A STUDY ABOUT THE LACK OF MOTIVATION AMONG SECONDARY SCHOOL EFL STUDENTS

Abstract:

The aim of this study was to compare EFL and other subjects´ teachers´ beliefs towards unmotivational factors and to analyze whether EFL teachers' beliefs correspond to those of students. This study has been carried out in order to observe and contrast these unmotivational and limiting factors in a Spanish Secondary School context. The findings have revealed that differences exist between students´ and EFL teachers´ beliefs in terms of preferences and that EFL teachers and other subjects´ teachers also differ at the time of feeling influential and taking responsibility for motivating students. Moreover, some unmotivating factors such as the teacher-student relationship, the social pressure, the importance of the methodologies used and the need for an autonomous learning method have appeared as important. Finally, students´ suggestions were linked to Dörnyei´s ¨Model of Components of Foreign Language Learning Motivation¨ for pedagogical implications related to communication, methodologies and the role of institutions.

Introduction

Motivation has been a widely researched concept in all aspects of human and social behaviour. In the learning context, motivation is understood as the force that energizes, directs and sustains students' behaviour (Ormrod, 2008). According to some authors, (Fredricks, Bumenfeld & Paris, 2004; Maehr & Meyer, 2004; Reeve, 2006), students' motivation is reflected in their personal investment and their cognitive, emotional and behavioural engagement in school activities (Ormrod, 2008). Moreover, the classroom environment is constantly affected by socio-economic, institutional, cultural and personal factors (Fernández, 2003). According to this, the learning processes in a Secondary School context are closely tied to students' individual differences, the role of teachers, teaching methodologies, family implication and institutional practices. For example, a study carried out in a Namibian Secondary School stressed the importance of the role of teachers and schools regarding the motivation of Secondary School students (Koopman, 2005).

Motivation has also been studied for language learning in ESL and EFL learning contexts. Several studies conducted at both University and Secondary School levels have identified and stressed the importance of motivational factors that may positively influence language learning and teaching (Dörnyei & Czizér, 1998; Guilloteaux & Dörnyei, 2008). According to these studies, students' motivation towards a foreign language varies depending on the context in which the L2 is learned (Dörnyei, 1994). For example, Gardner & Lambert (1991) identified two levels of motivation, instrumental and integrative, in an ESL context. However, in EFL learning contexts, students' integrative motivation was explained only to a limited extent because the

second language is not present in their lives (Brown, 1994). The study also added two other motivational components, intrinsic and the extrinsic motivation. Intrinsic motivation corresponds to internal rewards such as joy for doing a particular activity or satisfaction with one's activity. Extrinsic motivation corresponds to external rewards such as receiving good grades or avoiding punishments. Thus, Dörnyei (1994) went further than Gardner & Lambert (1991) and added and organised the components of EFL motivation. He created a model which included three levels:

1) **Language Level:** integrative/instrumental.

2) **Learner Level:** need for achievement, self- confidence, which includes language use anxiety, perceived L2 competence, causal attributions and self-efficacy.

3) **Learning Situation Level**: subdivided into three Motivational Components:

- *Course-Specific* (interest, relevance, expectancy and satisfaction).

- *Teacher-specific* (affiliative motive, authority type, direct socialisation of motivation which includes modelling, task presentation and feedback).

- *Group Specific* (goal orientedness, norm and reward system, group cohesion and classroom goal structure).

Dörnyei (1994) included some suggestions at each level in order to improve teaching and learning effectiveness in terms of motivation in EFL classrooms. The suggestions were based on his Model of Components of Foreign Language Motivation and his experience and on findings of educational psychology (Keller, 1983; Oxford & Searin, 1994; Brown, 1994). Dörnyei & Cheng (2007) conducted a study comparing Taiwanese and Hungarian contexts, applying the strategies and found out that some of the motivational strategies were culturally and ethnolinguistically transferable but also culture sensitive and sometimes culture-dependent¨ according to a study conducted in order to compare Taiwanese and Hungarian contexts.

Another study about the relationship between University students' and teachers' preferences towards EFL instructional activities was conducted to enhance teachers' awareness and to provide pedagogic suggestions for improving motivation in EFL learning (Lu, 2010). Furthermore, other studies suggested that teachers' sense of self-efficacy and beliefs towards EFL teaching influenced the methodologies used in classrooms (Eslami, 2008; Chen, 2007). These studies corresponded to Chen´s view (2000) about how the strategies used by English teachers affect students´ attitudes and behaviour. Another study suggested that strategies such as autonomous learning and Computer Assisted Language Learning could also enhance motivation among college students (Pu, 2010).

Recently, research has turned towards the importance of the opposite side of motivation, that is, unmotivating factors (Dörnyei and Czizér, 1998; Guilloteaux and Dörnyei, 2008; Sakui and Cowie, 2011). Taking into account that motivation is seen by some researchers as a dynamic and non static concept (Dörnyei, 1994), it would be helpful to observe not just the motivational processes involved in an EFL context, but also the unmotivational ones.

Little work has been done in order to explain the lack of motivation among language learners and to identify unmotivating factors. One of the few studies researching unmotivation was conducted in a Japanese University and showed that teachers´ beliefs towards unmotivation in ESL learning implicated limiting external and internal influencial factors for teachers at the time of motivating students such as institutional systems, students´ attitudes and personalities and teacher- student relationships, which should be taken into account for further pedagogical research (Sakui and Cowie, 2011). Although the majority of these studies have been mainly based on teachers´ perceptions, there are some which have taken into account students´ perceptions towards EFL (Thang, Ting & Jaafar, 2011).

Given the importance and the possible pedagogical implications of studying the factors which may influence unmotivation and the scarcity of literature on the Spanish Secondary School context on this topic, our aim was to explore EFL teachers' vs. other subjects' teachers' beliefs and EFL teachers' vs. EFL students' beliefs regarding limiting and unmotivating factors.

Thereby, based on Sakui & Cowie's research (2011), this study will try to identify and contrast the main unmotivating factors perceived by Spanish Secondary School EFL teachers and students. Adding to this, the study will also try to observe EFL and other subjects´ teachers' beliefs towards responsibility and unmotivational factors and the use of instructional strategies.

The research questions for this study are:

i)   Do Secondary School EFL teachers´ beliefs towards unmotivating factors correspond to those of other subjects´ teachers?
ii)   Do Secondary School EFL teachers´ beliefs towards unmotivating factors correspond to those of students?
iii)   Could students´ suggestions for increasing their motivation correspond to Dörnyei´s pedagogic suggestions (1994)?

Method

Context:

The educative system in Spain is divided in Infant Education (2-5 years of age), Primary Education (6- 12 years of age), Lower Secondary Education (12-16 years) and, finally, Higher Secondary Education, which leads students towards higher education after having passed the Leaving Certificate called Selectividad. In addition, there is a Vocational Training, which is divided in Middle and Higher Stages.

The school chosen for this study is called Santa María la Real (Maristas) defined as a semi-private religious school (receives a percentage of funds from the government), settled in 70 countries around the world. Families that attend this centre come from a middle- class social background. According to the programme, students can start the learning process at the stage of 3 up to 18. On the secondary level, most of them expect to continue in higher education.

The centre offers all stages of the Spanish Educative System except for the Vocational Training modules. The centre is distinguished by innovation, which shows in the extensive use of new technologies, the infrastructure, a sports centre and the offer of three foreign languages, French, German and English. The existing English programme is based on the demands of the official curriculum although some subjects such as PA and Drawing are being offered in English at Primary level. However, the participants in this study had not taken such subjects in English. There are two groups in each academic year, which are further divided in three groups of different levels for English classes. The creation of this third group involves adaptive strategies for lower levels (students who do not reach the minimum established by the Law).

The English Department is formed by one coordinator, who is an English teacher and five teachers, three male and two female. The department members meet once a week in order to deal with relevant aspects such as term evaluation, work assignment, EOI exams etc… The system used for ESL teaching is based on the course book Real Life 1st, 2nd, 3rd and 4th ESO and Viewpoints for 1st and 2nd Bachiller. Teachers can use and adapt extra material.

Design:

A mixed-methods quasi-experimental design was used for this study combining quantitative and qualitative data. The quantitative data included motivation and responsibility scores from 5 point and 7 point Likert Scales. The qualitative data included categorical data taken from participants´ free writing. Both sets of data were combined to explain the relation between teachers´ and students´ beliefs about motivational and unmotivational factors.

Participants:

GROUP 1: TEACHERS

23 participants, 14 male, 6 female and 4 (not stated) between the ages of 28 and 63 participated in this study. Participants were teachers of different subjects: languages (Spanish, English, German, French), Technology, Maths, Technical Drawing, Religion, Music, PA, History and Geography, Physics, Philosophy and one adviser. The years of experience of all participants varied from 4 to 23 years.

GROUP 2: STUDENTS

80 Spanish secondary school students between the ages of 15 and 19 participated in this study. All participants had a similar educational background and had completed previous compulsory courses. 33 were from 2nd Bachiller, 19 from 3rd ESO and 28 from 4th ESO (adapted low level).

Instruments:

Two questionnaires were used for this study.

The first questionnaire included four open-ended questions in order to observe four variables: knowledge about the concept of motivation, teachers influence on students´ motivation, strategies used for motivating students and, finally, limitations and difficulties encountered by teachers at the time of motivating students. It also included a 7 point Likert scale rating the responsibility value of the following variables: institutions, school, teachers, students, family, groups of friends and society.

The second questionnaire included three Likert scales and two open ended questions. The first Likert scale asked participants to rate their degree of motivation and it was followed by an open-ended question to explain their choice. The second and third Likert scale questions requested participants to rate 9 factors regarding motivation and unmotivation. There was a final open-ended question to provide suggestions to increase motivation.

Both questionnaires were written in Spanish language and had written instructions at the top of the page.

Questionnaires for the first group were available in digital and printed formats.

Procedure:

For the first questionnaire, teachers were informed about the aim of the study and an individual e-mail including the questionnaire was sent. Printed versions were also available in their trays. 60 questionnaires were handed out from which 24 were collected.

Teachers' responses to the questionnaire were analysed one by one and categorized in groups of common themes which had emerged from the analysis: 1. Definition of motivation; 2. Teachers' influence; 3. Strategies used and 4. Limitations encountered.

Secondly, the relation between attitudes and the strategies used in class was analysed in order to observe attitudinal and methodological tendencies among English teachers and other teachers.

Students´ questionnaires were created for the categories obtained from the process above.

For the second group, students were first informed about the aim and nature of the study and then they were asked to complete an individual 10 minutes questionnaire (more time was given if needed). Students were asked to rate their feelings of motivation towards the English lessons (they were asked to think in general, not on a specific teacher) in terms of what motivated them most and least and what and how would their motivation increase. Students completed the questionnaires in class.

Data:

Quantitative data was obtained form Likert scales ratings. A descriptive analysis was made calculating the mean score and the standard deviation of each item. Results were then transformed into graphs.

Qualitative data was obtained from the open-ended questions in order to obtain key themes which were later compared and classified according to the research questions.

Results

Teachers´ scores
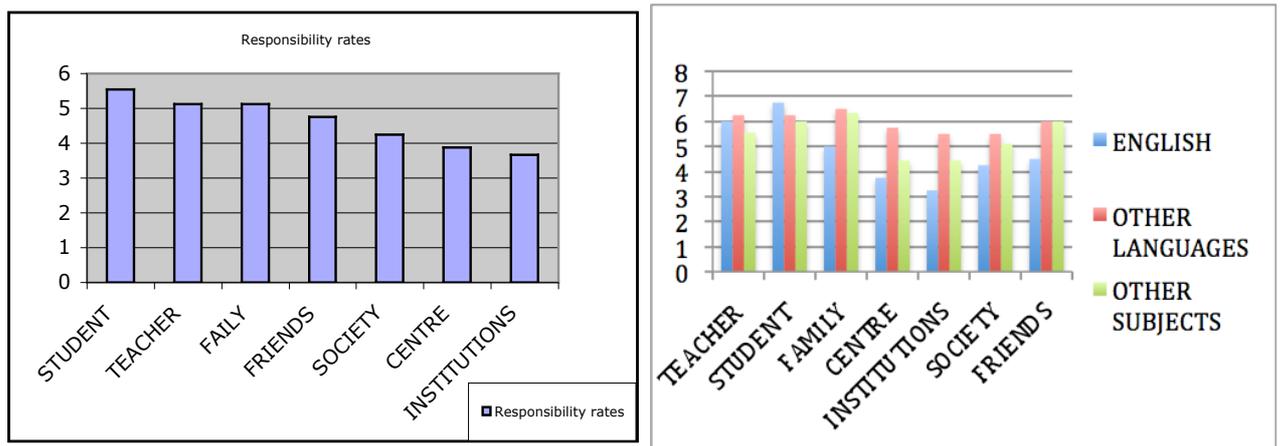
As it can be observed in Fig.1, the highest responsibility for motivation was given to students by the majority of teachers. Considering the rates of teachers depending on subject taught it can be observed that English teachers confirmed that students' should motivate themselves and that they should be motivated by the following organs respectively: teachers, family, friends, society, centre and finally institutions. However, according to the mean scores of other subjects' teachers, the responsibility rate was higher for the family followed by students and teachers having the same rate, friends, centre and finally society and institutions being equally rated. Moreover, the mean scores for teachers of other subjects showed that responsibility scores for motivating students were higher for the family followed by students and teachers, society and finally centre and institutions. Therefore, higher scores for motivation were found for students, family and teachers respectively compared to those of centre and institutions.

Results on qualitative key themes analysis showed the following:

Q1:Perceptions about motivation.

	EXTRINSIC MOTIVATION:	INTRINSIC MOTIVATION:
English teachers	20%	80%
Other teachers	5%	95%
KEY THEMES: Drive and will for learning. MINOR THEMES: Seriousness, participation, satisfaction, responsibility, effort and personal development.		

Results show that teachers perceived motivation as an intrinsic attitude, described as students' will, drive, responsibility, effort, ambition, personal development and satisfaction. On the other hand, those who considered motivation extrinsic mentioned grading and challenges as factors that may motivate students.

Q2. Teachers' own influence.

	MIRRORING EFFECT:	LIMITED:	NO INFLUENCE:
English teachers	40%	60%	
Other teachers	74%	26%	8%

Results from the qualitative key themes analysis about teachers´ perceptions of their influence on motivating students showed that the majority of them considered themselves influential. Teachers considered themselves as a model and believed that their attitude, mood and behaviour had a direct and immediate effect on students. On the other hand, there was an important percentage among teachers who felt that their influence was limited. Finally, two teachers believed that they had no influence on motivating students.

Two types of attitudes had been observed related to teachers' responses about their influence on students' motivation. On the one hand, there was a material-oriented attitude, which focused mainly on materials, grades and utility. This attitude was prevalent in teachers who believed that their influence was limited and in some cases the only attitude in teachers who believed they were not influential at all. On the other hand, there was a person-oriented attitude, which was defined by monitoring students' progress, getting to know their abilities, trying to be assertive, flexible and respectful. This attitude was prevalent in teachers who felt

influential. These teachers also used material- oriented methodologies to some extent but less than the other ones.

Q3: Strategies used by teachers.

ENGLISH TEACHERS:

Results on the teaching strategies showed that communication, interest, use of a positive attitude, usefulness of the language (utility), operant conditioning (reward/punishment) and the importance of grades were common strategies used by English teachers.

The strategies used by those English teachers who felt influential (mirroring effect) combined both material and person oriented methodologies. The strategies used by this group were defined as communicative, interesting, positive and useful.

The strategies used by those teachers who felt influential only to some point were based on a material-oriented attitude. For example, the majority of these teachers mentioned that their strategies were based on trying to change materials modifying them or making them more interesting showing that they were focusing their energy on instrumentality. For example using interesting texts and dialogues.

Finally, the strategies of one teacher who did not feel influential at all seemed to be focused on the operational conditioning methodology based on reward/punishment and its relation to grades.

TEACHERS OF OTHER SUBJECTS:

Results showed that the strategies for motivating students used by teachers of other subjects were the following: relatedness to reality, interesting-dynamic, collaborative, assertive, use of new technologies and recognition-feedback. Results for this group indicated that their strategies were slightly more *person-oriented* than *material- oriented.*

Results showed that the strategies used by the teachers that felt influential, who were the majority of this group, combined both material-oriented and person-oriented methodologies.

On the contrary, the strategies used by those teachers who felt limited at the time of motivating students included more material-oriented methodologies than person oriented or combined methodologies.

TENDENCIES:

In general for English teachers and for other subjects teachers we can state that teachers who felt influential seemed to combine both material- oriented and person-oriented methodologies and showed a tendency to introduce more enjoyable, dynamic and communicative strategies and methodologies.

Q4: Limiting factors.

Results showed that the limitations for motivating students from the teachers´ point of view included the following four factors:

STUDENTS: students' interest, their attitude, their personality, their circumstances, having learning difficulties and the new way of receiving information.

MATERIALS: the materials and the teaching methods used in class were identified as factors that could negatively affect motivation.

INSTITUTIONS-SOCIETY: the fact that education was compulsory, the lack of time and the number of students per class were also considered difficulties.

RELATIONSHIP: unapproachable students, difficult to connect with them.

ENGLISH TEACHERS:

The main limitations for English teachers seemed to be **students**' interest, attitude, personality, learning difficulties and attitudes towards the language. A discord between interest and grades was also stated by one teacher who explained that students´grades did not always correspond with the interest students had.

Compulsory materials and non-effective new technologies appeared as factors that limited motivation.

A factor such as **social pressure** also appeared as limiting.

OTHER TEACHERS:

Students' interest, attitude, personality, circumstances and learning difficulties appeared as major limiting factors for motivation.

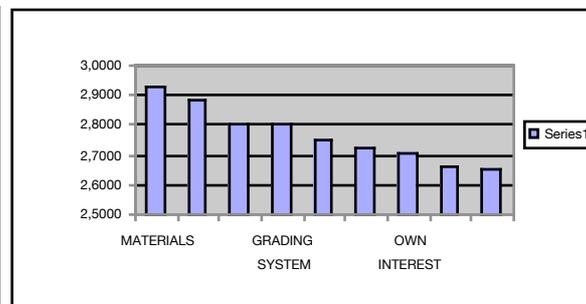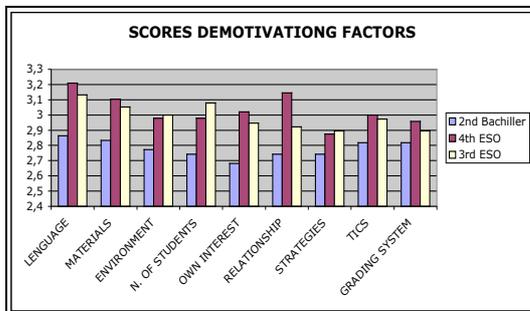Non- appealing content and *methods* used were also mentioned.

Compulsory education, *social* pressure, number of students and the ***relationship*** between teachers and students were other factors stated by this group.

Students´ scores

STUDENTS´MOTIVATION RATES
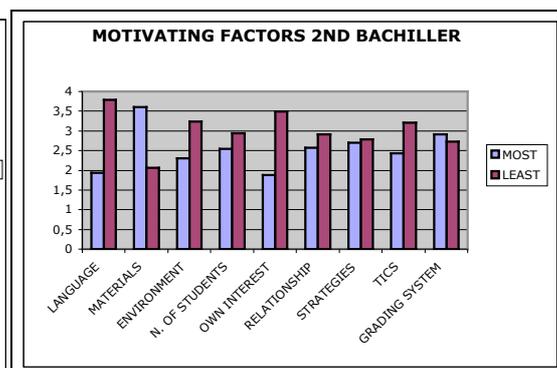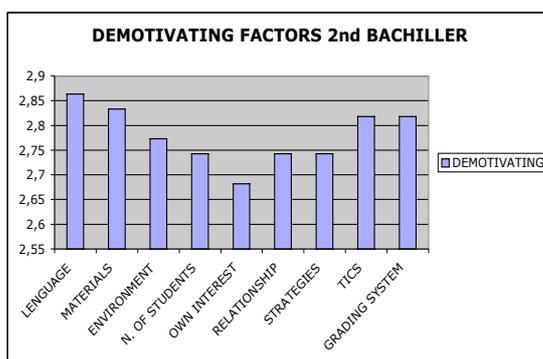
Legend: 2BACHILLER D A 33p / 4ºESO A d(24P) / 3ESO
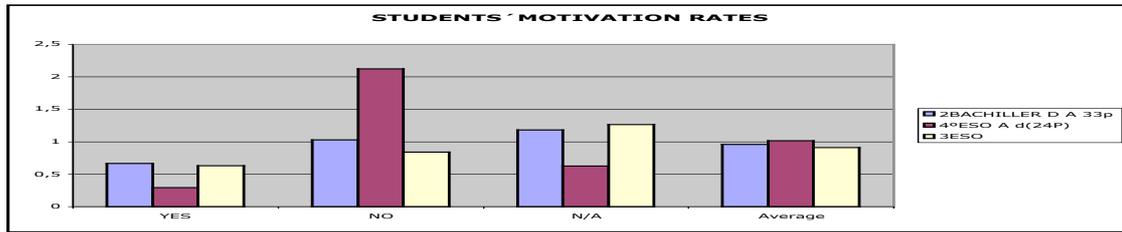
The results of students´ motivation towards English lessons showed that in general, the majority of students felt less motivated than motivated. Those in 4th of ESO appeared to be less motivated than those in 2nd of Bachiller and 3rd of ESO respectively. However, the percentage of passive students was higher than the percentage of motivated students in 2nd of Bachiller and 3rd of ESO.

SCORES DEMOTIVATIONG FACTORS

Legend: 2nd Bachiller / 4th ESO / 3rd ESO

Categories: LENGUAGE, MATERIALS, ENVIRONMENT, N. OF STUDENTS, OWN INTEREST, RELATIONSHIP, STRATEGIES, TICS, GRADING SYSTEM

Legend: Series1

Categories: MATERIALS, GRADING SYSTEM, OWN INTEREST

Results on students´ responses showed that students considered materials and language as the main unmotivating factors followed by teacher- student relationship, the grading system, the number of students in class, the class environment, their own interest, the strategies used and the way new technologies are used.

RESULTS BY GROUP

2nd of Bachiller

DEMOTIVATING FACTORS 2nd BACHILLER

Legend: DEMOTIVATING

Categories: LENGUAGE, MATERIALS, ENVIRONMENT, N. OF STUDENTS, OWN INTEREST, RELATIONSHIP, STRATEGIES, TICS, GRADING SYSTEM

MOTIVATING FACTORS 2ND BACHILLER

Legend: MOST / LEAST

Categories: LANGUAGE, MATERIALS, ENVIRONMENT, N. OF STUDENTS, OWN INTEREST, RELATIONSHIP, STRATEGIES, TICS, GRADING SYSTEM

Results showed that the main unmotivating factors stated by students of 2nd of Bachiller were the English language followed by materials, new technologies, the grading system, the class environment, the number of students, the strategies used by teachers, the teacher-student relationship and their own interest in order of importance.

REASONS- QUALITATIVE: Q1-Q4

Eleven key themes were obtained from students' responses namely: methodology, materials, interest, utility, relatedness to reality, competence, participation, feedback-recognition, teacher- student relationship, class environment and large number of students.
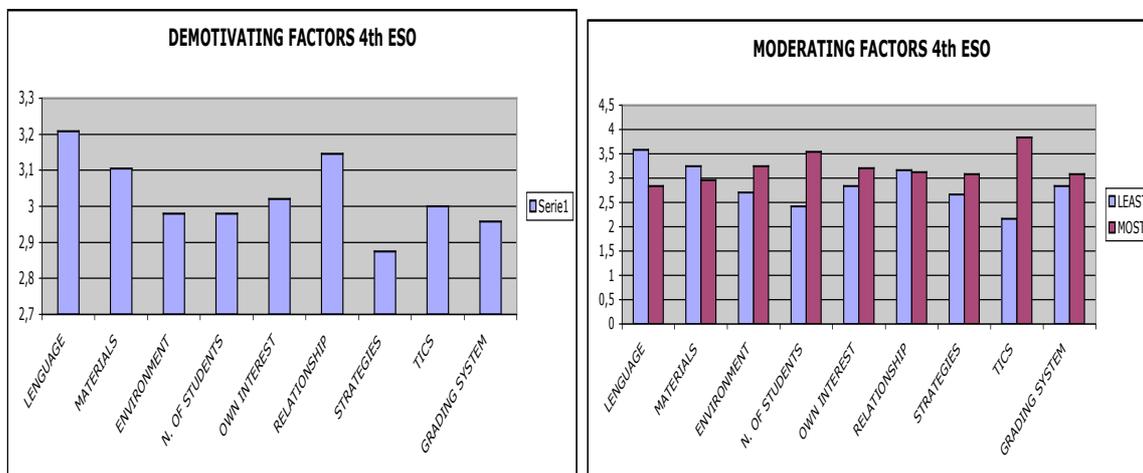
On the one hand, the reasons of those students who felt motivated were their interest towards the language followed by the view of English as useful for their future, their competence with the language and the class environment.

On the other hand, the majority of students who felt unmotivated highlighted the grammatically focused methodology used in class, the repetitive and boring content, the lack of relatedness to reality, the lack of both participation and communicative interaction, teacher- student relationship, the students' lack of interest and their poor communicative competence at the time of communicating in English.

Finally, those who felt neither motivated nor unmotivated stated that it all depended on the teacher. The fact that English could be useful for their lives did not translate into a higher motivation.

Students´ *suggestions* to increase their motivation included their requirement for a different teaching methodology and a communicative approach with a higher use of English in class. Further requirements were dynamic and real material different from the textbook and related to real English and culture. However, students also wanted lessons to be more focused on selectivity. Secondly, the importance of monitoring students' progress and the positive reinforcement of feedback appeared as important motivating factors among students as well as getting English language certificates and exchange programmes. Finally, a better student-student/teacher-student relationship seemed another motivating factor.

<div align="center">4th of ESO:</div>

Results showed that the main unmotivating factors stated by students of 2nd of Bachiller were the English language followed by materials, new technologies, the grading system, the class environment, the number of students, the strategies used by teachers, the teacher-student relationship and their own interest in order of importance.

REASONS- QUALITATIVE: Q1-Q4

Eleven key themes were obtained from students' responses namely: methodology, materials, interest, utility, relatedness to reality, competence, participation, feedback-recognition, teacher- student relationship, class environment and large number of students.

On the one hand, the reasons of those students who felt motivated were their interest towards the language followed by the view of English as useful for their future, their competence with the language and the class environment.

On the other hand, the majority of students who felt unmotivated highlighted the grammatically focused methodology used in class, the repetitive and boring content, the lack of relatedness to reality, the lack of both participation and communicative interaction, teacher- student relationship, the students' lack of interest and their poor communicative competence at the time of communicating in English.

Finally, those who felt neither motivated nor unmotivated stated that it all depended on the teacher. The fact that English could be useful for their lives did not translate into a higher motivation.

Students´ *suggestions* to increase their motivation included their requirement for a different teaching methodology and a communicative approach with a higher use of English in class. Further requirements were dynamic and real material different from the textbook and related to real English and culture. However, students also wanted lessons to be more focused on selectivity. Secondly, the importance of monitoring students' progress and the positive reinforcement of feedback appeared as important motivating factors among students as well as getting English language certificates and exchange programmes. Finally, a better student-student/teacher-student relationship seemed another motivating factor.

4th of ESO:

Results showed that the main unmotivating factors for these students in order of importance were also the English language, followed by the relationship between teacher-student, the materials, their own interest, the use of new technologies, the number of students in class, the class environment, the grading system and the strategies used by teachers respectively.

REASONS- QUALITATIVE: Q1-Q4

Thirteen key themes were obtained from students' responses: methodology, materials, interest, utility, relatedness to reality, competence, participation, feedback-recognition, clear message and aim, the difficulty of the subject, teacher- student relationship, class environment and large number of students.

On the one hand, the reasons for those students who felt motivated were their will to learn the language, the importance of the English language for their future, the class environment and, in one case, the visible learning improvement compared to the previous year.

On the other hand, the majority of students who felt unmotivated highlighted the grammatically focused methodology used in class, the repetitive and boring content, the lack of a clear message and aim, the difficulty of the subject, the lack of relatedness to reality, the students' lack of interest, the lack of participation and the communicative interaction and finally, the teacher- student relationship.

Finally, those who felt neither motivated nor unmotivated stated that it all depended on the day, the class and some of them did not care and just wanted to pass the subject.

Students´ *suggestions* of ways to increase their motivation included: the use of a different system and a communicative approach with a higher use of English in class, the introduction of communicative, stimulating, participating and interactive methodologies and the use of dynamic, real and interesting material through more examples different to those on the text book. Students wanted more use of a functional English to be able to communicate in other contexts. The importance of providing individual monitoring of students' progress and individual feedback also appeared as important for motivating students who found the language difficult and considered that the evaluating system did not correlate with the reality of their proficiency level. Exchange programmes were also required in this group. Finally, a better teacher-student relationship seemed a possible motivating factor.

3rd of ESO
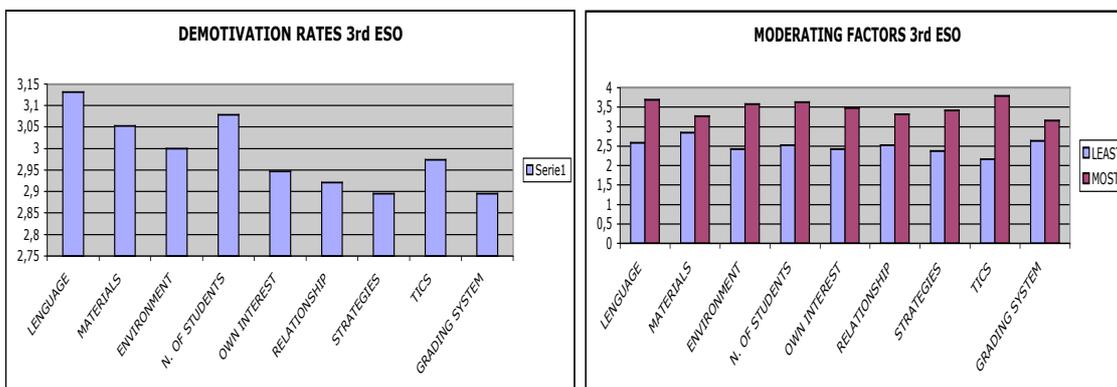
Results showed that the main unmotivating factor stated by students of 3rd of ESO was again the English language, and in this case followed by the number of students, the materials, the class environment, the new technologies,their own interest, the teacher-student relationship, the grading system and the strategies used by teachers respectively.

REASONS- QUALITATIVE: Q1-Q4

Twelve key themes were obtained from students' responses to the reason of their unmotivation: the methodology, the materials, their interest, the utility, their participation, the feedback-recognition, a clear message and aim, the difficulty of the subject, the teacher implication, the teacher- student relationship, the class environment and the large number of students in class.

On the one hand, the reasons for those students who felt motivated were their interest towards the language, the class environment, the importance of the English language for their future and the teacher-student relationship.

On the other hand, the majority of students who felt unmotivated blamed the grammatically focused methodology used in class, based on making exercises and correcting them, the repetitive and boring content, students' lack of interest, the difficulty of the subject, the lack of time for deeper explanations and the implication of the teacher.

There were no passive attitudes in this group.

Students required a communicative approach with a higher use of the English language in class and more work on pronunciation, listening and fluency. Students also wanted more communicative, stimulating, participating, less strict and interactive methodologies and the use of dynamic, real, cultural and interesting material different from that of the textbook. In one case, a student stated that he would like a reward/punishment system, which graded both the work done and the attitude in class. In terms of monitoring and feedback, attention to those with a lower level ¨who may need it the most¨ was suggested at the same time as a grading system based on progress rather than on level exclusively. Exchange programmes were also required by this group.

Discussion

This study has revealed that unmotivation is very present in the Spanish Secondary School context and that both EFL students and teachers are aware of unmotivating and limiting factors that may influence the teaching and learning processes. This paper will discuss how teachers and students feel about the lack of motivation. Therefore, answering the research questions, the paper will give a description of unmotivating factors and the suggestions provided to improve motivation by both groups relating them to pedagogical implications.

Responsibility and perception of motivation

On the one hand, it was observed that the majority of both EFL teachers and other subjects' teachers understand motivation as something intrinsic and that students seemed to be the first factor contributing to self-motivation followed by teachers, family, groups of friends, centre and institutions. These findings answered our first research question as both groups had similar feelings about factors that unmotivated students. Moreover, findings supported the view given by previous literature which stated that motivation was something dynamic, "changeable" and that intrinsic motivation (in this case students') can be enhanced by other social groups that extrinsically take part on the Educative System (Brown, 1994; Eslami, 2008; Chen, 2007). Therefore, this could be interpreted in the way that personal closeness, those who had a direct and daily contact with students, seemed to influence students' motivation more than those external bodies which may influence more in an indirect way.

On the other hand, differences were encountered between EFL teachers and other teachers. For example, according to other subjects' teachers, the family seemed to be more responsible for motivation than for EFL teachers. Moreover, EFL teachers rated themselves as feeling more responsible than other teachers. One reason for this view could be that in general, parents' proficiency in the language may be lower than their proficiency in other subjects such as Maths, Social Sciences and so on, and consequently families may help students more on other subjects and so contribute more to motivation whereas English teachers have to deal with the subject on their own without parental support.

Strategies:

Although EFL teachers seemed to feel more responsible than other subjects' teachers for motivating students, they also considered themselves less influential. According to the strategies used by both groups, there was a major tendency for a combined use of person oriented-integrative (Dörnyei, 1994) and material oriented-instrumental methodologies. Those who felt more influential seemed to consider themselves as a model and showed their ability to transmit both knowledge and energy directly to students through task presentations and informational feedback. On the other hand, those who felt less influential commented on factors related to Dörnyei´s lack of affiliative drive in which students do not open themselves and seem unapproachable and distant for teachers. This group showed a tendency for a more material oriented attitude. It seemed that when teachers felt influential, they tended to have the capability to act using all possible strategies through instrumental and integrative methods. On the contrary, when teachers did not feel very influential, they tended to hold on instrumentality using reward and punishment strategies rather than integrative methodologies (Dörnyei, 1994).

Limiting factors for EFL and other teachers:

This study found similar external and internal factors to those of Sakui and Cowei (2011). These factors were based on students´ characteristics, the institutions, the teacher and

students´ relationship, the materials, the methodologies and finally society. This last factor did not appear in Sakui and Cowie's findings (2011). Both groups of EFL and other subjects´teachers seemed to agree with the fact that students´ characteristics limited teachers at the time of motivating them. Another interesting factor encountered was the social pressure which both EFL and teachers of Music and Religion mentioned. Again, the social pressure within these subjects could resemble the rapid change of ideologies and trends that members of a community developed and how these interacted with the demands of certain economic, cultural and political aspects, whereas the contents of subjects such as Science, Maths, Technical Drawing and Spanish Language seemed to be more static from a sociological perspective. For example, according to demands of the European Reference Framework, Spanish schools should deal with new Communicative and Competencial Teaching Approaches, which in reality require time and a bigger effort in order to change teachers´ mentality and instructional strategies.

Limiting factors: EFL teachers vs students:

In relation to the second research question, this study has revealed that students´ beliefs towards unmotivating factors did not correspond to those of the teachers in terms of priority. That is, students seemed to find more unmotivating factors than teachers and contrary to teachers, students gave priority to other factors. Although students agreed with teachers on the fact that materials and the language were some of the most unmotivating factors, they seemed to give importance to the methodologies used, the task presentation, relatedness to reality, the teacher and student relationship, feedback, recognition, the class environment, the participation and the communicative interaction. According to Sakui and Cowie (2011), teachers felt less influential on motivating students due to the fact that the limiting factors considered by teachers such as students´ attitudes and personality and institutional components were external to them. However, according to Dörnyei ´s model (1994), Sakui & Cowie (2011) suggested that considering their limitations, teachers could try to improve at least internal factors. Therefore, supported by previous literature, this study could give some hope to teachers as it has shown that the most important unmotivating factors described by students are internal to teachers and to the classroom's dynamic. Thus, teaching and learning could be improved and modified considering students´ needs and the three levels of motivation, Language Level, Learner Level and Learning Situation Level proposed by Dörnyei (1994).

Students´ suggestions and Dörnyei´s Model:

This paper has taken Dörnyei´s model as a main point of reference for EFL teachers. However, although teachers to some extent already covered the majority of the aspects suggested by students, it seemed that a higher implementation of such elements could improve students´ motivation. The findings that answered our third research question confirmed that students´ needs and suggestions did not seem to go far from Dörnyei ´s suggestions (1994) . Firstly, it was observed that students were critical and conscious about their needs towards EFL learning, as most of their responses were explained in relation to their personal and professional development due to their awareness about their real proficiency level and to the utility of the English language for their future.

For example, students´ suggestions corresponded to Dörnyei´s suggestions in terms of the three levels:

On the language level, students suggested a Communicative Approach, which in their opinion, could improve their linguistic competence. Students asked for more interactive and dynamic ways of presenting the language through the implementation of stimuli such as relevant music, TV recordings corresponding to Dörnyei´s Sociocultural components. They also required a higher cultural awareness and to promote student contact with L2 speakers through exchange programmes for all levels.

At the Learner Level, students considered that they should be given more favourable activities and confidence-building tasks, teaching them communicative strategies to promote their self-efficacy, and avoiding hyper- critical and punitive treatment so as to decrease what Dörnyei termed ¨student anxiety ¨.

At the Learning Situation Level, students responses corresponded to the Course Specific Components in aspects such as the attractiveness of the content, the introduction of novel and unexpected events, the relevance of meaningful content to suit students´ interests and the introduction of challenging tasks after preparing students to cope with them.

In terms of the Teacher Specific motivational components, students agreed with the fact that the teacher needed to be more of a facilitator than an authority figure in order to promote autonomy. For example, students´ seemed to ask for more autonomy, to be treated as adults, more use of new technologies and individual monitoring at the time of completing tasks. Therefore, this scope weakened the Traditional Teaching Approach of giving lectures, in which teachers´ input is higher than that of students and which is accompanied by a hierarchical system of communication. However, difficulties may exist for combining autonomous learning and individual monitoring as, in the real Secondary School context, this may not be as easy as it seems due to the lack of teaching hours.

On another note, this system should proceed with the use of new technologies for which both teachers and students need to be familiar with. This view gives weight to Pu ´s study (2010) which stresses the importance of autonomous learning and Computer Assisted Language Learning as an effective way of motivating students.

Furthermore, related to the group specific components, students also mentioned Dörnyei´s suggestion on promoting the development of group cohesion and to enhance inter-member and group relationships through cooperative learning techniques.

Pedagogical Implications:

It could be said that this study may widen the perspective of how unmotivation is perceived not only among teachers of Secondary School but also among students. The results have provided a wider scope about the factors that appear to be unmotivating and the limitations encountered in a part of the Educative System. For that, there are some points mainly related to communication which should be considered for improving the aspects mentioned throughout the paper.

Firstly, the ¨Ego Saving Mechanism¨, which is the tendency to attribute educational failure to external factors and success to internal ones (Williams, Burden & Al- Baharna, 2001), has been observed among both teachers and students. This may imply a need for a clearer communication between both teachers and students. For example, it seemed that some of students´ requirements did not match the reality that teachers experience. The impression that the outcomes have given is that students and teachers belong to different areas of the system and have different aims. Therefore, it could be beneficial to give students´ a realistic explanation about how the system works in order to implicate them as active rather than passive members of the system. In this way, students´ requirements could correspond more realistically to what teachers and the system can offer throughout the course.

According to this, in order to be able to improve all aspects of the learning process, teachers should not only take into account their beliefs but they should also take into account students´ opinions and consider their needs periodically. This could be implemented by collaborative meetings and evaluations of the strengths and weaknesses of each group. This could be a positive stimuli in order to improve students´ feelings of autonomy, responsibility, self-efficacy, realisation, teachers-student relationship and group cohesion.

Furthermore, it is unavoidable to mention that the concept of language has changed in recent years and that teaching methodologies are also facing a need for modification. It appears to be that the grading system and the skills covered to successfully accomplish a passing grade differ from the real social and communicative demands of the outside world. For example, in the Spanish context, the grading system seems to give priority to written productive and receptive skills and specific areas of the language such as comprehension, writing, vocabulary and grammar whereas the oral skills seemed not to be covered with the same intensity. This dissonance seems to be one of the main factors which affects directly students´ and teachers´ beliefs and attitudes. On the one hand, teachers need to accomplish the Curriculum's requirements in a short period of time in order to help students to progress through the Educative System, sometimes having to choose some aspects of the language (coincidentally the ones that enhance communication), and leaving others on the side. On the other hand, students seem to demand another type of language in relation to their personal needs such as travelling and being able to communicate.

In relation to this, out of the specific classroom context, institutions seem to have an important role and responsibility in order to influence and manage a coherent model embracing social demands, the requirements of the Common European Framework of Reference for Languages and the real feasibility of Schools. Therefore, it is suggested that the vision about language learning should be something that should appeal to institutions.

Limitations

Firstly, the Spanish Educative System conveys different school structures such as semi-private, private and state schools where EFL teaching methods and levels of proficiency vary depending on the centre. This study was carried out in a specific context with participants belonging to the same school (having been instructed by the same teachers during the whole Lower Secondary stage). Therefore, the results obtained in this research could be too specific to the context and the methodologies used in this school; and, thus, not generalizable to different contexts and populations.

Although teachers´ beliefs about limiting factors for motivation such as students´ attitudes, the institutions and the importanceof the teacher-student relationship appear to be similar to those of the study carried out by Sakui & Cowie (2011) in Japan. Consequently, research should be carried out to investigate and to collect views from different school profiles in which the English proficiency level and the methodologies are different to those of this study such as CLIL (Content and Language Integrated System).

Secondly, another limitation was that some opinions were about specific teachers. Although students were asked to think in general when giving their answers, it was unavoidable to receive opinions about specific teachers. These comments were not taken into account at the time of analysing the data as they lacked ethical background and were irrelevant to the aim of the study. However, further research should consider this aspect at the time of instructing participants. Moreover, the setting of the research was the classroom and it could be argued that without the time constraint and the physical presence of the teacher and the researcher, students may have felt less pressured. A question is left open for further research on whether the outcomes would be different according to the privateness of the setting where the research is carried out.

Finally, this paper has also tried to provide a slight analysis about the perceptions of other subjects´ teachers. Thus, further research would be interesting to analyse and compare the beliefs towards unmotivation between teachers and students of other subjects and languages, in the Secondary School context, including other geographical national and international locations.

Conclusion

Research about motivation and unmotivation in EFL contexts is unbalanced as the first concept more studied than the second. Although studies about the lack of motivation consider it as important as motivation for different subjects, research on unmotivation in EFL does not seem to be so extended. Hence, the aim of this study was to observe and compare beliefs towards the lack of motivation among EFL teachers, other subjects´ teachers and EFL students in order to detect factors that may have an influence on the lack of motivation and to be able to relate these factors to pedagogical implications.

The study was conducted in a Spanish Secondary School with the participation of 80 students and 23 EFL and other subjects´ teachers. The study showed motivational responsibility rates related to the Educative and the Social System according to teachers beliefs. The outcomes of this study showed similarities and differences between EFL and other teachers and students beliefs about the factors influencing lack of motivation.

Thereafter, results of students´ suggestions confirmed these of previous literature and were related to Dörnyei´s Model of Motivational Components (1994) providing pedagogical implications for further EFL instructions in the School context.

At the Language Level, students responses stressed the importance of the Communicative Approach with more use of dynamic strategies, interactive materials and contact with the real context of the language. At the Learner Level, students stated the importance of more favourable confidence- building tasks such as learning communicative strategies through a

positive reinforcement. Finally, at the Learning Situation Level, students responses suggested that the content should be more attractive, novel, relevant to their own interests and challenging. Most students also agreed with the fact that learners autonomy and a more individualised monitoring could improve their motivation.

Finally, the present study found that teachers´ capabilities and students´needs did not match in some aspects. Thus, the study addressed three main areas related to the lack of communication between teachers and students, the use of EFL teaching methodologies and the role of institutions as an influential factor for improving language learning in school contexts which should be reconsidered for improving motivation in EFL.

Acknowledgments:

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