

## Demotivating Factors Affecting Reading Comprehension among Iranian EFL Students

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### Abstract

Recognizing and removing barriers can have a marked effect on motivation and attention to learning in general and EFL learning in particular. Demotivating factors are essential factors which negatively influence the learner's attitudes and behaviors and hence lead to undesired learning outcomes. In the present study an attempt was made to determine the demotives affecting EFL learning in Iranian universities and also to distinguish the motivated and demotivated EFL learners in terms of their reading comprehension as the major focus of this study. 100 Iranian EFL university students were investigated using two questionnaires including 1. A modified version of The Motivation for Reading Questionnaire (MRQ) originally developed by Guthrie, T. J and Wigfield, A. (1997) to determine the amount of motivation for reading possessed by the subjects and 2. A modified version of Stuart D. Warrington's (2005) questionnaire to determine the demotivating factors from the student's point of view. In the following a TOEFL reading test was administered. The results revealed that there was a positive correlation between student's reading score and their level of motivation for reading as measured by MRQ that is the more motivated the students were the higher their reading scores were. Furthermore, factors such as improper method of English teaching during high school, compulsory nature of English in high school and university curriculum, lack of focus on oral skills and lack of use of English in student's real life were found to be the essential demotivating factors among Iranian students.