors leading to demotivation. Furthermore, Connie (2000) found that the demotivating factors included a lack of enthusiasm in teaching, low salary, a lack of teaching materials, a heavy workload and an inflexible curriculum.

This study investigates the factors causing demotivation and anxiety in EFL classroom

1.1- Objectives of the Study

This study aims to fulfill the following objectives:

1. To investigate the factors that cause demotivation in EFL classroom.
2. To prove that teachers attitude towards students affects their performance
3. To show the effect of heavy work load on the teaching process.
4 To examine the effect of teaching style on learners’ achievement

1.2 Statement of the Problem-

EFL learners facing demotivating factors that limit their participation in the communication process in English language. There are some factors that impede learner’s communication. These factors related to the teachers, learners and the teaching process. This study tries to identify the factors that causing de motivation in Sudanese EFL classroom.

1.3 Questions of the Study

This research tries to answer the following questions:
1. What are the factors that cause demotivation in EFL classroom?

2. How can teachers attitude affects students’ participation?

3. To what extent does heavy work load demotivate learners?

4 What is effect of teaching style on learners’ achievement?

1.4 Hypotheses of the Study

The followings are the hypotheses:

1. There are factors that causing demotivation in EFL classroom.

2. Teachers’ attitude towards students affect their performance

3. Heavy work load causes demotivation in the teaching process.

4 Teaching style effects learners’ achievement.

1.5 Significance of the study

The study is so important as it clarifies the factors that causing demotivation in EFL classes. It also investigates some techniques that increase classrooms communication. The study advices the teachers to use the techniques that motivate learners and increase classroom communication.

1.6 Research methodology

The study will use the descriptive analytical method. The researcher will use a questionnaire as a tool to collect the data from the EFL teachers at secondary level. Then it will be analyzed statistically with SPSS Program me.
1.7 Limitation of the study

This study is limited to:

-Factors causing de motivation in EFL classes

-Secondary level at Hasaheisa locality, Gezira state, Sudan. 2016

1.8- Terms of Study

EFL : English as foreign language.
Demotivating : reducing desire for participation
WTC: willingness to communicate
CHAPTER TWO
LITERATURE REVIEW

2.0 - Introduction
This chapter investigates EFL learners’ demotivation and anxiety for interacting in an oral English language interaction. It also investigates the importance of motivation in EFL classes. This chapter also shows some practical ways of increasing learners’ communication.

2.1 Demotivating Factors in EFL Classroom
Falouta, et al. (2009:73) assert that, demotivating factors in learning EFL setting, and the relationship between past demotivating experiences and present proficiencies. In their study, demotivating factors were grouped into three categories: external conditions of the learning environment, internal conditions of the learner, and reactive behaviors to demotivating experiences. Internal and reactive factors were shown to correlate with long-term EFL learning outcomes. Trang and Baldauf (2007:93) the reasons the demotives underlying demotivation, the degree of influence of different motives and student's experiences in overcoming demotivation.

Keblawi (2006) teachers’ style, i.e. the way they taught and presented the material to students, and personality traits, i.e. the way they behaved with students. Furthermore other factors such as textbooks and evaluation system were identified by learners as demotivating. Lantolf and Genung (2002:41) the learner became demotivated because of the teacher’s authoritative use of power. The teacher, lack of self confidence, negative attitudes toward L2, compulsory nature of L2 study, interference of other languages, negative attitudes towards L2 community, attitudes
of group members, course book and inadequate school facilities as nine demotivating factors.

Oxford (1998) took into account the time factor. She recognized that some of demotivating factors include: the teacher, the textbook, negative classroom activities, defective equipment, and inappropriate tasks. Takako (2005:73) teachers have considerable influence on learner motivation and that several general implications exist pertinent to classroom practice.

Kiss and Nikolov (2005:81) the variable of language aptitude was responsible for over 20% of the variation in English language performance, while motivation was also significant as it explained about 8% of the variation.

Vázquez, et al (2010:94) claims that,

“teacher-specific motivational components and group-specific motivational components as the two most influential factors from their learning context in determining their L2 learning motivation levels”

Song (2005) also reported that the reasons why some motivated students become demotivated are multifaceted, but teachers played an important role in that process. Chang and Cho (2003:98) reported on a study which investigated the demotivating factors of English language learning among Taiwanese junior high school students. Of the ninety-one essays students were asked to write, eight factors were summarized as the sources of demotivation; they were: 1. learning difficulties; 2. threats to self-worth; 3. monotonous teaching; 4. poor teacher-student relationship; 5. punishments; 6. general and language-specific anxiety; 7. lack of self-determination; and 8. Poor classroom management

Chang and Cho (2003:98) asserts that, there are six main factors that cause demotivation during the EFL teaching process. They included problems relating to
the (a) teaching profession, (b) curriculum, (c) working conditions, (d) students and their parents, (e) colleagues and school administrators, and (7) physical conditions. To begin with, the lack of knowledge about the teaching profession and some related issues including the lack of knowledge of teaching methodology, dealing with special children and the use of computers in classes, and the difficulties with stress control are the main sources of demotivation.

Moreover, some problems relating to the curriculum, such as lack of supportive material for classroom use, invalid central examinations, and problems with the course books regarding the disunity and coherence, and imbalanced activities presented in the books are another source of demotivation. Third, it was concluded that difficult working conditions become another demotivating factor. Specifically, this includes financial problems, heavy workload and problems concerning regular duties and social activities within the school environment.

Fourth, a few problems arose from the students themselves and their parents. For example, violence and abuse were noted in addition to a low motivational level among the learners, their negative attitudes and perceptions of EFL learning and ignorance of computer use in the learning process, and lack of parental interest. All these go toward making a teacher feel demotivated. Fifth, the communication problems among the teachers and the ideological discrimination by school administrators were also factors leading to demotivation the during EFL teaching process. Lastly, problems relating to the physical conditions, such as crowded classrooms, noise, and bad school climate about educational technology created demotivation in the EFL teaching process.

They are summarized as follows. Concurring with

2.2 EFL Learners Characteristics
Kızıltepe (2008:12) asserts that, the demotivational factors included the students, economics, structural and physical characteristics, and working conditions. However, research was not a factor found in the current study, as the sample studied was an EFL teacher at an elementary school, while the sample group in Kızıltepe’s study (2008:12) involved teachers at the university level. Further, the current study identified that salary, teacher-administrator relationships, curriculum, course books, heavy workload and the lack of materials were demotivating factors. Tiziava, 2003;) claims that, the problems related to advancement, and lack of teaching autonomy and job security were not among the teacher demotivating factors. In conclusion, the results of the current study indicated that the factors causing teacher demotivation were similar to those identified in earlier research, although in the present paper the factors were examined holistically and quantitatively, along with their sub-factors.

Given that the current research concludes that the certain demotivating factors have been identified in the teaching process, it is possible to emphasize that demotivation may have some negative effects. In a general sense, it can be stated that demotivation constitutes a barrier for a continuing, improving, interesting and enjoyable teaching and learning. Doyle and Kim, (1999:84), claim

“in the scope of the conclusions reached in the study, some practical recommendations can be made, the teacher training curriculum for all the teacher training institutions requires revision in terms of the methodology employed in the courses, computer assisted/based EFL teaching and learning, and special education for students.”

This calls for a deeper and broader knowledge of those in the teaching profession and pedagogy to increase their motivation levels during their teaching activities. Further, the issues mentioned should be correlated to the content of current teacher
training curriculums. Therefore, the content of in- and pre-service EFL teacher training should focus on strategies such as managing emotions, joining communities, and boosting efficacy Falout, (2010: 34) argues, the curriculum needs dramatic and fundamental changes at both pre- and inservice teacher training levels. Moreover, the course books used for elementary education need a crucial revision in terms of unity and coherence between the units and a clearer presentation of the main language skills and knowledge areas involving vocabulary and grammar. Thus, the Department of Educational Planning and Program Development, a unit that is responsible for course book preparation and development, plays a key role in the revision of the course book materials in close cooperation with the EFL teachers and teacher trainers. Also, the central examination questions should be valid, and in line with the course contents to motivate both the EFL teachers and learners in the classroom settings.

However, as teachers need to work under better working conditions, it becomes mandatory to solve their economic problems and to offer a moderate workload. Further, the responsibility of teachers concerning social activities and regular duties during school time should be redesigned to increase their motivation and efficiency in their teaching activities. Therefore, regular duties should be limited to acceptable working hours, every week. Fourth, strong and close cooperation among teachers, school administrators, parents and guidance experts must be fostered to give professional solutions to the problems regarding violence and abuse among the students. Also, in the light of the scientific findings, target groups must be informed and instructed by professional guides and experts to not only decrease the violence and abuse among children but also to encourage teacher-student-parent relationships.
Hence, regular seminars for students, teachers, parents and administrators, and guidance activities for problematic students need to be organized to keep violence and abuse under control and to induce parental interest in their children. Additionally, teachers should be trained to cope with low motivation among children and the negative attitudes and perceptions toward EFL learning and computer usage in the learning activities. Fifth, during in-service training sessions, school administrators should be made aware of their behavior towards teachers and be encouraged to eliminate personal and political discrimination against teachers. Last, the authorities responsible for the educational and economic policies should take steps to reduce the number of students in each class and to strengthen the technological infrastructure in all the schools.

Regarding the demotivating factors in EFL teaching, this study examines the above mentioned factors holistically and synthetically, focus on the effects of the factors and sub-factors found in the previous studies on the level of motivation and demotivation as there is a lack of research on teacher demotivation, as emphasized previously.

### 2.3 Demotivation and External Forces

According to Dornyei (2001:57), demotivation does not mean that all the positive influences that originally made up the motivational basis of a behavior have been annulled; rather, it is only the resultant force that has been dampened by a strong negative component. Demotivation concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. A “demotivated” learner is someone who was once motivated but has lost his or her commitment/interest for some reason.

Gorham and Christophel (1992: 85) asserts that, *that teacher-related factors accounted for seventy-nine percent of all the responses*. Christophel and Gorham (1995: 84) used a
questionnaire to detect demotives among another group of EFL students. The findings showed that teachers were more likely to attribute student demotivation to performance related factors while students attributed more of their demotivation to teacher behavior, such as poor presentational skills, and lack of enthusiasm. In the field of L2 motivation research, Chamber’s study (1993: 31) claims that, demotivation among EFL students related teachers and students, the causes of demotivation differently from how students perceived them. Teachers perceived the causes of demotivation as related to a variety of reasons: psychological, attitudinal, social, historical, and geographical, except for themselves. Students, on the other hand, blamed their teachers for: not giving clear enough instructions, criticizing students, and shouting at them when they do not understand.

Other studies as Oxford (1998:40) also give further insight to student demotivation. Students are asked the participants to recall their learning experiences over a period of five years. The results shows that, Four themes emerged from a content analysis of the data: 1. The teacher’s personal relationship with the students; 2. The teacher’s attitude towards the course or the material, 3. Style conflicts between teachers and students; 4. The nature of the classroom activities.

Ushioda (1998) asked twenty Irish learners of French to identify what they found to be demotivating in their L2-related learning experiences. She found that their responses targeted negative aspects of the institutionalized learning framework, rather than personal factors. Dornyei (1998b) categorized the following main demotivating factors:

1. the teacher;

2. inadequate school facilities;
3. reduced self-confidence;
4. negative attitude;
5. compulsory nature of L2 study;
6. interference of another foreign language being studied;
7. negative attitude towards L2 community;
8. attitudes of group members; and
9. coursebook.

2.4. Factors Impeding Communication Process

According to Zhang (2007: 35) some factors that impacted communication process in FLL classroom, as teachers, students, the educational system, and suitability of the local context. Also, certain situational constraints are found to hinder learning.

2.4.1 Teachers’ Factors

According to Doyle et al (1999: 22) The factors impeding EFL class communication is related to teacher motivation, teacher-administrator relationships, problems related to advancement, curriculum, course books, heavy workload, lack of teaching autonomy and job security. Doyle et al (ibid) add

“Language classroom is considered a socially defined reality which is influenced by the belief systems and behavioral norms of the society. These beliefs and behavioural norms affect classroom practices, especially when teachers are unaware of the learners’ social, cultural and religious sensitivities”.
However learners not only influence teachers’ choice of teaching material but over all classroom environments. Therefore, it becomes essential for the teachers to understand the teaching/learning context and know how to effectively deal with social, cultural and religious factors. Furthermore, (Zhang (ibid) states *most teacher misbehaviors are related to learning demotivators. Moreover, issues impacting motivation and demotivation, poor responses from the students.*

### 2.4.2 Students’ Factor

A common problem for EFL teachers is dealing with a passive class, where students are irresponsible and avoid interaction with the teacher. According to Lee (2009: 34) This is especially true when a teacher seeks interaction in a teacher-class dialog, such as asking questions to the class as a whole, expecting at least one student to respond. Lee (ibid) explains that, “*this can be a frustrating experience for both parts. Obviously, there will be times when no student can answer a teacher's question*. In accordance, students may not answer even if they understand the question, know the answer, and are able to produce the answer. Furthermore, students can often be very reluctant to give feedback or ask the teacher a question in front of the class.

The other main factor that demotivated is the working conditions. According to Wells(1993:54) if the salary is quite insufficient to meet the teacher’s needs, the teacher will not perform his duties successfully. Second, if the weekly teaching workload is too much, the teacher cannot make time to check students’ homework. Third, regular duties, social activities for students and some unexpected duties at school are other sources of problems.

### 2.5 Teachers’ method of teaching.

The factors that impacted motivation related to the teachers, the students, the educational system. Tsai,( 2007: 44)states
the teachers play a crucial role in practicing communication. Teacher’s professional training can provide knowledge about communication, helps teachers overcome difficulties they encounter in the classrooms, and encourage the teachers to keep experimenting with CLT “

It is clear that, the teachers who did not receive adequate training may have limited knowledge and teaching skills to practice CLT. However teacher training is one of the most important factors influencing the practice of CLT. The practice of CLT involves not only teachers, but also students. The students’ willingness and motivation to use English in the classroom can have a positive impact on teachers’ CLT practice. However, students’ resistance and low-English proficiency weaken the teachers’ efforts to use CLT. Some teachers find it difficult to conduct communicative activities with students who have limited English proficiency or resist participating in group work. It seems that teachers need training in how to motivate and involve low-proficiency students by using simple language and visual aids. According to Tsai,( 2007:44) when students are afraid of expressing their ideas in public and are trained to follow the teacher, this reveals specific cultural and educational values that prevent the teachers from practicing CLT. However, school should support and encourage teachers to practice CLT. On the other hand, limited teaching hours, and large classes impede the teachers’ practicing CLT effectively. Therefore teachers need administrative support to overcome these classroom constraints.

2.6 Crowded classes
Teachers will have more time to conduct communicative activities if class size is reduced, instructional hours are increased, or students’ performance is not
evaluated by exams. It is believed that the number of students influence classroom interaction. The teacher can able to cover students' work in small classes. More over creating opportunities for small group work which helps each other and proves to be a useful way to motivate students and correct errors. According to Pica and Doughty(1985:82) states

“ It has been found, that when interacting in small groups students talk more than they do in teacher-fronts activities, and that they have the opportunity to practice a greater variety of speech acts”

In accordance, teachers may simply create communication in small classes. However, it is seen as beneficial in several ways to increases the amount of class time available to an individual student to practice speaking the target language, this decreases the amount of time students spend listening, and avoids students’ anxiety. On the other hand, the size of class is an important factor which influences the choice of individual attention that the teacher gives to each student. According to Porter (1983:74) large English classes are often related to lack of control and concentration classroom interaction, particularly lack in the ability to speak English fluently. Moreover, overcrowded class is one of the constraints on effective teaching and learning. Littlewood (1984:72) “Large classes reduce teacher’s attention, produces real physical discomfort and distraction that negatively affect learner’s attitudes towards their learning”

However the educational system can help the teachers by designing appropriate curricula which increase students’ opportunities to practice English. The school can also promote CLT by building a school atmosphere that values students’ communicative competence and critical thinking skills.
In accordance, to make communication appropriate, learners should practice English from sufficient teaching resources. In other words, to make communication suitable, the teachers should provide sufficient teaching resources such as appropriate curricula, textbooks, authentic materials, professional training, and teaching equipment. Furthermore, institutions can modify form-based exams to include elements to evaluate students’ communicative competence.

2.7 Classroom Accommodation
The physical arrangement of the classroom is considered an important variable in the teaching-learning process, because each activity requires a particular seating arrangement. According to ELFATIHI (2005), the seating for a test is usually different from that of a communication-based activity, and is different from the seating for a lecture. The seating arrangement is not done at random, but some rational is supposed to be behind the choice of one arrangement instead of the other. Different options are available for the EFL teacher, who is supposed to choose one arrangement depending on a number of variables. The first of these variables is the nature of the activity to be carried out. The second is the role that the students are supposed to play in the activity. The last, but not least, is the kind of students involved in the activity. What we should bear in mind here is that there is not one possible arrangement for the classroom. If one arrangement works for an activity, it may not suit another activity. And if it suits one type of students, it may not necessarily suit other types of students. It is only the variables mentioned that dictate the kind of arrangement to be used. More interesting is the fact that the teacher may work with different seating arrangements in one class.

2.8 Social factors affect EFL learners’ motivation
Communication in the class sometimes is affected by learners’ cultural background, beliefs. In some societies learners keep silent to show respect to the teacher. In others students express their ideas to show participation. Some students have long been described as reticent and passive in EFL class as Chen et al (2003) explains this as cultural attributes of Asian societies. Flowerdew and Miller (1995) believe that Asian students adopt a negative attitude to participation due to the impact on those students of local and academic cultures, especially teacher-centred primary and secondary education. Song (1995) notes, in relation to teaching East Asian students in an American University, that some students are uneasy and anxious in group discussions, even at the thought of asking questions in class. She too attributes reticent behaviors to cultural factors and previous educational experiences. Jones, 1999) maintain that students’ silence may be caused by Asian culture as by shyness or language difficulties. However, the assertion that Chinese students have negative attitudes toward participation due to the influence of cultural attributes is challenged by Liu and Littlewood (1997), in a paper reporting the findings of two large-scale surveys conducted among the teachers and students at the University of Hong Kong. They critique the tendency of some studies to attribute observed behavioral traits to Asian culture and values. Littlewood (1999) further reports, in relation to studies conducted in China, that most students are not satisfied with their teachers because the teachers do not provide enough discussion opportunities in class. Cheng (2000) asserts, *it is an over-generalization to allege that cultural attributes are causal factors of students’ passive participation, arguing that the explanation may lie in the specific situation*. Students’ English language proficiency (ELP) and teaching strategies may affect patterns of participation. In addition to cultural elements, some scholars attribute differences in students’ learning to personality factors. as Brown (1994:83) explains that,
“each culture has different "rules "about how students should act in the classroom. In some countries, students are expected to listen and only the teacher should lecture or talk in class.”

However in English-speaking countries (and in English class), it is good-and important-to answer the teacher's questions and interrupt with questions of your own. It means that you are interested and paying attention. In English, it is your job to ask questions if you don't understand.

2.9 Previous Studies


1. This study concerned with the factors that impede interaction process in EFL classes. This study aims at achieving a number of subjective. It aims at investigating difficulties encountered by students in communication process at secondary level. It also aims at proving that group work increases EFL learners’ communication. It also aims to examine the effect of seating arrangement on learners’ communication. And finally the study aims to explain that, social factors affect learners’ communication. The study is designed To test four hypotheses. Learners’ level of language influence classroom communication, group work increases EFL learners’ communication; seating arrangement affects learners’ communication and social factors affect EFL learners to communication. The study adapts the descriptive analytical Approach. The data collected by means of a questionnaire from 50 teachers of secondary level, then it was analyzed by the SPSS program. The analyses lead to number of findings. The most important ones are that: learners’ level of language influence
classroom communication, group work increases EFL learners’ communication, seating arrangement affects learners’ communication and social factors affect EFL learners to communication. Based on these findings, the study recommends using group work to increase EFL learners’ communication. Arrangement of classroom improves teaching and learning chances of communication. Teachers should reduce social factors that decrease EFL communication. Teachers should apply CLT methodology in EFL teaching. EFL teachers should present a communicative language. Teachers should create a positive atmosphere to make classroom a more pleasant place and motivating for learning. Class size should be reduced so that learners can have opportunities to interact. Families should follow their students’ lessons.

This study aims at investigating the factors influencing EFL students’ interaction in the classroom. It also aims at enabling the teachers successfully manage their classes, improving learners' language and increasing their interaction, exposing learners to various language styles, exploring the procedures of teaching mixed ability classes and examining the effect of classroom teaching aids. The study followed the descriptive analytical method. The data for the study were collected by means of a questionnaire and observation checklist. (50) teachers from Hassaheisa secondary schools responded to the questionnaire. Then they were analyzed by the SPSS program. The researcher also observed 2o teachers during their formal class time for collecting information about EFL classroom interaction. The analysis of the questionnaire revealed a number of results which indicate that: most teachers do not greet students in English at the beginning of the lesson, using
several teaching techniques increase learners’ interaction, pair and group work improves learner-learner interaction, using teaching aids motivates students to interact, teachers do not supplement their lesson with additional activities, positive evaluation encourages students to interact, classroom management influences EFL learners’ interaction, supplementary reading material develops learners’ interaction, interaction in classroom is affected by learners cultural background and teaching styles, affect classroom interaction. Based on the previous findings, the study recommends the following: collaborative activities should be used to encourage participation, giving students chances to interact is necessary, using questioning strategy helps students to interact, using different teaching techniques activates interaction, teachers should supplement their lessons with more activities, good training for teachers is important and students’ work should be evaluated.

3. Rou-Jui Sophia Hu (2011) The Relationship between Demotivation and EFL Learners’ English Language Proficiency Cheng Shiu University Taiwan

This study aims at investigating the relationship between technological institute EFL students’ past demotivating factors and their English language proficiency. Although the role of demotivation in foreign language achievement has been examined, relatively few studies have been implemented to predict English language proficiency attainment from demotivating factors. Stepwise multiple regression analyses revealed that learning difficulties explained the most variance in the prediction of EFL learners’ English language proficiency while language-specific anxiety was found to be the second most significant predictor variable. Of learning difficulties, “bad at memorizing vocabulary” entered into both equations, demonstrating the issue of insufficient vocabulary inventory of Taiwanese EFL
technological college students. Language-specific anxiety was considered to be interrelated with learners’ insufficient word bank in the present study.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter provides a description of the sample of the study, how data collected, analyzed, and statistically procedures used. Also, it discusses the responses of the teachers to whom the questionnaire have been distributed, and to find the validity, reliability of the questionnaire and analysis the data.

3.1 Population of the Study

The populations of this study are English language teachers at secondary schools in Hasaheisa locality - Gezira state /Sudan. .

3.2 Sample of the Study

The sample of the study has been randomly selected from teachers of secondary schools at Hasaheisa locality. The questionnaire has been distributed to fifty of them to fill.

3.3 The Tool of the Study

The study used a questionnaire as a tool for collecting data. It composed of fourteen statements for teachers. Each statement has three options, they are: agree, neutral and disagree. For the presentation of the results the researcher used percentages, tables and figures for more explanation. This tool will be analyzed statistically with SPSS Program
3.4 The Procedures

The questionnaire is designed and used as a tool to collect data for investigating the topic. This questionnaire is distributed to the EFL teachers at secondary schools level. The purpose of questionnaire statement is to obtain information which related to the research.

2-5 Reliability and Validity of the Questionnaire

The study used the statistical package for social sciences to analysis the data collected. The researcher used Pearson's correlation and the results obtained as follows:

In this study the researcher used Pearson correlation through half-methods. According to the equation below it is found that the validity is:

\[
\text{Val} = \text{Validity} = 0.93
\]

\[
r_{xy} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2} \sqrt{N(\Sigma Y^2) - (\Sigma Y)^2}}
\]

Where
- \( r \) = correlation
- \( R \): Reliability of the test
- \( N \): number of all items in the test
- \( X \): odd scores
- \( Y \): even scores
- \( \Sigma \): Sum
- \( R = \frac{2r}{1+r} \)
- \( \text{Val} = \sqrt{\text{reliability}} \)
- Correlation = 0.93
\[ R = \frac{2 \times r}{1 + r} = \frac{2(0.93)}{1 + 0.93} = \frac{1.86}{1.93} \]

\[ \text{Reliability} = 0.93 \]

\[ \text{Val} = \sqrt{0.96} \]

\[ \text{Validity} = 0.93 \]
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter is confined to the analysis of the questionnaire and to the discussion of the hypotheses in relation to them. In this questionnaire each statement was analyzed and displayed by means of tabulation and part chart according to its order among the questionnaire statements.

4.1 Data Analysis and Discussion

Statement (1) The learners become demotivated as a result of the teacher’s authoritative use of power

Table and diagram (4.1) The learners become demotivated as a result of the teacher’s authoritative use of power

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<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disagree</td>
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<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
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<td>6.0</td>
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<tr>
<td>agree</td>
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<td>84.0</td>
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</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
The statistical analysis of statement (1) in table and diagram (4.1) show that, (84 \%) of the respondents agree with the statement. (6\%) of the sample choose the answer neutral and (10\%) disagree that, EFL learners need to develop their comprehension skills. Thus the statement is accepted.
Statement (2) Teachers have considerable influence on learners’ motivation

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<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tbody>
<tr>
<td>Valid</td>
<td></td>
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<tr>
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<td>neutral</td>
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<tr>
<td>agree</td>
<td>44</td>
<td>88.0</td>
<td>88.0</td>
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<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table and diagram (4.2) Teachers have considerable influence on learner motivation, Most respondents (88%) agree that, teachers have considerable influence on learner motivation, neutral (4%) and disagree ( 8%) . Therefore the statement is accepted.

Statement (3) Most teacher misbehaviors are related to learning demotivators
Table and diagram (4.3) Most teacher misbehaviors are related to learning demotivators

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<th>Frequency</th>
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<th>Valid Percent</th>
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<tbody>
<tr>
<td>Valid</td>
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<tr>
<td>disagree</td>
<td>4</td>
<td>8.0</td>
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<td>4.0</td>
<td>4.0</td>
<td>12.0</td>
</tr>
<tr>
<td>agree</td>
<td>44</td>
<td>88.0</td>
<td>88.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
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</tbody>
</table>

Table and diagram (4.3) show that, (88 %) of the respondents agree with the statement, (4 %) of the sample answer neutral and (8%) sample disagree with the statement, therefore the statement is accepted

Statement (4) Demotivation can be caused as a result of low self-esteem
Table and diagram (4.4) show that, (88%) of the respondents disagree with the statement, (8%) of the sample choose the answer neutral and (4%) of the sample agree with the statement.

Statement (5) Motivation is an important factor in the success of learning
Table and diagram (4.5) show that, (90 %) of the respondents agree that, motivation is an important factor in the success of learning (4 %) of the sample choose the answer neutral and (6%) disagree with the statement. The statement is accepted.

Statement (6) Class control impact positively in teaching English language learning
Table and diagram (4.6) show that, (86%) of the respondents agree with the statement and (6%) of the sample agree to some extent, and (8%) disagree with the statement. Therefore the statement is accepted.
Statement (7) The demotivational factors are related to the students, economics, teaching style, and working conditions

Table and diagram (4.7) The demotivational factors are related to the students, economics, teaching style, and working conditions

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>86.0</td>
<td>86.0</td>
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<td>Total</td>
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<td>100.0</td>
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</table>
Table and figure (4.7) show that, (86 %) of the respondents agree with the statement, (6%) of the sample agree to some extent and (4 %) disagree with the statement. Thus the statement is accepted

Statement (8) Heavy work load causes de motivation in the teaching process

Table and diagram (4.8) Heavy work load causes de motivation in the teaching English process

Table and diagram (4.8) show that, (90 %) of the respondents agree that, heavy work load causes de motivation in the teaching process, (4 %) of the sample neutral and (6%) disagree . This confirmed that the statement is accepted

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<th>Frequency</th>
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<tr>
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<td>3</td>
<td>6.0</td>
<td>6.0</td>
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<td>Total</td>
<td>50</td>
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</tbody>
</table>
Statement (9) The number of students influence negatively learners in their desire to communicate

Table and diagram (4.9) The number of students influence learners’ desire to communicate

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<th>Frequency</th>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and diagram (4.9) show that, (90 %) of the respondents agree with the statement, (6 %) of the sample disagree and (4%) neutral. This statement is accepted.
Statement (10) Crowded classes cause demotivation

Table and diagram (4.10) Crowded classes cause demotivation

Table and diagram (4.10) show that, (90%) of the respondents disagree that, crowded classes cause demotivation. (6%) of the sample neutral and (4%) of the sample agree with the statement. This statement is accepted.
(11) Demotivated learners lack of effort, need and desire to learn

<table>
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<th>Percent</th>
<th>Valid Percent</th>
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<tr>
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</table>

Table and diagram (4.11) show that, (86%) of the respondents agree that, demotivated learners lack of effort, need and desire to learn, (6%) of the sample answers neutral (8%) disagree. Thus the statement is accepted.
Statement (12) Teaching style effects learners’ achievement

Table and diagram (4.12) Teaching style effects learners’ achievement

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<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tr>
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<td></td>
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<td>100.0</td>
<td>100.0</td>
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</tbody>
</table>

Table and diagram (4.12) show that, (92%) of the respondents agree that, teaching style effects learners’ achievement and (4%) of the sample neutral and (4%) of the sample disagree with the statement. This statement is accepted.
Statement (13) Collaborative activities motivate learners’ to participate inside and outside the classroom

<table>
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<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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</thead>
<tbody>
<tr>
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<td>12.0</td>
</tr>
<tr>
<td></td>
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<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and diagram (4.13) show that, (88 %) of the respondents agree that, collaborative activities motivate learners’ to participate (6 %) of the sample neutral and (6%) of the sample disagree with the statement. Therefore, the statement is accepted.
Statement (14) The relation between teachers and students in the classroom affects their desire to interact. Table and diagram (4.14) The relation between teachers and students in the classroom affects their desire to interact

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
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<td>neutral</td>
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<td>12.0</td>
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<tr>
<td></td>
<td>agree</td>
<td>44</td>
<td>88.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and diagram (4.14) show that, (88%) of the respondents agree that, the relation between teachers and students in the classroom affects their desire to interact. (4 %) neutral and (8%) disagree. Therefore, the statement is accepted.
Testing hypotheses

The topic tries to ensure and test the hypotheses that may answer previous question.

**Hypothesis one:**

*There are factors that causing demotivation in EFL classroom*

According to the statistical analysis of table (4.2,3 and4)88% of the sample agree. So, the hypotheses is accepted.

**Hypothesis two:**

*Teachers’ attitude towards students affects their performance*

According to the statistical analysis of table (4.14), the hypothesis is accepted

**Hypothesis three:**

*Heavy work load causes de motivation in the teaching process*

According to the statistical analysis of table (4.8) most respondents agree with this hypothesis, so it is accepted..

**Hypothesis Four:**

*Teaching style effects learners’ achievement*

According to the statistical analysis of table (4.12) most respondents (92%) agree with the hypothesis.
CHAPTER FIVE

CONCLUSION FINDINGS AND RECOMMENDATIONS

5-0 Introduction:

In this chapter the researcher states the conclusion and recommendation.

5.1 Conclusion:

The study has discussed the demotivating factors in EFL teaching and learning in secondary level. In general, the findings supported the methodology of this study and provided some insight into the research questions. However, the aim of the study is to decrease demotivating factors and to find ways of developing learners interpretative skills. This can be done through using effective teaching techniques and strategies.

5.2 Findings

The study reached the following:

1. Teaching style affects learners’ achievement

2. The number of students influence learners’ desire to communicate.

3. Demotivated learners lack of effort, need and desire to learn

4. Heavy workload causes de motivation in teaching process

5. The learners become demotivated as a result of the teacher’s authoritative use of power

6. Teachers have considerable influence on learner’s motivation
7. The relation between teachers and students in the classroom affects their desire to interact
8. Demotivation can be caused as a result of low self-esteem
9. Motivation is an important factor in the success of learning process

5.3 Recommendations
1. Classroom should be controlled in a way that helps teaching English language learning
2. Collaborative activities should be practiced in EFL classes
3. The number of students should not be more than 35 learners in the class
4. Learners should be motivated for learning English language
5. Teachers should have good relations with students
References


Selami Aydin


Seattle, WA.


Castello de la Plana, Spain: Publicacions de la Universitat Jaume I.


Dear colleges: This questionnaire is designed to collect data for an MA research in ELT, which entitled “Factors Causing De motivation and

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<td>The learners become demotivated as a result of the teacher’s authoritative use of power</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers have considerable influence on learners’ motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Most teacher misbehaviors are related to learning demotivators</td>
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</tr>
<tr>
<td>4</td>
<td>Demotivation can be caused as a result of low self-esteem</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Motivation is an important factor in the success of learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Class control impact positively teaching English language learning</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>The demotivational factors are related to the students economies, teaching style, and working conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Heavy work load causes de motivation in the teaching English process</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>The number of students influence negatively learners in their desire to communicate</td>
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<td>10</td>
<td>Crowded classes cause demotivation</td>
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<td>11</td>
<td>Demotivated learners lack of effort, need and desire to learn</td>
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<td>12</td>
<td>Teaching style effects learners’ achievement</td>
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<td>13</td>
<td>Collaborative activities motivate learners’ to participate inside and out side the classroom</td>
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<td>14</td>
<td>The relation between teachers and students in the classroom affects their desire to interact</td>
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