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AN INVESTIGATION ON TEACHER-RELATED DEMOTIVATING FACTORS TO STUDENTS' PARTICIPATION IN SPEAKING ACTIVITIES IN THE SECOND-DEGREE PROGRAM AT A UNIVERSITY

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Abstract: This article presents the findings of a study that investigates teacher-related factors demotivating students of the second-degree program at a university from participating in speaking activities. The research examines the perception of 100 students from three classes of the second-degree program towards teacher-related demotivating factors in comparison with that of 15 teachers of the same program. In order to obtain the most accurate results, a combination of both qualitative and quantitative research approaches with two primary instruments namely questionnaire survey and semi-structured interviews were employed. The study's findings reveal key demotivating factors as perceived by students including: the inauthenticity of speaking tasks; the lack of model speaking; the absence of pronunciation error correction; teachers' unequal attention; and insensitive manner of giving feedback. Besides, there existed a remarkable disparity between teachers' and students' perception of demotivating factors. The results from the interviews suggest ways to assist students in overcoming demotivation in speaking lessons in correlation with the key demotives detected.

Keywords: teacher-related, demotivating, speaking, second degree program

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NHỮNG YẾU TỐ LIÊN QUAN TỚI GIẢNG VIÊN GÂY GIẢM HỨNG THÚ CỦA SINH VIÊN VĂN BẰNG 2 KHI HỌC KỸ NĂNG NÓI

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Tóm tắt: Bài viết này trình bày các kết quả nghiên cứu về những yếu tố liên quan đến giảng viên gây giảm hứng thú khi tham gia các hoạt động nói của sinh viên trong chương trình học văn bằng 2 tại một trường đại học. Nghiên cứu này phân tích ý kiến của 100 sinh viên từ 3 lớp học có so sánh với ý kiến của 15 giảng viên giảng dạy chương trình này. Để đạt được kết quả chính xác nhất, nghiên cứu kết hợp phương pháp định lượng và định tính với hai công cụ chính là: khảo sát bằng câu hỏi và phỏng vấn bán cấu trúc. Kết quả nghiên cứu cho thấy những yếu tố chủ yếu gây giảm hứng thú theo cảm nhận của sinh viên bao gồm: tính không chân thực của các nhiệm vụ nói; thiếu mô hình nói mẫu; thiếu sự sửa lỗi phát âm; sự chú ý không đồng đều của giảng viên đối với sinh viên; và cách thức phản hồi thiếu tế nhị. Ngoài ra, nghiên cứu cũng chỉ ra sự khác biệt đáng kể giữa nhận thức của giảng viên và sinh viên về những yếu tố gây giảm hứng thú. Từ đó, nghiên cứu đã đề xuất bốn giải pháp nhằm giúp giảm thiểu tác động của các yếu tố gây giảm hứng thú liên quan đến phương pháp giảng dạy và phong cách giao tiếp của giảng viên.

Từ khóa: giảng viên, gây giảm hứng thú, kỹ năng nói, chương trình học văn bằng 2

1. Introduction

1.1. Rationale

Since English is deemed to be a global language, the teaching and learning of English as a foreign language has garnered significant popularity and attention worldwide. In Vietnam, English instruction has become obligatory and pervasive across almost all educational levels from primary schools to universities. With a specific emphasis on fostering learners' communication skills and fluency, the communicative-oriented approach is adopted at various schools and institutions nationwide, in which speaking lessons are implemented extensively to enhance learners' proficiency in spoken English. However, despite teachers' efforts, speaking skill still poses significant challenges to learners of English as a foreign language (EFL). Particularly, silence and passive behavior have been a worrisome problem in speaking lessons as pointed out by (Bailey, 2005). The scholar states that despite clearly identifying the importance of the English communication competences and being well aware of the need to actively participate in speaking activities during class time, a large number of students are still relatively passive and reluctant to participate in English speaking activities.

One critical factor affecting students' participation is motivation. Oxford and Shearin (1994) states that many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in language learning. Motivated individuals demonstrate initiative and actively strive to achieve tasks in order to attain favorable outcomes. They are energized and

engaged throughout the task, driven to take actions (Suslu, 2006). In contrast, those demotivated can easily lose their interest and present reluctance to meaningful involvement in learning activities (Dörnyei, 2001). However, while the subject of learners' motivation has received substantial attention among scholars and researchers, little has been delved on the other size of the coin; that is demotivating factors (Dörnyei & Ushioda, 2011). Like motivating factors, demotivating ones are pointed out to largely impact the learning outcomes, and directly lead to learning failure; yet they are often overlooked or insufficiently addressed in language learning and teaching studies (Soureshjani & Riahipour, 2012). Furthermore, within the limited existing research on demotivation, the majority of studies have predominantly examined this phenomenon within the overall context of English learning and teaching. Only a few studies have specifically explored demotivation in relation to particular aspects such as vocabulary, pronunciation, or the four language skills. Furthermore, among the demotivating factors identified in previous research including learning materials, classroom atmosphere, teachers, peers and personal goals and objectives, teachers' influence is postulated to be the leading factor causing a decline in students' motivation (Sakai & Kikuchi, 2009).

As a teacher who has been in charge of teaching English to classes in the second-degree program at university for years, the researcher notices that reticence is a significant phenomenon facing students who attend the program and hindering their progress. All the aforementioned conditions and factors have served as catalysts for the researcher to undertake a study titled "An investigation on teacher-related demotivating factors to students' participation in speaking activities in the second-degree program at a university".

1.2. Scope of the Study and Research Questions

The study aims to investigate teacher-related factors that may result in learners' reticence in English speaking lessons. Due to its minor scope, the research only focuses on investigating students who are currently attending the second-degree program at the university where the researcher works as to their opinion towards teacher-related demotivating factors and compare their perception with that of the teachers of the same program. The study is also expected to examine measures to minimize the demotivation.

In order to achieve the above-mentioned aims, the research was carried out to answer three following research questions:

- 1. What are the teacher-related demotivating factors to students' participation in English speaking activities as reported by students of the second-degree program?*
- 2. What are the teacher-related demotivating factors to students' participation in English speaking activities as reported by EFL teachers of the second-degree program?*
- 3. What strategies can be implemented to assist students in overcoming demotivation during the process of learning speaking skill?*

2. Literature Review

2.1. Speaking in Language Learning

According to Brown (2007), speaking is defined as an interactive process of constructing meaning that involves the production, reception, and processing of information. Nunan (1991) further states that the measure of success in speaking is the ability to engage in conversations in the target language. In fact, many language learners consider speaking ability to be the most crucial skill to acquire, and they gauge their progress based on their achievements

in spoken communication. Consequently, if learners do not make progress or lack opportunities to practice speaking in the language classroom, they may quickly become demotivated and lose interest in learning. Conversely, when appropriate activities are taught effectively, speaking in class can be highly enjoyable, significantly boosting overall learner motivation.

Characteristics of a successful speaking activity

a. Learners' talking is prioritized

Most of the time allotted for the activity is occupied by learners' talk not by teachers.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak, and contributions are evenly distributed.

c. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieve as task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

e. Goals are oriented

Encourage learners to reach the objective, they know why they do the activity, the outcome is clear.

Adapted from Ur (1996)

2.2. Demotivation in Foreign Language Acquisition

Academic motivation is claimed to be influencing factors on college students' various outcomes. It is an essential component determining the quality and success of their learning outcomes. According to Meece, Anderman, & Anderman (2006), motivation in education can be summarized as a student's willingness to engage in and persevere in challenging assignments, seek assistance, and endeavor to perform in school. Motivation in foreign language learning has been defined as an individual's internal state that influences and directs their actions towards achieving satisfaction. It encompasses a range of needs, preferences, desires, stimuli, and factors that prompt individuals to engage in behavior in a positive manner (Lightbrown & Spada, 2001; Deci & Ryan, 2008).

Just as there are influences that have a positive effect on motivation, there are also those that have a detrimental effect on motivation. These influences are called demotivating factors, causing learners' demotivation in learning.

Demotivation is defined by Dörnyei (2001) as "*specific forces that reduce or diminish the motivational basis of a behavioral intention of an ongoing action*". According to Dörnyei (2001), a demotivated learner is defined as someone who was once motivated but has lost his or her interest for some reasons. Loss of interest can derive from various sources of demotivation. In his research, Dörnyei (2001) also excludes 3 negative factors that are not referred as demotivating factors:

- Firstly, an **attractive alternative action** that serves as a powerful distraction (e.g., watching television instead of doing one's homework).
- Secondly, **gradual loss of interest** in a long-lasting, ongoing activity cannot be regarded as a demotivator because demotivators are specific factors or incidents that reduce motivation on a single event.

- Thirdly, the **sudden realization** that the costs of pursuing a goal are too high is raised (e.g., when someone recognizes how demanding it is to attend an evening course while working during the day).

The study identifies nine types of demotivators among students: (1) the teachers (personality, commitment, competence, teaching method); (2) inadequate school facilities (group is too big or not the right level; frequent change of teachers); (3) reduced self-confidence (experience of failure or lack of success); (4) negative attitudes towards the L2; (5) compulsory nature of L2 learning; (6) interference of another foreign language being studied; (7) negative attitudes towards L2 community; (9) attitudes of group members; (10) coursebook used in the language class.

Jomairi (2011) classifies demotivating factors under two main subheadings as internal factors (i.e. reduced self-confidence, attitudes of group members, etc.) and external factors (i.e. textbook/reference, book-related issues, teachers' personalities, etc.). Internal factors are those that are related to the student's self and lead to negative outcomes, whereas external sources of demotivation are those that come from the outside, such as teachers, books, the learning environment, and so on.

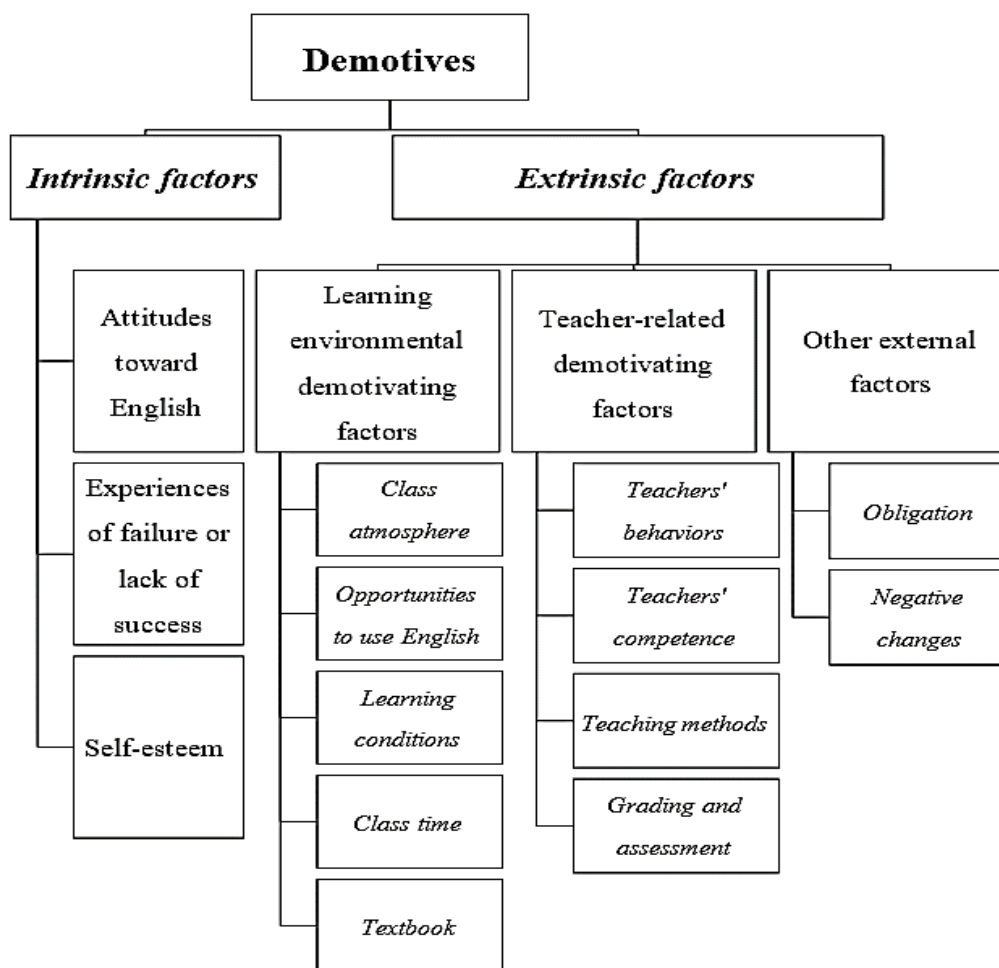
In the study into potential demotivating factors in EFL classes, Trang and Baldauf (2007) provides a comprehensive classification of demotives in English language learning, which is illustrated in Figure 1 below (as cited in Nguyen et al., 2021, p. 43). The demotivating factors listed by Trang and Baldauf (2007) align with the understanding of demotivation as "specific internal and external forces that diminish or reduce the motivational foundation of an intention or ongoing action" (Dörnyei, 2001, p. 39). Additionally, Trang and Baldauf's (2007) study was conducted in Vietnam, which corresponds to the context of this research.

In Soureshjani and Riahipour (2012), various factors that impede students' motivation in speaking lessons are identified including teachers, peers, and materials. Notably, the findings highlight teachers as a significant source of demotivation when it comes to the students' acquisition of speaking skill. The result corresponds with the findings by Afrough et al. (2014) which reveal several factors that contribute to the demotivation of language learners in speaking skill. These factors include a negative attitude towards learning the second language, teachers' inadequate competence and performance, the absence of technological resources in the classroom, a lack of suitable teaching materials, an unfavorable classroom environment, and a lack of opportunities for speaking practice.

In short, among all the factors that demotivate students in learning English as a foreign language as well the particular speaking activities, teachers are identified as a critical element that can cause a decline in students' motivation.

Figure 1

Classification of Demotivating Factors in English Language Learning (Trang & Baldauf, 2007)



2.3. Teacher-Related Demotivating Factors

According to Dornyei and Ushioda (2011), “everything teachers say or do and how they communicate and behave in the classroom may potentially influence students’ motivation in different ways”. Hence, demotivating factors, particularly teacher-related ones, are considered detrimental to students' motivation and their English language learning.

Regarding teacher-related demotives, a number of studies have revealed different aspects in which teachers can demotivate students to actively engage in speaking activities. Dörnyei (1998a) points out three key aspects in which teachers may demotivate students including teachers’ competence, teaching methods, style and rapport with students. Besides, reduced self-confidence which is partly due to some classroom events within the teacher’s control is the second frequent source of demotivation in the study.

Findings from a number of recent studies by Trang and Baldauf (2007), Soureshjani and Riahipour (2012) classify teacher-related demotives into four main categories namely teaching method, teachers’ behavior, teachers’ competence, and grading and assessment.

➤ **Teaching methods** refers to the way teachers conduct their lessons and organize class activities. According to Dornyei and Ushioda (2011) the teaching method employed by

teachers may exert either positive or negative impact on learners' motivation. Since teachers' role changes in different methods, their influence varies. Basically, teachers' influence on students' class engagement can be classified into four categories, according to Richards and Rodgers (2014), including:

- The types of functions teachers are expected to fulfil: director; counsellor; or model; etc.
- The degree of control teachers have over how learning process takes place.
- The degree to which the teacher is responsible for determining the content of what is taught.
- The interactional patterns that develop between teachers and learners

➤ **Teachers' behavior** is defined as the way he acts and interacts with students. It refers to teachers' communicative style and personality. According to Henson & Chambers (2002), the personality traits of teachers can be observed not just in their classroom performance, particularly in how they choose instructional activities, materials, strategies, and manage their classrooms, but also in how they interact with their students. Findings in different studies postulate a variety of aspects in teachers' behaviors that may demotivate students including unkindness, excessive strictness (Tsang, 2017), negative response to students' mistakes (Han et al, 2019), favoritism (Soureshjani & Riahipour, 2012).

➤ **Teachers' competence** as proposed by Bulté and Housen (2012) comprises three domains: language competence, content knowledge about language, and teaching skills. According to European Commission (2013), the concept of competence, in teaching, encompasses the following features:

- it involves tacit and explicit knowledge, cognitive and practical skills as well as dispositions (motivation, beliefs, value orientations and emotions);
- it enables teachers to meet complex demands, by mobilizing psycho-social resources in context, deploying them in a coherent way;
- it empowers the teacher to act professionally and appropriately in a situation;
- it helps ensure teachers' undertaking of tasks effectively (achieving the desired outcome) and efficiently (optimizing resources and efforts);
- it can be demonstrated to a certain level of achievement along a continuum

(European Commission, 2013, p. 10)

➤ **Grading and assessment** refers to the way teachers grade and assess students during class. The current study focuses on teachers' feedback as a demotivating factor to students' learning since feedback plays a crucial role in guiding students' learning and helping them understand their strengths and areas for improvement. Without constructive feedback, students may struggle to see the purpose and value of the assessment. If assessments primarily provide a final score or grade without meaningful feedback, students may feel disengaged and demotivated (Zhang, 2007). This finding aligns with the results in Trang and Baldauf (2007) which postulates that a lack of corrective feedback from teachers can be a critical demotivating factor for EFL students.

The current literature of the classification of teacher-related demotivating factors provides a comprehensive coverage of teachers' influence on students' learning attitudes and motivation. However, there appears to be several overlaps among the categories. Specifically, the teachers' behavior as identified by Henson and Chambers (2002) coincides with what is considered teachers' method in Richards and Rodgers (2014) as they both refer to classroom management, instructional activities and material selection. The most straightforward classification of teachers' influences can be developed based on the classification by Trang and

Baldauf (2007), and Quadir (2017), which is adopted as the framework of this study.

Table 1

Classification of Teacher-Related Demotivating Factor

Teaching method	Teachers' behavior	Teachers' competence	Grading and assessment
<ul style="list-style-type: none"> - Uncreative, boring ways of conveying knowledge. - teaching language skills comprehensively - speed of teaching is too fast - ineffective distribution of L1 & L2 use - lesson limited to textbook - repeated lessons from class to class - different teaching methods among different teachers. - frequently test students - inappropriate workload - too much emphasis on grammar 	<ul style="list-style-type: none"> - critical/ rude/ impatient to students' error - humiliate students in class - busy with good students and neglected the low proficiency ones - spend time telling personal story 	<ul style="list-style-type: none"> - fail to pronounce, difficult to understand - low credibility - speak too much L1 in the class - irrelevant explanation 	<ul style="list-style-type: none"> - no corrective feedback - test outside lessons (does not cover material) - tasks are not compatible with students' level of proficiency

2.4. Previous Studies

A number of studies have been carried out on the topic of demotivation worldwide and nationwide. Huwari et al. (2023) investigates demotivation factors to English learning among 110 Jordanian undergraduate students. Six different factors namely class characteristics, teachers' attitude, course contents and teaching materials, effects of poor grades, classroom atmosphere, and lack of self-confidence and interest are identified. The results reveal that teachers' attitude ranks fourth out of the 6 demotivation factors as perceived by the students. Muhonen (2004) also explores the primary demotivating factors among Polish EFL students, considering their gender and level of achievement. By analyzing the writings of 91 ninth-grade students, the study identified 5 demotivating factors: (1) the teacher, (2) learning materials, (3) learner characteristics, (4) school environment, and (5) the student's attitude towards English with the most significant demotivating factor being attributed to the teacher, while the least demotivating factor being related to the student's attitude towards the second language. Quadir (2017) points out that English teachers have the strongest influence on the students' demotivation after examining different demotivators at tertiary level in Bangladesh. The demotivating factors are listed in descending order: teachers, students' past experiences, private tutors, attitude of group members, school facilities, textbooks, and students' and their family members' attitude towards English study.

In Vietnam, Trang and Baldauf (2007) investigates different types of demotives that 100 Vietnamese economics undergraduates encountered when learning English. The findings display two groups of demotives: internal attributions and external attributions. The former included students' attitudes towards English, their experiences of failure or lack of success, and incidents related to their self-esteem; the latter consisted of teacher-related factors, the learning environment, and other external factors. Among the teacher-related factors, teaching method was the most critical demotive, followed by teachers' behavior; grading and assessments was

the least significant one.

All the previous researches focus on demotivating factors to learning English in general, not to a particular skill. They share common findings about key demotives, especially teachers' influences, which indicate teachers' powerful impact on learners' motivation.

3. Research Approach

The study employed both quantitative and qualitative approaches to find out factors that demotivate EFL students to participate in speaking activities from both teachers' and students' perspective via two primary research instruments including: survey questionnaire and semi-structured interviews. Thereby, a number of possible solutions are put forward in order to assist students in overcoming their motivation in speaking lessons.

3.1. Research Questions

The research was carried out to answer two following research questions:

1. What are the teacher-related demotivating factors to students' participation in English speaking activities as reported by students of the second-degree program?
2. What are the teacher-related demotivating factors to students' participation in English speaking activities as reported by EFL teachers of the second-degree program?
3. What strategies can be implemented to assist students in overcoming demotivation during the process of learning speaking skill?

3.2. Informants

The informants of the study were 100 students in the second-degree program majoring in English language at a university and 15 English teachers of the same program. The 100 students belonged to 3 classes; they were studying at the third semester of the course with the current English level equivalent to B1 according to Common European Framework of Reference for Languages (CEFR). Such students were chosen to be the subjects of the study because they were the classes to whom the researcher was in charge of teaching English and they frequently showed reluctance to engage in speaking activities. The 15 teachers were EFL teachers who had experience teaching working learners of the second-program for years. Their age ranges from 28 to 50 with working experience with working learners from 2 to 10 years. The disparity in terms of age and working experiences among the teachers was expected to bring comprehensive a view and analysis of the problem.

3.3. Research Instruments

- *Survey questionnaires*

Two sets of survey questionnaire were designed to collect information regarding teacher-related demotivating factors to students' participation in speaking activities, one for the students and one for the teachers. The questionnaire comprised 35 questions that measured teachers' and learners' attitudes towards demotivating factors. The list of factors was adapted from the list of demotivating factors among Bangladesh university students presented in Quarir (2017). Respondents were inquired to express their degree of agreement toward different teacher-related demotivating incidents on a 5-point Likert scale ranging from 1=strongly disagree to 5=strongly agree. The survey questionnaire for students was conducted in Vietnamese so that survey respondents understood all the questions and gave the exact answers about what were true to themselves.

- *Semi-structured interviews*

Semi-structured interviews were undertaken with a group of 10 students and 5 teachers in order to delve deeper into their responses provided in the survey questionnaire. The objective was to gain a more comprehensive understanding of their perspectives and experiences regarding demotivation in speaking activities. Additionally, these interviews aimed to elicit valuable insights and recommendations from the teachers on strategies to help students overcome demotivation in speaking tasks. The interview was carried out in Vietnamese in order to avoid any miscommunication and obtain the most reliable results.

3.4. Data Collection Procedure

The data collection process consisted of two phases: the questionnaire and the semi-structured interviews. In relation to the questionnaire, the initial step involved the development and design of the questions. To ensure accuracy, a testing phase was conducted with two students to identify and rectify any errors. Subsequently, printed copies of the questionnaire were distributed to 100 students, accompanied by clear and detailed instructions to ensure a thorough understanding of the survey requirements. After the completion of the questionnaire, the collected copies were gathered. Quantitative data from the survey questionnaire was analyzed using SPSS software to examine the patterns in the responses by teachers and students. Following an analysis of the questionnaire responses, 10 students and 5 teachers were selected to participate in the semi-structured interviews. These students and teachers were chosen based on their answers in the questionnaire, with the aim of gaining further clarification and elaboration on their responses. Throughout the interviews, detailed notes were taken to facilitate subsequent analysis. Survey responses from teachers and students were coded and analyzed to identify patterns in their answers.

4. Major Findings

4.1. Students' Attitude Towards Speaking Skills

Chart 1

The Importance of English Speaking Skill at Work

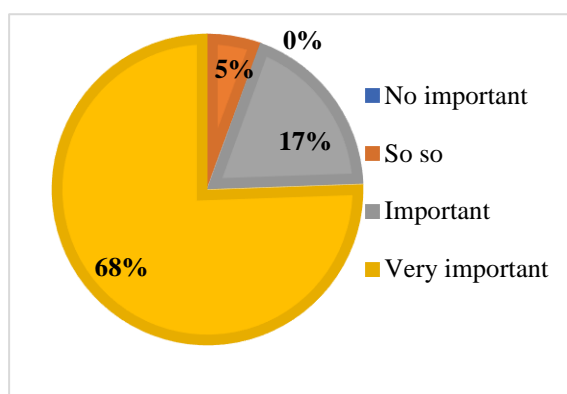
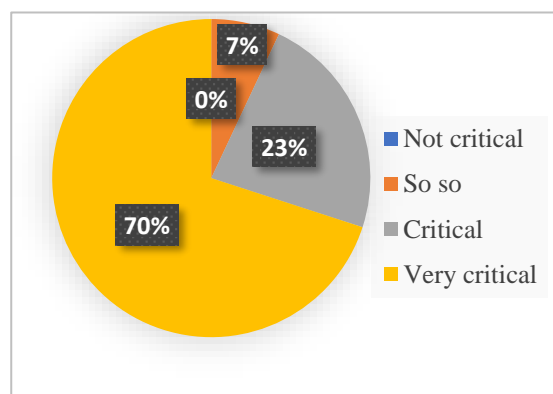


Chart 2

The Need for Improving English Speaking Skill



The two charts presented in this study depict students' attitudes towards their English speaking abilities. Chart 1 clearly illustrated that possessing a strong command of English speaking skills is deemed crucial by learners in their workplaces. Specifically, 68 percent of the students expressed that being able to speak English well was of utmost importance to their work, while 17 percent considered it important. Only 5 percent of the respondents placed

average importance on English communication abilities. These findings aligned well with the responses gathered during the interview sessions. The interviewed students stated that their primary motivation for enrolling in English courses was to obtain a certificate of English proficiency, with particular emphasis on speaking skills, as this was the aspect of English they utilized the most in their professional settings. Some students noted that their jobs did not require regular English speaking, hence they did not feel a strong imperative to improve their speaking ability.

According to Chart 2, the majority of students expressed a keen interest in enhancing their English communication skills during the interviews. Ninety-three percent of the students were classified as being in an extremely critical or critical need to improve their English speaking abilities, while only 7 percent expressed a "so-so" attitude. During the interviews, students provided various reasons for their desire to improve their speaking ability. One interviewee highlighted that speaking English well boosted their confidence and allowed them to stay updated. Additionally, they mentioned that being proficient in English enabled them to communicate in English with their children, setting a good example for them. On the other hand, a student with a "so-so" attitude revealed that although they acknowledged the benefits of effective English communication, they struggled to find time to practice speaking outside of class, as it was not a strict requirement for their work.

4.2. Demotivating Factors to Students' Participation in Speaking Lessons According to Students' Perspectives

Table 2 illustrates students' perceptions on teacher-related demotivating factors to their participation in speaking activities. According to the table, students had quite unanimous answers in their rating of demotivating factor with low deviation score. For the students, teachers' behavior ranked the first out of four with a mean score of 4.03 out of 5, indicating that this was the most demotivating factor. Teaching method stood at the second position with a mean score of 3.93 followed by testing & assessment and teachers' English speaking competence at 3.45 and 3.68 respectively.

Table 2

The Mean Score of the 4 Subgroups of Demotivating Factors as Perceived by Students

Variable (Ranging from 1 to 5)	Mean (M)	Std. Deviation (S.D)	95% Confidence Interval	
			Lower bound	Upper bound
Teaching methods	3.93	.27	3.60	4.26
Testing and assessment	3.45	.18	3.29	4.02
Teachers' behavior	4.03	.18	3.56	4.78
Teachers' competence	3.68	.17	3.38	4.08

Among the aspect of teachers' behavior, students felt the most demotivated when teachers did not display equal attention to students (M=4.52), gave few nonverbal expressions like nodding or smiling to encourage students (M= 4.35) and when teachers made fun of students' pronunciation mistakes or ignored students' difficulty in pronunciation (M=4.22). In contrast, teachers' lack of enthusiasm did not count as much as a demotivating factor among working learners (M=2.91). This finding corresponded with results from Kikuchi & Sakai (2009), in which teachers' behavior was pointed out to be the most significant demotive. This indicated that students cared much about teachers' responses to their oral production; hence teachers should be sensitive to their conduct when checking students' speaking.

In terms of teaching method, the most demotivating factor was related to the unreal speaking task (M=4.52). Students felt discouraged when participating in speaking tasks that were not enacted in the real world. Besides, the lack of model speaking provided by the teachers demotivated learners (M=4.13). This was explained by some interviewees that in some cases learners had no idea what kinds of information they should include in their talk or how to elaborate on a problem. In that case, they needed a model talk as an example to follow. This aligned with another finding that students got demotivated when they could not catch what the teachers said or required them to do (M=4.09). Besides, the way teachers dealt with pronunciation again became the most common demotivating factor to students. Specifically, that teachers did not point out or correct students' pronunciation mistakes highly demotivated them in participating speaking activities (M= 4.13).

For teachers' speaking competence, teachers' infrequent mistakes in grammar, vocabulary, cohesive devices when speaking did not appear to be serious demotivating factors to learners with the mean scores ranging from 3.17 to 3.33. However, they did care about teachers' pronunciation. In fact, the incident that teachers' improper pronunciation and intonation made students feel bored and uninterested in speaking activities (M= 4.47). As stated in the interview, students might not notice the minor mistakes in teachers' speaking in terms of grammar, vocabulary use, or linking words because normally, teachers spoke quite fast and they were just able to catch the gist of the instruction without deciphering it word by word. In contrast, it was quite noticeable if the teachers did not have proper intonation and the unnatural or poor pronunciation demotivated them.

Testing and assessment did not receive as high ratings as other factors with the lowest mean score of 3.45. Students were not demotivated much by incidents like speaking activities being in incompatible format with the actual tests (M=3.02), speaking tasks being easier or a little more difficult than students' level (M=3.10), and the ignorance of speaking marking rubrics (M=3.28). However, teachers' failure to give incorrective and informative feedback highly demotivated them (M=4.23). This finding aligned with those from previous studies presented in the literature review (Trang & Baldauf, 2007).

4.3. Demotivating Factors to Students' Participation in Speaking Activities According to Teachers' Perspectives

Table 3

The Mean Score of the 4 Subgroups of Demotivating Factors as Perceived by Teachers

Variable (Ranging from 1 to 5)	Mean (M)	Std. Deviation (S.D)	95% Confidence	
			Interval	
			Lower bound	Upper bound
Teaching methods	3.93	.27	3.60	4.26
Testing and assessment	3.45	.18	3.29	4.02
Teachers' behavior	4.03	.18	3.56	4.78
Teachers' competence	3.68	.17	3.38	4.08

Chart 3.

The Comparison of Mean Scores of the 4 Subgroups of Demotivating Factors as Perceived by Students and Teachers

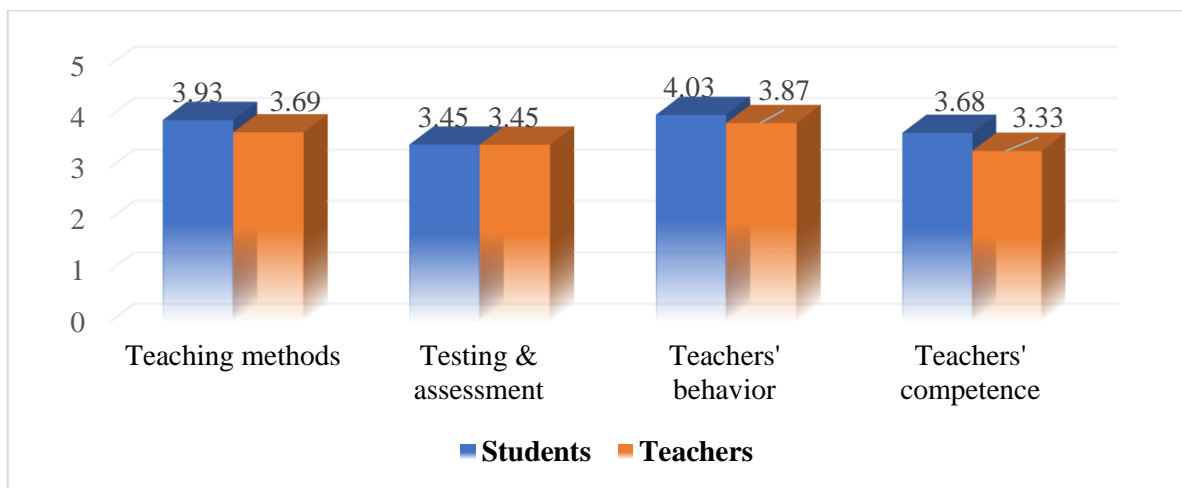


Table 3 represents an overview of teachers' rating of the four subgroups of demotivating factors to students' participation in speaking activities, and Chart 3 provides a comparison between the teachers' rating and that of the students. As can be seen from the chart, teachers' attitude towards the four aspects had the same pattern as students', yet teachers appeared to give an overall lower mean score for all the examined subgroups. Specifically, communicative styles were perceived to be the most critical demotivating factors by teachers with the mean score of 3.87, followed by teaching method and teachers' competence at $M=3.69$ and $M=3.33$ respectively. Testing and assessments stood at the list of the ranking chart with 3.45 which was an equivalent figure to the rating by students. However, when it came to individual factors, there were significant disparities between teachers' and students' rating.

Among the teaching method subgroup, while the inauthenticity of speaking tasks ($M=4.53$), the lack of model speaking (4.13), teachers' fast speaking rate (4.09) and lack of pronunciation mistake correction (4.13) were the high-scored demotivating factors among students, teachers considered the deficient time devoted to speaking activities ($M=4.00$) with the inadequate speaking tasks during a lesson ($M=4.29$) as the most critical demotivating factors. Besides, teachers gave high score for the insufficient instruction for sub-speaking skills ($M=4.00$), which was among the lowest-rated factors as perceived by students ($M=3.68$).

In terms of teachers' behavior, teachers considered being unenthusiastic the biggest demotivating factors ($M=4.43$) which was in sharp contrast with students' perception since the lack of enthusiasm scored the least in students' survey ($M=2.91$). Besides, whereas students felt highly demotivated when teachers made fun of their pronunciation mistakes ($M=4.22$), surprisingly teachers did not find this factor so serious with the lowest mean score of $M=3.57$. As justified by one teacher in the interview, sometimes teachers made jokes of pronunciation mistakes just with a view to create a more relaxing learning atmosphere and he reckoned that attaching the mistake with something funny could help students remember their mistake better, thus being able to avoid making the same mistakes again.

For teachers' speaking competence, this aspect was not considered as a much serious demotivating factor, which appears to align with students' perception. The highest scored single demotivating factor was teachers' improper pronunciation ($M=3.71$). Students also considered

this the most critical factor but a much higher mean score ($M=4.47$), indicating a significant difference between teachers and students' perception.

Like students, teachers put testing and assessment at the bottom of the list of demotivating factors. However, they put high emphasis on the incompatibility of the in class speaking tasks with the test format as a demotivating factor ($M= 4.43$). As teachers shared in the interview, students were so concerned about the speaking midterm and endterm test that they preferred practicing speaking tasks that were somehow related to the tests. Meanwhile, students put down their lack of interest in participating speaking activities to teachers' failure to give incorrecive and informative feedback ($M=4.23$) which achieved the mean score of just 3.34 among teachers.

To recapitulate, despite certain agreement in regard to the overall subgroups of teacher-related demotivating factors, there existed a substantial gap between teachers' and students' perception of individual factors that need to be bridged.

4.4. Measures to Help Students Overcome Demotivating Factors

The measures suggested to assist students in tackling demotivating factors were revealed from the interviews with teachers and students. The suggestions from the responses of the teachers and the students revolves around the four primary factors of demotivation investigated

4.4.1. Teaching Methods

➤ Varied communicative speaking tasks

As reviewed from the interview, some learners said that they preferred more exciting activities in speaking lessons. They felt the activities they had were quite monotonous with just some group discussions or pair sharing. Activities that involved real communication in which they could act or role-play were rather limited. This suggestion was shared among the teachers when they said that activities like games or role-play engaged learners more and they created a fun relaxing atmosphere in the class.

Sometimes we feel demotivated since the class are quite passive. I would love to have learning activities in which I have a chance to move and talk to different friends instead of just sitting in the same seat throughout the lesson. (Student 1)

Activities like games, activities, songs, videos highly engage learners and help them feel relaxed and motivated. (Teacher 1)

I found my students become more motivated when they participated in competitive vocabulary games in the pre-speaking stage. (Teacher 2)

This matter is elaborated in Ngoc & Iwashita (2012) that while the communicative approach to language learning has gained widespread adoption, many L2 educators continue to favor traditional grammar-focused methods. However, these grammar-translation methods inherently limit opportunities for authentic communication in the target language, which can be demotivating for students. Research by Kikuchi (2009) suggests that such methods should be used cautiously, and teachers should prioritize student interaction.

➤ Clear instruction with sufficient guideline

All the interviewed students expressed their need to be provided with key vocabulary and structures before speaking tasks. Six out ten students said that they would love to have a model speaking especially for dialogues or minitalks since in some cases they did not know

how to start or lengthen their conversations/ talks.

I hope the teachers give us a list of essential vocabulary and structures. In the lesson, words were taught in different sections so it was difficult for us to recall and make use of them easily. An instant list of useful vocabulary and structures helps us soon participate in speaking activities. (Student 3)

The need for clear instruction and guideline was expressed in the answer of the teachers.

My students felt more comfortable and confident with speaking tasks when I provided them with speaking cues and an overall speaking framework. (Teacher 3)

4.4.2. Teachers' Behavior

➤ Create a friendly learning atmosphere with equal attention from teachers

To reduce learning demotivation, it is suggested that teachers organize and manage the classroom as an effective environment with consistent encouragement and support to all students. Ibarra (2014) states that establishing friendly relations with pupils enables teachers to enhance students' willingness to engage in the learning process. As shared by the students, some students who had good speaking ability were highly active and attracted teachers' attention, leaving almost no chance for the worse ones to speak. All the interviewed teachers agreed that equal attention to students was of great importance. This appeared to resonate with the problem highlighted by Tatar (2005) that feeling anxious, stressed, or having a very low level of self-confidence appeared to be some of the reasons that made students unable to use the target language and participate in the classroom. The problem was elaborated in the answers of teachers and students in the interview.

Teachers often call some good students who raise hand to speak in class. Those reluctant like me had little motivation to speak. (Student 2)

Some students don't have the habit to raise their hand to talk, but that doesn't necessarily mean they don't want to speak. Teachers need to divide their attention to both active students and those who seem a little reserved. (Teacher 5).

4.2.3. Grading and Assessment

➤ Be sensitive and encouraging when providing feedback

According to Van (2023) teachers' feedback helps students to recognize their errors, foster a sense of responsibility for their own learning, and enhance their motivation; however, it should be given in a thoughtful and encouraging manner since feedback marked by negative reviews and criticism can demoralise students' confidence.

The interviewed teachers and students stated that the way teachers gave feedback was very important as it might affect students' feeling and motivation; the negative feedback might hurt students' feeling, especially those with low proficiency. They suggested that teachers should start by giving positive feedback instead of just focusing on the mistakes students make.

"Some teachers are likely to ignore students' good points in speaking and just focus on their weaknesses in order for them to recognize the mistakes; yet this can make students feel embarrassed and less willing to talk." (Teacher 4)

Since my pronunciation is not good. I sometimes feel shy and a little demotivated when teachers point out my mistakes in a funny way and the other classmates laugh. (Student 2)

One suggested way was to provide students with an opportunity to self-correct. This method was widely agreed among the interviewed teachers.

I often give students clues or signals by repeating the erroneous utterances and let them figure out the mistakes themselves. By this way students feel more confident and become less dependent on teachers. (Teacher 5)

Such responsibility transfer method was welcomed by the interviewed students since it gives them the chance to self-explore the language and be more autonomous in their learning.

I like the way teachers give me some hints about my mistakes without pointing them out explicitly. I feel a bit nervous at first but I also feel more responsible for my speaking. I am glad if I can correct the mistakes myself. (Student 6)

4.2.4. Teachers' Competence

➤ Teachers demonstrate their competence confidently in class

As submitted by Afshari et al. (2014), students are highly evaluative of their instructors, and inadequate proficiency in the language of instruction could have a significant negative impact on students' learning outcomes. When students perceived a barrier to learning due to their teachers' instructional abilities, they might demonstrate decreased academic engagement. This point was elaborated by teachers in the interviews.

Students do not like teachers with poor English knowledge and teaching ability. Students are so evaluative of their teachers and any flaws are considered a big mistake on the part of teachers. When students feel that they cannot learn satisfactorily due to teachers' lack of teaching ability, they may not follow their studies seriously. (Teacher 2)

Besides, teachers' confidence in their ability to implement effective teaching methods, manage their classrooms efficiently, and foster student participation was a key factor in promoting student learning. (Schiefele & Schaffner, 2015).

In summary, both the students and teachers proposed various suggestions to enhance students' participation in speaking activities and reduce demotivating factors. The most prominent suggestions are related to teaching methods; teachers' behavior and grading and assessment with a heightened emphasis on creating communicative and interactive activities, equal teachers' attention to both high and low proficiency students, providing timely and constructive feedback in a sensitive and encouraging manner as well as demonstrating a good command of English to learners.

5. Conclusion

The study investigated the teacher-related demotivating factors in students' participation in the speaking activities among students of the second-degree program at ULS majoring in English language. Based on the analysis of the data collected from the questionnaires and the structured interviews, several important findings were withdrawn.

Firstly, as perceived by both the students and teachers, the most significant demotivating factor affecting students' engagement in speaking activities was identified as teachers' behaviors, specifically the unequal attention division to weaker students, followed by teaching methods, testing and assessment practices, and teachers' competence. These findings were in congruence with those identified by Jafari et al. (2017), Muhonen (2004), which indicates a need for psychological and emotional support from teachers.

Secondly, there existed a considerable disparity between teachers' perception of certain individual demotivating factors and that of the students across the four investigated subgroups. According to students' opinion, the most demotivating factors included: the inauthenticity of

speaking tasks; the lack of model speaking; the absence of pronunciation error correction; unequal attention; and insensitive manner of giving feedback. In contrast, these factors were not as highly rated by the teachers, indicating a gap between teachers' perception and students' that need to be bridged in order to mitigate the effects of the demotivating factors.

Finally, based on the findings from the interviews with the teachers and the students, several suggestions were put forward to help students overcome teacher-related demotivation. Specifically, the recommendations included incorporating communicative and interactive elements into speaking lessons through activities such as games, group work, and presentations. Following Richards and Rodgers (2014), three key principles that underpin communicative language teaching (CLT) are real-world communication, meaningful tasks which were relevant and engaging for learners. These principles guide the design of activities that promote communicative competence, including: information sharing, negotiation of meaning, and interaction. Additionally, selecting speaking topics based on students' interests, providing constructive and informative feedback, and placing more emphasis on the pre-speaking phase were suggested as adjustments that teachers could consider.

Regarding teachers' behavior, the majority of recommendations focused on enhancing teacher-student rapport through immediacy, which encompassed traits such as friendliness and approachability. Other suggestions included: providing feedback in a sensitive and encouraging manner and demonstrating proper attention to learners of different proficiency levels.

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