



A SCALE OF TURKISH PREPARATORY SCHOOL
UNIVERSITY STUDENTS' DEMOTIVATIONAL
FACTORS TOWARDS LEARNING ENGLISH

Yüksek Lisans Tezi

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MA THESIS

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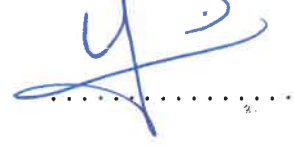
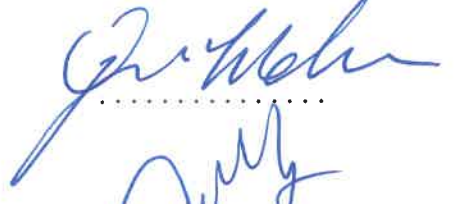


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JÜRİ VE ENSTİTÜ ONAYI
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Özge AYGÜN'ün "Hazırlık Sınıfında Okuyan Türk Öğrencilerin İngilizce Öğrenme Motivasyonlarını Azaltan Unsurlar Ölçeği" başlıklı tezi 23.05.2017 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ABSTRACT

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The present study aims to develop and validate a survey instrument to measure university preparatory school students' demotivation levels as well as investigating the sources of demotivation. In accordance with measuring students' demotivational level, the items of this survey are developed based on a review of literature on student motivation/demotivation and the content analysis of compositions written by students learning English at a preparatory school. 32 items are included in the survey titled '*A Scale of Turkish Preparatory School University Students' Demotivational Factors Towards Learning English*', which was administered to 206 university preparatory school students in Eskişehir, Turkey. The data were submitted to the internal consistency analysis to determine reliability of the instrument and confirmatory factor analysis to validate the scale. The results showed the construct of preparatory school students' demotivation is multi-dimensional with four factors including personal reasons, past experiences, features of preparatory school program and the form of instruction. After the validation procedures, the data were collected online from 1105 students in various preparatory school programs in Turkey. The findings yielded that proficiency level had a significant effect on students' demotivational levels, and also a significant relationship was found between university type and demotivation deriving from past experiences and features of preparatory school program. As a result, by considering the overall findings of the current study, it might be suggested that

awareness of demotivating factors and sources of demotivation need to be raised for the language learners as well as their teachers and program developers.

Keywords: Motivation, Demotivation, Sources of demotivation, Demotivating factors, Scale validation.



ÖZET

HAZIRLIK SINIFINDA OKUYAN TÜRK ÖĞRENCİLERİN İNGİLİZCE ÖĞRENME MOTİVASYONLARINI AZALTAN UNSURLAR ÖLÇEĞİ

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Bu çalışma, hazırlık sınıfında okuyan öğrencilerin İngilizce öğrenmeye karşı motivasyonlarını olumsuz yönde etkileyen kaynakları bulmanın yanı sıra, motivasyondaki azalma derecesini ölçen bir ölçek geliştirme ve doğrulama amaçındadır. Öğrencilerin motivasyonlarındaki azalmayı ölçme doğrultusunda, bu ölçeğin maddeleri motivasyon/motivasyonda azalma ile ilgili literatürün taranmasına ve bir hazırlık okulunda okuyan öğrencilerin yazdıkları kompozisyonların içerik analizinin yapılmasına bağlı olarak geliştirilmiştir. Eskişehir, Türkiye’de 206 hazırlık sınıfı öğrencisine uygulanan ‘*Hazırlık Sınıfında Okuyan Türk Öğrencilerin İngilizce Öğrenmede Motivasyonlarını Azaltan Unsurlar Ölçeği*’ adlı çalışmada 32 madde vardır. Toplanan verilere ölçeğin güvenirliği için iç tutarlık analizi ve ölçeğin geçerliği için doğrulayıcı faktör analizi yapılmıştır. Sonuçlar, hazırlık sınıfında okuyan öğrencilerin motivasyonlarındaki azalma ölçeğinin yapısının, kişisel sebepler, geçmiş deneyimler, hazırlık programının özellikleri ve derslerin işleniş biçimi olarak dört boyuttan oluştuğunu göstermiştir. Ölçeğin doğrulama sürecinin ardından, Türkiye’de farklı hazırlık okullarında okumakta olan 1105 öğrenciden çevrimiçi olmak suretiyle veri toplanmıştır. Bulgular, dil yeterliği düzeyinin öğrencilerin motivasyonlarındaki azalma seviyesi üzerinde önemli bir etkisinin olduğunu, ve aynı zamanda üniversite türü ile geçmiş deneyimler ve hazırlık okulu programı kaynaklı motivasyondaki azalma arasında önemli bir ilişki bulunmuştur. Sonuç olarak, bu çalışmanın tüm bulgularına bakılarak, dil öğrenme sürecine kolaylık getirmek adına, motivasyonu azaltan sebepler

ve bunların kaynakları hakkında dil öğrenen öğrenciler için olduğu kadar onların öğretmenleri ve program geliştiriciler için farkındalık yaratmak gerektiği önerilebilir.

Anahtar Sözcükler: Motivasyon, Motivasyonda azalma, Motivasyon azalmasının kaynakları, Motivasyonu azaltan sebepler, Ölçeği doğrulama.



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Özge AYGÜN
Eskişehir 2017



*To my beloved father,
Abdullah AYGÜN*

03/05/2017

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalardan bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilemeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.



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CHAPTER 1

INTRODUCTION

“When educating the minds of our youth, we must not forget to educate their hearts.”

Dalai Lama

This chapter presents the background to the study with a brief overview of English language teaching in preparatory classes at universities in Turkey. It also describes the setting, purpose, research questions, significance and limitations of the study as well as definitions of the key terms.

1.1. Background to the Study

Teacher, students and the interaction between them are the main components of any classroom context. In order to better students' language learning, affect-related factors have gained great importance in the last decades. These factors are considered to be the indispensable parts of learning process. Taking that into consideration, *affect*, aspects of emotional well-being are vital for language learning. “Stimulating the different positive emotional factors, such as self-esteem, empathy or motivation can greatly facilitate the language learning process” (Arnold, 1999:2). Rather than focusing on only negative emotional factors such as anxiety, fear and stress, developing the positive ones should also be placed in forefront.

It would be ideal to bring together mind and emotions in language learning as the cognitive part of learning is not contrary to the affective or emotional part. Neither part can be overlooked. As Goleman (1995:14) states as a solution to the problem of ignoring the emotional factors is “a new vision of what schools can do to educate the whole student, bringing together mind and heart in the classroom.” Otherwise, the only

purpose of learning would be to understand the content, which results in ‘emotional illiteracy’. However, when the needs of the learners for the future and those of the society are concerned, as Stevick (1998:166) asserts “language teaching should have a concern for ‘deeper aims’ for ‘pursuing new life goals’, not just for reaching certain language goals”.

Language learning can only be strengthened providing that the aspects of the affective domain are incorporated with those of the cognitive one. In other words, the key to develop language learning underlies this integration. If the affective side of language learning is not taken into account, it turns out to be impossible to create a comforting atmosphere, which would result in negative emotional factors such as anxiety and fear for students.

As well as other positive emotional factors, the concept of motivation needs to be approached as a practical classroom issue to create a more learner-centred and anxiety-free classroom atmosphere. This concept is of great significance in language teaching and learning, and has been “the key to understand the reasons for actions that people perform, the amount of effort they put into their actions, and the ‘will’ that people have to persist in certain activities” (Dörnyei, 2001a). Hence, it has been a popular issue that inspires researchers and practitioners since 1990s. This concept answers a great many questions concerning teaching and learning processes.

In a foreign language classroom setting, motivation is believed to be playing a remarkable role, and there is a close relationship between students’ motivation and their language proficiency and study skills. Even if a learning environment has been designed in an ideal way, students will most probably be unsuccessful as they lack in terms of motivation. In that case, the whole teaching can be a waste of time. Students with adequate motivation will probably succeed in learning, thus motivation may be regarded as an indicator of achievement (Dörnyei & Csizer, 1998; Gardner & Lambert, 1972, cited in Ushioda, 1996a; Tremblay & Gardner, 1995; Skehan, 1989; Gass & Selinker, 2008). In other words, students whose motivational levels are high will likely have better performances and language outcomes than the ones with low levels of motivation in the same learning context. Hence, motivation can be seen as an influential basis for success.

Motivation is a broad concept which has a lot of definitions by various researchers. One of those is motivation as “the choices people make as to what

experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect” (Keller, 1983; as cited in Crookes and Schmidt, 1991:389). Thus, it could be maintained that motivation is a goal-directed behavior, and the low level of motivation to learn English can be attributed to the lack of goals for learning. Students might be doubtful whether English is and will be useful for them in the future. In that case, teachers first need to appreciate the role of motivation in learning, and activate the motivational constituents in students.

The concept of motivation is a broad term which has its origins in four general approaches: behavioral, humanistic, cognitive and sociocultural (Woolfolk, 2005):

Table 1.1. *Four Views of Motivation*

	Behavioral	Humanistic	Cognitive	Sociocultural
Source of Motivation	Extrinsic	Intrinsic	Intrinsic	Intrinsic
Important Influences	Reinforcers, rewards, incentives, and punishers	Need for self-esteem, self-fulfillment, and self-determination	Beliefs, attributions for success and failure, expectations	Engaged participation in learning communities; maintaining identity through participation in activities of group
Key Theorists	Skinner	Maslow Deci	Weiner Graham	Lave Wenger

As summarized in the above table, behavioral theory emphasizes extrinsic motivation based on rewards, incentives, reinforcement and punishment. Humanistic approach highlights the intrinsic motivation caused by the need for individual development. Cognitive one indicates the individual’s pursuit of competence, and the effects of attributions and interpretations on learning. Lastly, sociocultural view promotes engaged participation and social identity.

As well as lacking goals for learning, each student’s source of motivation to reach a goal might differ. For instance, a student may want to learn English to please his / her parents while the other one might learn it in order to obtain a successful career in the future. In order to answer the questions such as “*How can students be more*

motivated?” and “*How much is known about motivation?*”, one needs to understand the types and the sources of motivation. According to Gardner and Lambert (1972), there are two kinds of motivation: *integrative* and *instrumental*. Learners with integrative motivation are often interested in the culture and people of the target language community; though, the ones with instrumental motivation are mostly interested in pragmatic benefits of learning the target language such as career purposes and higher salary.

Williams and Burden (1997) introduce two types of motivation: *internal* and *external*. The former is related to personal factors in which the individual is emphasized whereas the latter is related to the external factors such as teacher, parents, peers or other people. These two types of motivation can be alleged as interactive. In that, external factors might have an impact on internal ones.

English is an internationally spoken language, and it has been of great significance in Turkey, as well. Most of the university majors require at least two semesters of compulsory English preparatory classes; in that, learning English is a prerequisite for a vast number of university students in order to be able receive education in their own fields or departments. In that case, efficient learning and teaching of English is of vital importance at university level. In order to promote efficient learning, it is crucial for teachers to fortify student motivation along with serving students’ needs, interests and expectations.

High level of motivation is believed to be directly related to effective learning, namely language proficiency in ELT settings. High motivation and engagement in learning have consistently been linked to increased levels of student success (Blank, 1997; Dev, 1997; Kushman et al., 2000; Woods, 1995). Here both teachers and students have certain roles to increase and maintain motivation. Teachers, first of all, should recognize the significance of student motivation, and then do their best to adapt their teaching to a more student-centered form.

As motivation is attributed to high level of success in English, there is another concept, *demotivation* which points to lack of motivation that could account for low level of achievement. Demotivating factors hinder learning and “lead to unsuccessful mastery of English proficiency” (Hu, 2011:88).

Although there are great many studies on student motivation in foreign language learning, demotivation has long been ignored. Not only motivation, but also

demotivation could explicate many problems students experience in the process of learning English. Therefore, the significance of demotivation and demotivating factors and their role in learning English also need to be equally highlighted.

Demotivating factors or demotives are considered to be the “negative counterparts of motives” (Yan, 2009:109). As Dörnyei (2001) states, demotivating factors are certain external elements that affect the learners’ motivation of learning a language in a negative way, and this might exterminate their enthusiasm for participating in language learning activities over the long term.

It is also essential to recognize the difference between demotivation and amotivation. Deci and Ryan (1985) define amotivation as the absence of motivation; however, demotivation points out “external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dörnyei, 2001:143). In other words, rather than the nonentity of motivation, demotivation refers to either temporal or permanent diminution in motivation due to certain factors.

Bearing this in mind, the present study aims to develop a scale to investigate the underlying sources of demotivation that Turkish preparatory school students have while learning English. Thus, being aware of the demotivating factors among Turkish preparatory school students will help teachers improve students’ proficiency in English.

The two-semester compulsory preparatory school program aims to provide students whose English proficiency level is below with basic language skills in order to enable them to pursue their undergraduate studies at their departments. So as to accomplish this specific goal, preparatory school program lasts for two semesters laying emphasis on receptive (reading & listening) and productive (speaking & writing) skills.

The development of a scale to determine Turkish students’ demotivating factors is of vital significance within the scope of this study since the sources of demotivation might differ from one culture to another.

The scale in question seeks to consider only Turkish students who are learning English at various preparatory schools in Turkey. Owing to the fact that this scale will be culture-specific or context-specific, the findings of the current research can be to the utmost generalized to a higher population in Turkey, which makes this study a distinctive one.

Due to the fact that the scales administered up to today are mostly on student motivation and there is a scarcity of research especially on demotivation in Turkey, a

novel scale needs to be developed exclusive to Turkish preparatory school students learning English. In other words, the items on other scales might contain culture-specific statements, and/or students' reasons to be motivated/demotivated might differ from one culture to another. For instance, students in other countries might have more chances to be exposed to the target language and to its community depending on the location and political reasons. In that case, it would not be possible to affirm that their findings are generalizable to Turkish educational contexts. Thus, it is essential to develop a scale to determine Turkish students' demotivating factors upon learning English and to conduct this research.

Depending on the report "The State of English in Higher Education in Turkey" by British Council and TEPAV (2015), English proficiency levels of Turkish students are far below compared to those of other countries. This report emphasizes the reasons accounting for this situation. According to this report, poor motivation at the beginning of university is one of the factors that underlie low achievement in English. It is uttered that students see the preparatory school as a "holiday year" due to the fact that they had a busy pace in their last year at high school owing to the preparations for university entrance exams. Also, students fail to notice the close connection of English to their undergraduate studies and careers in the future. The problem with the classes is that the curriculum is not directly relevant to students' academic careers. Consequently, it is apparent that students' lack of motivation is a key component restraining their progress. 350 teachers and 4320 students participated in this fieldwork, and based on their responses, factors affecting progress in English were: (1) poor motivation, (2) lack of interest in English, (3) inadequate practice in speaking / listening, (4) large classes, (5) late start in learning English, (6) few chances to meet native speakers, (7) unsuitable materials, (8) not enough time for study, (9) unsuitable teaching, and (10) poor resources for learning.

In consideration of this report, there are some sources of lack of motivation or demotivation among Turkish university students, and this side of learning cannot be overpassed. Although this study was a quite comprehensive one, in the current study different sources of demotivation might be identified concerning the students only in preparatory school programs in Turkey. Therefore, the present study starts on the basis of analyses of student compositions regarding their views of demotivating factors towards learning English. Likewise, Oxford (1998) conducted a longitudinal study on

student demotivation, and analyzed essays written by 250 American students in high schools and universities about their learning experiences over a period of five years. According to the findings of the study, four demotivating factors were characterized:

(1) the teacher's personal relationship with the students, (2) the teacher's attitude towards the course or the material, (3) style conflicts between teachers and students, and (4) the characteristics of the classroom activities.

Bekleyen (2011) also carried out a study to examine the demotivating factors that affect university students learning English as a foreign language. The subjects of the study were freshman students from three different majors (Mechanical Engineering, Electronics, and Medicine) at a state university in Turkey. The researcher prepared a questionnaire to collect data, and the items were parallel with the nine demotivating factors determined by Dörnyei (1998). In addition to this part of the questionnaire with four-point Likert-type, there was an open-ended question asking about the other factors that demotivated students. The data were analyzed considering eight demotivating factors listed in Dörnyei's study (1998) as one of the factors was not applicable to the study because the participants did not learn another foreign language. According to the results, students needed to be provided with a reason to learn English. Also, when the lessons were based on a single coursebook alone, this might have been demotivating for students since they found them boring. The final point to be emphasized is that some students mentioned their language education in primary school and high school as demotivating, which supports the lack of motivation among students when they even first attended the preparatory school program.

With respect to students' lack of motivation, the presence of the different sources of demotivation depending on the context, inadequate number of studies on student demotivation carried out in preparatory school programs in Turkey, and low level of English proficiency among Turkish preparatory school students, it will be of great use to conduct this context-specific study.

1.2. Objectives of the Study

The concept of motivation has been regarded as an influential issue in education, and also in language learning. However, lack of studies conducted in the context of university preparatory schools in Turkey arouses an interest in conducting this recent study on the dark side of motivation that is demotivation. The objective of the present

study is to explore the demotivating factors inherent in Turkish students learning English at university level, and in what ways demotivation can be measured by developing and validating a survey instrument. In the process of measuring demotivational level, this study attempts to answer the question of “*What demotivates students?*” It is quite important to answer this question and measure students’ level of demotivation as high level of motivation is attributed to successful learning and better proficiency in the target language.

Although there are a number of scales in the world developed in order to measure students’ motivational levels, this instrument will be a particular one. The current study is solely restricted to the university preparatory school context in Turkey, in that it is context-specific, what makes it a particular one. All students are taught in preparatory school programs with the expectation of being able to go to their departments. Hence, the findings of this study might not be generalizable to all students learning English around the world. However, those findings can be an incentive towards carrying out more studies in different contexts as well as contributing a lot to Turkish context at university level.

1.3. Statement of the Research Questions

This particular study deals with the subsequent research questions in an effort to discover demotivating factors for students learning English in preparatory school programs in Turkey, and to specify how demotivation can be measured:

1. What are the prominent demotivating factors inherent in Turkish university preparatory school students towards learning English?
2. How do preparatory school students’ demotivational levels differ according to proficiency level?
3. How do preparatory school students’ demotivational levels differ according to faculty that they will study in?
4. How do preparatory school students’ demotivational levels differ according to their high school type?
5. How do preparatory school students’ demotivational levels differ according to their university type?

1.4. Significance of the Study

The current study is important as it handles one of the components affecting learning English as a foreign language. Though there are a number of studies carried out on learner motivation, this study focuses on preparatory school students at universities in Turkish context. Therefore, this study is of vital significance as it deals with a specific context. Moreover, the focal point of the current study is the demotivating factors inherent in students. Although there have been a plenty of studies on the factors that motivate students while learning English, an inadequate number of studies have been conducted to explore the demotivating factors from the viewpoint of students.

It is necessary to identify the types of motivation inherent in students attending university preparatory schools to facilitate and support learning processes, and to be able to achieve higher levels of English proficiency. “Motivation is extremely important for L2 learning, and it is crucial to understand what our students’ motivations are” (Oxford and Shearin, 1994:12).

Motivation is mostly viewed as a sign of students’ progress in language learning. It is one of the decisive factors that can determine students’ achievement in a second or foreign language (Dörnyei, 1994a). In that case, it is essential to explore the demotivating factors, as well, to make an effort to obviate them, and to foster motivation in students.

Students are at the heart of teaching and learning processes, so the awareness of individual variables related to students like demotivation might help teachers raise the quality of English language learning.

As a result of identifying the sources of demotivation and its level, language achievement can be advanced. Also, the reasons of lack of achievement can be found out. The findings of this study are expected to be helpful for program development as well as boosting achievement in English. Furthermore, the factors that affect student motivation, and that result in student demotivation can help teachers plan an effective language learning process, guide them during devising their syllabuses, and help them raise awareness of the importance of learner motivation.

In light of the importance of conducting research on student demotivation with an instrument depending on a valid theoretical conceptualization, and by the fact that no scale seems to assess student demotivation in specifically Turkish university context, this scale has been developed and validated as a culturally diverse one.

1.5. Limitations of the Study

This study is restricted to the period of spring semester in 2015 – 2016, so the demotivating factors for students might be different from those of the previous and following years. That is, group dynamics can differ from one year to another, and these interpersonal processes taking place in groups might affect individual factors like demotivation.

Another limitation is the method of data collection. Collected data are refined to students' responses to a five-point Likert-scale. Students were asked to fill in the questionnaire with their demographic information, and given the same items, they were expected to mark on the scale from Totally Agree (5) to Certainly Disagree (1). Although demotivation is an individual variable, this procedure might seem to be avoiding this feature. Moreover, the items on this scale were developed by the researcher herself, so these are limited to only the researcher's and students' perceptions of motivation/demotivation as well as an overview of related literature.

The final limitation is the participants in this study are not from all regions of Turkey. Majority of responses are from universities mainly in Central Anatolia. There might be certain contextual differences in different regions of Turkey in terms of sources of demotivation.

In spite of the limitations stated above, this study is still expected to reveal a lot of useful insights considering student demotivation. As well as helping foreign language teachers gain lots of knowledge on student demotivation, this study will enable them to make proper decisions upon planning their syllabuses and teaching processes.

1.6. Definitions of the Key Terms

Affect: “aspects of emotion, feeling, mood, or attitude which condition behavior” (Arnold and Brown, 1999:1).

Motivation: “a key feature to understand the reasons for actions that people perform, the amount of effort they put into their actions, and the ‘will’ that people have to persist in certain activities” (Dörnyei, 2001a).

Demotivation: “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dörnyei, 2005:143).

Amotivation: “the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual’s experiencing feelings of incompetence and helplessness when faced with the activity” (Deci and Ryan, 1985; as cited in Dörnyei, 2001a:144).

Demotivated learner: “makes no effort to learn; shows no interest; demonstrates poor concentration; produces little or no homework; fails to bring, or claims to have lost, materials; lacks a belief in own capabilities; demonstrates lethargy, 'what's the use?' syndrome, and gives negative or nil response to praise; is unwilling to cooperate, distracts other students, throws things, shouts out” (Chambers, 1993).



CHAPTER 2

LITERATURE REVIEW

This chapter presents the background information regarding the definitions of motivation, different approaches to motivation, motivation theories on foreign language learning, types of motivation, and the role of motivation on foreign language learning. It also includes various studies conducted on student motivation/demotivation and reasons of students' learning English in Turkey.

2.1. What Is Motivation?

The concept of motivation has played a central role in a number of studies carried out so far, and it is still being researched today. This affect-related factor has become more of an issue in the recent years, and it is considered to be a crucial component in language learning process. It is also claimed to be of great significance in facilitating and enhancing students' language learning process. Therefore, as stated by Dörnyei (2000), motivation is the key factor in learning achievement, and teacher skills in motivating learners should be seen as central to teaching effectiveness.

As in other fields, in higher education, motivation of the learner is particularly important. Students could have some inner barriers hindering their learning, so it is needed to develop certain motivational strategies to get over this problem. Thus, they can become more motivated language learners, and this would enable a much more efficient learning process.

The term 'motivation' has been investigated by numerous researchers so far and it is still being searched. In addition, a variety of definitions of motivation are present in the literature. In general terms, it is defined as "an internal state that arouses, directs, and maintains behavior" (Woolfolk, 1998:372).

According to Dörnyei (1998:117), motivation has been broadly accepted by both teachers and researchers as "one of the fundamental factors that have certain impacts on the rate and success of language learning." Another definition of motivation is the learner's orientation with regard to the goal of learning a language (Crookes and

Schmidt, 1991). From Pintrich and Schunk's (1996) point of view, "motivation is the process through which the goal-directed activity is initiated and maintained" (as cited in Dörnyei, 1998:118). From Gardner's frame, "Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language." (1985:10). One of the other common definitions is "The essence of motivated action is the ability to choose among alternative courses of action, or at least, to choose to expend varying degrees of effort for a particular purpose" (Paris and Turner, 1994; as cited in Dörnyei, 1998:121). Steers and Porter (1991:6) state that "motivation could be categorized as: needs or expectations, behavior, goals and some form of feedback." Last but not the least, Dörnyei and Otto (1998:65) define motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes by means of which primary wishes and desires are selected, prioritized, operationalized and acted out either successfully or unsuccessfully."

On the basis of a variety of definitions listed above, it is reasonable to maintain that descriptions are plentiful; however, all of them have something in common. According to these, motivation is seen as a crucial step to success; in other words, the presence of it creates more constructive results for language learners through the process of achieving certain goals.

2.2. Theoretic Approaches to Motivation

2.2.1. Behavioral approach

In terms of behavioral approaches, learning takes place provided that changes in the form or frequency of observable performance can be observed. In that, learning is achieved when a suitable response, which could be objectively observed, recorded, and measured, is demonstrated following a specific stimulus. Actually, Skinner's stimulus-response relationship recaps this approach: Skinner claims that "if a particular response is reinforced it becomes habit" (Brown, 1994:22). In that case, the rudiments of learning are the stimulus, the response, and the connection between these two notions. According to Behaviorism, the behaviors are probable to occur again if they are reinforced and rewarded. In that case, the consequences of the performance have more significance than the process of learning. From this perspective, drive and reinforcement have the

key roles, and motivation is considered to be the anticipation of reinforcement (Brown, 1994).

In Skinner' model, the effect of stimulus is the cause of motivation. According to this, as long as a person is supplied with correct stimuli, he can learn everything (Chastain, 1988). From behavioral framework, it can be alleged that the reinforced responses are more likely to occur again. It seems that this approach merely concentrates on the consequences or responses, but it is not attempted to discover the structure of a student's knowledge or to assess the required mental processes to be used (Winn, 1990). Students are depicted depending on whether they are taking an active role in the classroom or not, which does not give a clear idea of the facets of the process.

Characteristic behavioristic models are classical and operant conditioning, rote verbal learning, instrumental learning, discrimination learning, and some other empirical approaches to analyzing human behaviors. However, behavioristic framework is lacking because the observation of mental processes such as consciousness, thinking, forming concepts and acquisition is not reliable. It merely sees learning as demonstrating certain habits; however, it does not pay enough attention to how these habits are accumulated and sustained for future use.

In order to further understand student motivation from a behavioral approach, rewards (attractive subjects supplied after a specific behavior) and incentives (an object or reward encouraging or discouraging behavior) in the class need to be studied. Regarding this, it can be stated that as long as rewards are used properly, it might boost motivation in several settings. Conversely, the excessive use of these might bring about decline in students' intrinsic motivation. As a final point, the constraint of behavioral approaches is that the major focus is on visible and observable behaviors, thus failing to understand the facts that motivate behavior and the cognitive properties of learning.

2.2.2. Humanistic approach

This approach was established by Carl Rogers and Abraham Maslow in the USA in 1950s. Humanistic psychology is associated with the issues which are meaningful to human beings, and it especially concentrates on personal experience and the distinctive, random happenings in individual human lives (Cartwright, 1979).

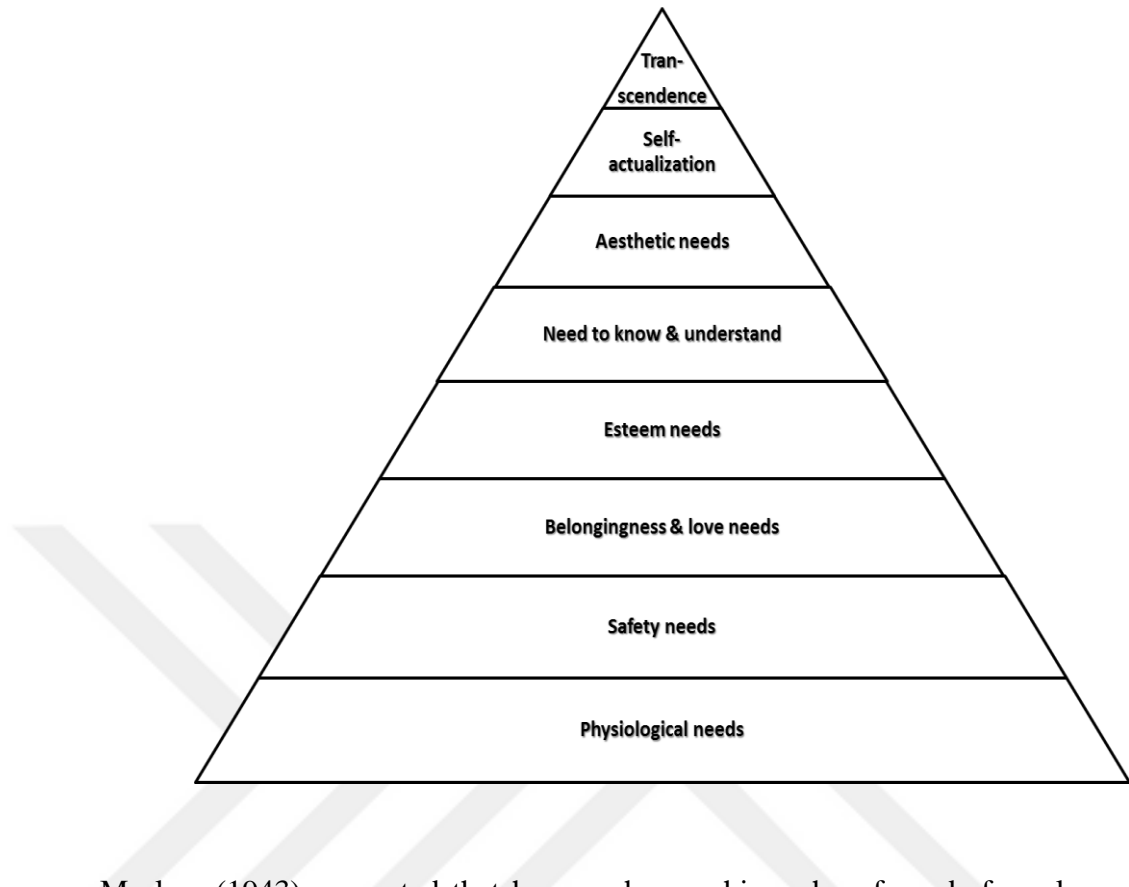
This approach differs from the others as it focuses on conscious experience instead of observable behavior. Rather than the implementation of the experimental method, it deems personal responsibility, free will, individual experience, goal setting, and personal fulfillment more significant. Instead of measuring performance or habit in a general way, humanistic approach endeavors to understand the subjectivity of humans. It accepts that people have free will, so they can choose their own actions (Sammons, 2009). It also puts forward the view that all people have an inclination to personal growth and fulfillment.

According to humanistic approach, people are believed to be motivated by the natal need to realize their potentials (Woolfolk, 1998). Having conducted a number of studies on human motivation, Maslow is one of the most important figures in the field of motivation. He tried to find out the situations in which people are driven to fulfill their maximum potentials, and stated that they would always try to do this if there are no obstacles on their path. According to him, it is quite significant to meet emotional needs, which would result in satisfaction and better achievement afterwards.

Maslow holds a learner-centered approach towards education, and stresses personal growth rather than learning some general rules or facts. He does not favor the use of rewards or incentives such as grades because students then only do the assigned task, and do not learn just for the sake of learning. Maslow (1971) considered the current system of schools as an influential tool to suppress the uttermost experiences and to hinder the possibility of these in the future. As stated, owing to the use of extrinsic motivators, the most noteworthy notion of humanism, that is personal experience, vanishes and learning becomes communal rather than individual.

According to Maslow, there should not be any required courses, formal credits, grades or degrees in ideal education. It should be such a place where learners can discover their own identities, needs and interests; explore the topics and subjects; and make sense of their own learning by favor of their personal experience. In Maslow's hierarchy of needs, this is branded as the self-actualization in which human beings fulfill their highest potentials and become fully human. According to him, the ultimate goal of education must be helping learners reify their maximum potentials.

Table 2.1. *Maslow's Hierarchy of Needs (Maslow, 1970a, 1970b).*



Maslow (1943) suggested that humans have a hierarchy of needs from lower-level needs for survival and safety to higher-level needs for intellectual achievement and finally self-transcendence. He hypothesized a hierarchy of needs for humans with two main categories: deficiency needs and growth needs (Table 2.1). He held the idea that it is possible to move to a higher level as long as each lower need within the deficiency needs is met.

The first four levels are;

1. Physiological: hunger, thirst, bodily comforts, etc.;
2. Safety/security: out of danger;
3. Belongingness and Love: affiliate with others, be accepted; and
4. Esteem: to achieve, be competent, gain approval and recognition.

Maslow stated that only if the deficiency needs are met, an individual can be prepared to proceed to the growth needs. His initial concept of hierarchy involved only one growth need, that is self-actualization. Self-actualized people are featured by:

- ✓ being problem-focused;
- ✓ incorporating an ongoing freshness of appreciation of life;

- ✓ a concern about personal growth; and
- ✓ the ability to have peak experiences (Maslow, 1970a).

Later two lower-level growth needs previous to general level of self-actualization (Maslow and Lowery, 1998) and one beyond that level were supplemented as in the following:

5. Cognitive: to know, to understand, and explore;
6. Aesthetic: symmetry, order, and beauty;
7. Self-actualization: to find self-fulfillment and realize one's potential; and
8. Self-transcendence: to connect to something beyond the ego or to help others find self-fulfillment and realize their potential (Maslow, 1970b).

Alderfer (1969) presented the ERG Theory of Motivation which looked more flexible in terms of needs when compared to that of Maslow. In Alderfer's Hierarchy of Motivational Needs, the number of levels is lower, and the order of needs can vary from one individual to another (Table 2.2). These needs are as in the following:

- 1. Existence Needs:** Physiological and safety needs, the most concrete of needs, such as food, shelter, and water.
- 2. Relatedness Needs:** Social relationships and external esteem (e.g. involvement with family, friends, co-workers).
- 3. Growth Needs:** Internal esteem and self-actualization, the most abstract of needs as they do not involve physical aspects (e.g. desire to be creative or productive).

Table 2.2. *Hierarchy of Motivational Needs (Alderfer, 1972).*

Level of Need	Definition	Properties
Growth	Impel a person to make creative or productive effects on himself and his environment	Satisfied through using capabilities in engaging problems; creates a greater sense of wholeness and fullness as a human being
Relatedness	Involve relationships with significant others	Satisfied by mutually sharing thoughts and feelings; acceptance, confirmation, understanding, and influence are elements
Existence	Includes all of the various forms of material and psychological desires	When divided among people one person's gain is another's loss if resources are limited

To sum up, in terms of humanistic approach, success does not depend on the extrinsic motivation unlike in behavioral approaches; on the contrary, intrinsic motivation is the key to the achievement. For a better language learning process, teachers are advised to pay attention to students' individual needs and interests to create a more efficient atmosphere for students, and respect them as individuals. From a humanistic framework, the reward is not an outside motivator, but it is the sense of achievement itself.

2.2.3. Cognitive approach

Cognitive theorists believe that behavior is determined by our way of thinking rather than by being rewarded or punished for it formerly (Stipek, 2002). In that sense, cognitive theories seek to understand what cannot be easily observed contrary to behavioral theories. Therefore, it can be stated that cognitive theories of motivation were established as a reaction to behavioral views (Woolfolk, 1998).

From a cognitivist perspective, human behavior does not simply consist of automatic responses shown followed by a specific stimulus. In this view, the structure of human's knowledge, how the information is processed, the reasons for decisions and matters that influence certain decisions are of utmost importance. "Cognitive approach centers upon individuals' decisions about their own actions contrary to the uncontrollable external forces" (Williams and Burden, 1997:119). In other words, 'choice' and 'decision' are the fundamental elements in this approach, and beliefs, expectations, knowledge and experiences are thought to affect these. As a result of these factors, the desired outcomes take place. As long as humans have choices, they have control over their actions, as well. Similarly, previous experiences enable them to process and make sense of already present knowledge; and associate the new information with this and respond to the current situation.

The primary focuses of Cognitivism are on the role of humans' thoughts, expectations, experiences and making sense of the world. It considers mental processes and past experiences to be essential paths to human behavior. Cognitive approaches are widely based on choice, decision-making and problem solving. Therefore, what play a key role in learning are the things that learners bring to the learning process (Taşpınar, 2004). Therefore, individuals, their experiences and decisions are assumed to be more significant than external factors. The influence of their thoughts and the elements that

affect their choices need to be analyzed. People have choice and control over their actions, so they choose to perform the actions about which they feel competent and the results of which really value. This situation approves the presence of deliberation and volition. If individuals perceive themselves capable, and the outcome is supposed to be worth performing, then they will be able to set their own goals and achieve these as autonomous individuals (Raffini, 1996; Williams and Burden, 1997). Cognitivists advocate that as the individuals have an idea of the results of their choices, they choose their actions among these results bearing in mind their values (Arı et al., 1999). Differently from behavioral view, internal factors are believed to affect learning rather than external factors. As stated by Selçuk (2004), behavioral approach analyzes learning simply in terms of external factors, and this could only incompletely explain learning.

Considering individuals as active beings, cognitive view suggests that “people are conscious in their decisions and actions, and that the same stimuli may result in different outcomes in different individuals owing to their varying thoughts and beliefs” (İçmez, 2009:125). In that, individuality is quite important, and individuals take their actions consciously from the perspective of cognitive approaches.

There are several cognitive theories on motivation some of which are: Achievement Theory, Expectancy-Value Theory, Attribution Theory and Self-Determination Theory.

2.2.3.1. *Achievement motivation theory*

The term achievement motivation was first used by Murray (1938), and then by Atkinson (1957). It attempts to “describe and predict behavior and performance at the rate of a person’s need for achievement, power, and affiliation” (Lussier and Achua, 2007:42). McClelland et. al (1953) defined the need for achievement as success in competition with some standard of excellence; that is, the goal of some individual in the story is to be successful in terms of competition with some standard of excellence.

This theory is based upon the prominence of individuals’ experiences and efforts to accomplish a good performance (Madrid, 2002). There are three factors in Atkinson’s theory: the need for achievement or the motive for success, the probability that one will be successful at the task, and the incentive value of success results in the tendency to approach an achievement-related goal (Graham and Weiner, 1996). According to this, if individuals are in need of achievement, they are driven, intrinsically motivated, and

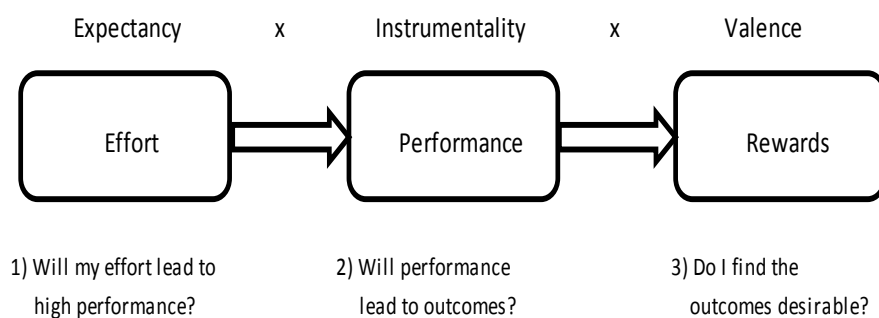
success-oriented. However, the downside of this accommodation is failure; that is; the individuals who do not succeed in a task or an activity are inclined to abstain from failure by selecting easy tasks and activities (Oxford and Shearin, 1994).

2.2.3.2. *Expectancy-value theory*

In this theory, motivation is thought to be the yield of two focal points: the individual's anticipation of attaining a target and the value of that to him or her (Woolfolk, 1998). Only if both factors are reasonable for the individual, he or she can do the action expecting a positive result. However, if the result of the action is not worth performing, expectancy only is not satisfactory for the individual since "we do the things best if we believe we can succeed" (Dörnyei, 2001a:57).

This theory depends upon two pivotal elements: the first is the individual's expectancy of success, and the other is the value that individual gives for the action or task. This indicates that individuals are involved in activities which will probably generate positive results. "Without the expectancy of good results, individuals avoid performing the action, which highlights the individual's anticipation of receiving a worthwhile reward" (Oxford and Shearin, 1994:18). To put it in a different way; the behavior chosen depends on "the perceived chances of this behavior to reach a goal, and the individual value of that goal" (Graham and Weiner, 1996:89). Thus, the individual deliberately chooses to perform a specific action or not. In that case, an effective way to motivate learners would be to raise their expectancies by consciously organizing the conditions in which they feel more positive and hopeful (Dörnyei, 2001a).

Table 2.3. *Expectancy-Value Theory (Vroom, 1964).*



According to this theory, motivation is a utility of values and expectations. Individuals will get closer to the activities that they regard as valuable and pertinent to their personal goals, and that they expect to prosper (Schmidt et al., 1996).

2.2.3.3. Attribution theory

In this theory, the achievements of the individual are associated with past experiences as a means of causal attributions as the correlator (Keblawi, 2006). It attempts to understand individuals' perceptions of the reasons underlying their success and failure. There are three key factors that individuals attribute their success and failure to: internal or external factors; stable or unstable factors; or controllable or uncontrollable factors. They have a tendency to attribute their success to internal factors such as ability, intelligence or effort whereas their failure to external elements such as misfortune, unfairness or others' actions. Then these experiences determine the next action to be taken. "Our past actions, and particularly the way we interpret our past successes and failures, determine our current and future behavior" (Dörnyei, 2003:12).

Table 2.4. *Weiner's Attribution Theory (Weiner, 1972).*

Characteristics of Attributions	
Locus of causality	<ul style="list-style-type: none"> • Internal (e.g., effort) • External (e.g., teacher bias)
Controllability	<ul style="list-style-type: none"> • Controllable (e.g., effort) • Uncontrollable (e.g., aptitude)
Stability	<ul style="list-style-type: none"> • Stable (e.g., aptitude) • Unstable (e.g., aptitude)

Weiner (1985) sorts out three scopes of causality: locus, stability, and controllability. As shown in the table above, the locus scope of causality (internal vs. external) explains if self-confidence is influenced by success or failure. The stability scope of causality (stable vs. unstable) has an impact on the expectancy of success. The controllability scope of causality (controllable vs. uncontrollable) is connected to numerous effects with motivational implications such as anger, guilt, and pity (Weiner, 1986).

2.2.3.4. *Self-determination theory*

Introduced by Deci and Ryan (1985), this theory maintains that understanding human motivation necessitates paying regard to inborn psychological needs for competence, autonomy, and relatedness. Self-determination theory (SDT) puts emphasis on the needs that qualify essential conditions for psychological growth, wholeness, and well-being. This theory also highlights the role of choice in initiating and pursuing an action. “Self-determination is seen as a prerequisite for any behavior to be intrinsically rewarding” (Dörnyei, 1994a). As Williams and Burden (1997) stated, “the distinction of intrinsic and extrinsic motivation is one of the common and famous in theories of motivation”.

According to this theory, there are three types of motivational concepts: intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities (Deci and Ryan, 1985; Reeve, 1996; Ryan and Deci, 2000). In other words, if the learner is intrinsically motivated, s/he does not need reinforcement or punishment because this learner finds the activity itself rewarding. Extrinsic motivation refers to manifold behaviors that are not involved for their own sake (Deci, 1975). It is the result of expecting some extrinsic rewards such as grades or other reinforcers, trying to avoid punishment or pleasing the teacher. In other words, the learner is not really interested in the activity itself, and has certain expectations from external factors. Amotivation, however, addresses to the lack of intent to take an action. If people are amotivated, they either do not act at all or act just with no purpose. This state results from not valuing an activity (Ryan, 1995), not feeling capable of doing it (Bandura, 1986), or not expecting it to produce a desired result (Seligman, 1975). Individuals are believed to be amotivated once they do not realize likelihoods between their actions and consequences (Vallerand and Bissonnette, 1992). That is to say, they are neither intrinsically nor extrinsically motivated.

2.2.4. Sociocultural approach

Sociocultural theory was first introduced by Vygotsky (1978), and he put forth that an important part of the child’s learning is via social interaction with a competent author. According to him, social facet of the contributions to development is of great importance. He believes that the child learns through modeling of certain behaviors,

monitors and interiorizes these, and then attempts to do the action. This indicates that there is interdependence between individual and social processes.

Differently from behavioral approaches which only centered on external factors, Vygotsky depicted development as “the change of common social activities to the interiorized processes” (John-Steiner and Mahn, 1996:192). Thus, he overpassed the contradictory internal and external factors in other theories.

This approach attempts to clarify how motivation is emerged from the social world, and claims that motivation is social in nature. Motivation is both an individual and a collaborative action; that is, the social world and that of the individual's are interdependent. People participate in activities with the purpose of preserving their own identities and interpersonal relations within the public (Woolfolk, 2005). Hence, it can be stated that individuals feel motivated to learn supposing that they belong to a group or a community, and they learn by watching or observing others in the social world. In other words, we learn by the company we keep (Greeno, Collins, and Resnick, 1996; Rogoff, Turkanis, and Bartlett, 2001; Hickey, 2003).

From a sociocultural perspective, the notion of ‘identity’ is the chief element. Whatever an individual's job is, s/he is a part of the community, and has an identity within that. The process of socialization starts with peripheral participation, and this continues to central participation in the community; in other words, similar to the experts, novices also truly and actively participate in the work. The identities of novices and experts form the group, and also participation and contribution of both parts are regarded as a continuum. All individuals are motivated to learn the values and practices of the community with the purpose of holding their identities as members of the community (Lave and Wenger, 1991). Therefore, motivation arises from both identity and real participation, and this entails all members to get wholly involved in the work.

2.3. Motivation Theories in Foreign Language Learning

2.3.1. Gardner's motivation theory

One of the most leading theories of motivation in second language learning is by Gardner (1985:10) who describes L2 learning motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the

satisfaction experienced in this activity”. He claims that motivation to learn a foreign language necessitates factors such as effort, desire and a constructive attitude towards the target language. According to Gardner, although language aptitude explains a considerable amount of individual changeability in the achievement language learning, motivational factors can outweigh the aptitude effect (Dörnyei, 2005). Even if there might be individual differences in terms of aptitude, learners can compensate for that by means of motivational elements inherent in them.

According to Gardner, as well as aptitude and competency, social context and interactions play a major role in L2 learning. Cultural context has control over L2 learning process as it affects learners’ motivation and attitude towards the target language. Therefore, L2 learning cannot be simply explained by learners’ aptitude. There should be other reasons encouraging learners to learn another language. “Their attitudes towards the target language community are certain to impress how successful the learners will be in terms of integrating traits of that language” (Gardner, 1985:6). It means that learners’ dispositions to the target culture or community have certain influences on their L2 learning. Therefore, L2 learning is both an educational and social issue, and accordingly, teaching a language can be regarded as “imposing elements of another culture into the students’ own life space” (Dörnyei, 2001a:14). In the same way, an individual’s attitude towards the L2 and L2 community is seen as of great importance because people’s attitudes towards a goal have an impact on their response to this goal, and learning L2 includes adopting the behavioral aspects of the L2 cultural group (Dörnyei, 2001b; Gardner 2001a; as cited in Vural, 2007).

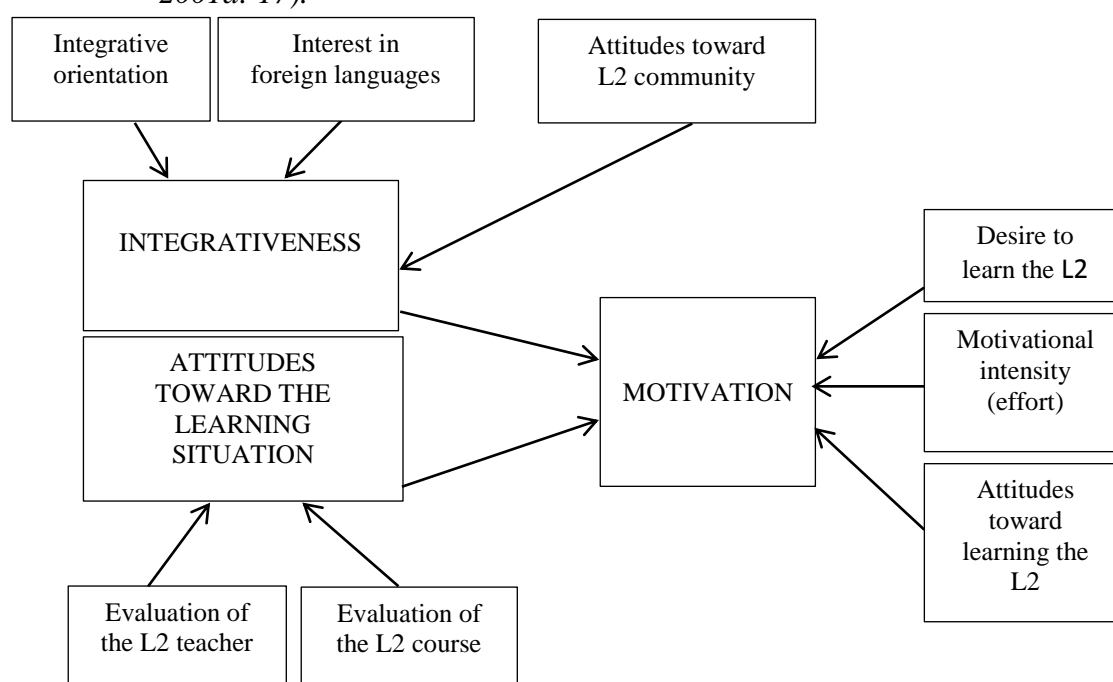
According to Dörnyei (2001:68), Gardner’s motivation theory has four areas:

1. the construct of the *integrative motive*,
2. a general learning model named *the socio-educational model*
3. *the Attitude / Motivation Test Battery* (AMTB),
4. a recent *extended L2 motivation construct* developed by Gardner & Tremblay

Regarding *the integrative motive*, Gardner (1985:82-3) asserts that “motivation to learn a second language depends on the positive feelings towards the community that speaks the language”. This motive has three components: *integrativeness*, *attitudes toward the learning situation* and *motivation*. First of all, *integrativeness* reflects an individual that is interested in learning the target language so that s/he could be closer to the

community of the target language (Chen, 2013). According to Gardner, similarly, integrativeness is a reflection of a real interest in learning the language with the purpose of getting closer to the target language community. It “implies an openness to, and respect for other cultural groups and ways of life. [...] it might well involve integration within both communities” (Gardner, 2001a:5). That is to say, integrativeness shows emotional identification between the individual and the target language group. If learners are eager to identify with this group, then they will become more motivated to learn the target language. Concisely, integrativeness is a combination of learner attitudes towards the other language community. Secondly, *attitudes toward the learning situation* means attitudes towards the teacher, the course, course materials, and extra-curricular activities (Dörnyei, 2001b). In other words, this variable involves the characteristics of the context and learners’ attitudes to this. Any positive and negative factors within the context are projected in the learners’ attitudes towards the learning situation; however, there might be some discrepancies in terms of learners’ perceptions of the same context. The final variable of the integrative motive is *motivation* which includes effort, desire and attitudes towards learning the target language. Motivated learners put a considerable amount of effort on learning the language, they are goal-oriented and they find language learning quite pleasing. Motivation is a multifaceted notion including many other personal qualities in addition to effort and desire.

Table 2.5. Gardner’s (1985) Conceptualization of the Integrative Motive (Dörnyei, 2001a: 17).



The second area in Gardner's motivation theory is *the socio-educational model* which addresses the role of individual differences in L2 learning. Within the frame of this model, there are four different traits of second language acquisition process:

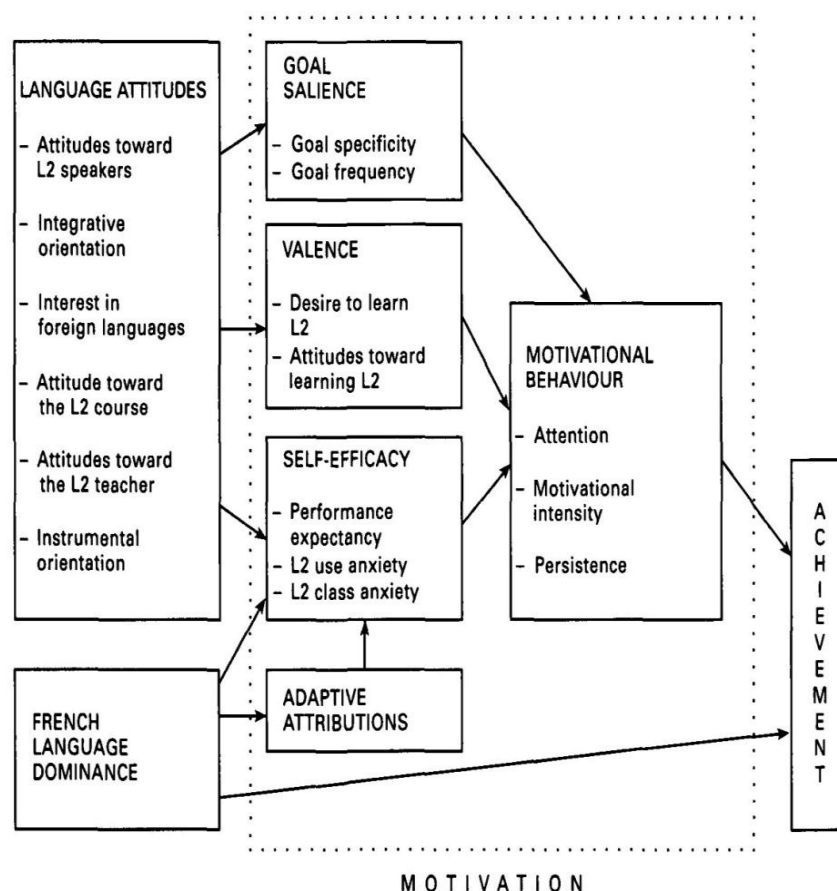
1. antecedent factors (biological or experiential such as gender, age, or learning history)
2. individual difference variables such as intelligence, language aptitude, motivation, language anxiety
3. language acquisition contexts
4. learning outcomes

(Dörnyei, 2001b:52)

The third area in Gardner's motivation theory is *the Attitude / Motivation Test Battery* (AMTB), which is a research tool developed to assess the major affective constituents in second language learning (Top, 2009). It was developed by Gardner and Smythe (1981) to evaluate the foremost affective factors involved in the learning of a second language (Dörnyei and Schmidt, 2001). It is one of the key components in Gardner's motivation theory, and is composed of more than 130 items. Functioning as a major component of Gardner's motivation theory, AMTB contains language anxiety measure (L2 class anxiety & L2 use anxiety) along with parental encouragement and instrumental orientation. Adaptations of the test in question have been utilized in several studies of L2 motivation all over the world (Liu, 2005).

The last scope of Gardner's motivation theory is a recent *extended L2 motivation construct* that was established by Gardner and Tremblay together. This model contains added variables due to the fact that "evaluating concepts from other areas would be very convenient upon researching motivation in L2 acquisition" (Tremblay and Gardner, 1995:505). Three new constructs were also supplemented to this model: *goal salience* (using specific goals in goal-setting strategies), *valance* (the desire and attractiveness towards learning the language), and *self-efficacy* (beliefs relating to gaining a certain level of capability in achievement). Thereupon, this model seems to combine Gardner's earlier socially-grounded construct and current cognitive motivational theories (Liu, 2005).

Table 2.6. Tremblay and Gardner's (1995) Model of L2 Motivation (Dörnyei, 1998: 127).



According to Gardner and Lambert (1972), there are two kinds of motivation: integrative orientation and instrumental orientation.

2.3.1.1. *Integrative orientation*

Dörnyei (2009a) defines it as “the learners’ desire to learn a target language whose community they value”. Learners want to communicate with the members of the community and sometimes even become like them. In other words, this type of motivation refers to learning the target language with the purpose of integrating themselves within the culture of the target community and its people. According to Norris-Holt (2001:2), “integrative orientation is a crucial element for developing some level of proficiency in the language because the person uses the target language in social interactions when s/he becomes an inhabitant in the new community”. So as to communicate and become a part of the community, it is evitable to learn the target language.

2.3.1.2. *Instrumental orientation*

Dörnyei (1990) defines this orientation as learner's interest in learning the target language for the sake of certain pragmatic benefits such as a better job or a higher salary. Therefore, this kind of motivation indicates the presence of a purpose about future occupation or another useful reason. If the learners wish to use the target language merely for career purposes or other utilitarian reasons, then this demonstrates that they have instrumental motivation. In contrast to integrative one, this kind of motivation reveals the practical benefits of learning the target language. Learners with instrumental motivation are not usually interested in the culture and people of the target community; however, they are interested in the pragmatic advantages that learning the target language offers.

2.3.1.3. *Comparison of integrative & instrumental orientation*

Both types of motivation influence the language learning process and its upshots. The integrative and instrumental motivation asserted by Gardner and Lambert are useful and effective factors for language learning (Cook, 2000). Gardner (1985) and Ellis (1994) also state that the integrative motivation occurs when the student likes to join or be a member of a particular community and culture, and the instrumental one takes place when the learner expects some benefits from learning the target language.

Ellis (1994) compares these two sorts of motivation, and argues that the best and the perfect motivation is the integrative one as it is more competent and well-organized. Lukmani (1972) also believes that most learners want to learn a new language to be able to take part in a new social group and integrate themselves into their culture. Ely (1986) states that the integrative orientation is linked with a positive approach towards the target language group, and a wish to interact with the members of that community. Zhang and Liang (2008) assert that when learners wish to integrate themselves within the culture of the target language group, to identify themselves with and to become a part of this community, the integrative motivation is utilized.

According to Gardner and Lambert (1972), the orientation is instrumental if the commitments of learning the new language demonstrate more pragmatic values such as being ahead of others in terms of job or money. However, if the student wants to learn more about the new cultural community, the orientation is integrative. "In this form of

motivation, the learner is open-mindedly interested in the target community, and his/her ultimate goal is to be accepted as a member of this group” (Gardner and Lambert, 1972:3).

Though there are differences between two types of motivation mentioned, it is of great significance that a learner has at least one of them. No matter which type it is, motivation plays a major role in the process of foreign language learning and in the products of this process. Students without either instrumental or integrative motivation are most likely to encounter certain troubles and difficulties learning and gaining knowledge of a new language, and learning the target language will often be more difficult for them (Cook, 2000; as cited in Mahadi and Jafari, 2012).

2.3.2. Dörnyei’s motivational framework of L2 motivation

Dörnyei (1998:117) state that “motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process.” Hence, in the absence of motivation in the process of language learning, it is probable that learners will be less successful or fail. It is obvious that motivation plays a significant role in foreign language learning, and motivated learners tend to succeed in this process irrespective of their competency, aptitude or talent.

Dörnyei (1994a) developed a framework of L2 motivation in the area of language learning and teaching. This framework analyzes the motivation issue from the perspective of classroom. It includes three levels: the language level, the learner level, and the learning situation level as indicated in the following table:

Table 2.7. *Components of Foreign Language Learning Motivation* (Dörnyei, 1994a: 280).

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
LEARNING SITUATION LEVEL	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative Drive Authority Type Direct Socialization of Motivation * Modelling * Task Presentation * Feedback
<i>Group-Specific Motivational Components</i>	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

The language level is related to a variety of features of L2 such as culture, community as well as the utilitarian values and benefits that L2 offers (Vural, 2007). This level is closely related to the terms of instrumentality and integrativeness in Gardner's motivation theory. The learner level is associated with the individual aspects such as self-confidence and need for achievement, and s/he brings these features to the process of language learning. The learning situation level includes context-specific motives of L2 learning, and contains three motivational components: course-specific motivational components (syllabus, materials, method and the learning tasks), teacher-specific motivational components (motivational impact of teacher's behavior, personality and teaching style), and group-specific motivational components (goal orientedness, group cohesion, norm and reward system, and classroom goal structure).

2.3.3. Williams and Burden's framework of L2 motivation

Williams and Burden (1997:120) define motivation as “mental and emotional arousal leading to a conscious decision to act, which promotes sustained intellectual and/or physical effort for attaining a goal or goals.” They presented another framework of L2 motivation recapitulating the components into two categories: internal and external factors. Internal factors refer to intrinsic interest of activity, perceived value of activity, self-concept, attitudes, developmental age, and gender. However, external factors address to significant others, the nature of interaction with those, the learning atmosphere, and the wider context. The following table shows William and Burden's (1997) framework of L2 motivation:

Table 2.8. *Williams and Burden's (1997) Framework of L2 Motivation (Dörnyei, 2001a: 20).*

Internal factors	External factors
Intrinsic interest of activity <ul style="list-style-type: none"> • arousal of curiosity • optimal degree of challenge 	Significant others <ul style="list-style-type: none"> • parents • teachers • peers
Perceived value of activity <ul style="list-style-type: none"> • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity 	The nature of interaction with significant others <ul style="list-style-type: none"> • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishments, sanctions
Sense of agency <ul style="list-style-type: none"> • locus of causality • locus of control RE process and outcomes • ability to set appropriate goals 	The learning environment <ul style="list-style-type: none"> • comfort • resources • time of day, week, year • size of class and school • class and school ethos
Mastery <ul style="list-style-type: none"> • feelings of competence • awareness of developing skills and mastery in a chosen area • self-efficacy 	The broader context <ul style="list-style-type: none"> • wider family networks • the local education system • conflicting interests • cultural norms • societal expectations and attitudes
Self-concept <ul style="list-style-type: none"> • realistic awareness of personal • strengths and weaknesses in skills required • personal definitions and judgements of success and failure • self-worth concern learned helplessness 	
Attitudes language learning in general <ul style="list-style-type: none"> • to the target language • to the target language community and culture 	
Other affective states <ul style="list-style-type: none"> • confidence • anxiety, fear 	
Developmental age and stage	
Gender	

2.3.4. Dörnyei and Otto's process model of L2 motivation

According to Dörnyei and Otto (1998:65), motivation is depicted as “dynamically changing arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes by which initial wishes and desires are selected, prioritized, operationalized, and –successfully or unsuccessfully– acted out.” Students’ motivational degree might change over time, even in a lesson, and this change might spring from the nature of activity or the teacher’s behaviors (Dörnyei and Otto, 1998).

Dörnyei and Otto developed a model of L2 student motivation going through from the initial desires for accomplishing the action and the subsequent retrospective assessment (Dörnyei and Otto, 1998; Dörnyei, 2000). Regarding motivation as dynamic, “this model endeavors to combine diverse prominent conceptualizations of motivation in a systematic process-oriented structure” (Dörnyei, 2000:6). According to this model, L2 student motivation is not steady, but it is incessantly changing during the course of L2 learning. Thus, this model focuses on the process rather than the outcomes with regard to motivation. Motivation, as a high-order human attribute, has been deemed a “dynamic process fluctuat[ing] over time” (Shoaib and Dörnyei, 2005:36). According to Dörnyei (2001a:19), “when we mention a lengthy and detailed learning activity, motivation cannot be seen as an unchanging aspect of learning that remains stable for months or years.”

As it is grounded on a process-oriented approach, “this model of motivation reveals a novel approach in L2 motivation research” (Vural, 2007:20). Dörnyei (2000) claims that the main strength of a process-oriented approach is its offering a fruitful method of interpreting and integrating the multifarious motivational factors by which the student’s learning behavior in classroom settings is affected.

This process-oriented model of L2 motivation is composed of three stages: pre-actional stage, actional stage and post-actional stage as shown in the following table:

Table 2.9. *Dörnyei and Otto's Process Model of L2 Motivation (Dörnyei, 2001a: 85).*

Pre-actional Stage → Actional Stage → Post-actional Stage		
CHOICE MOTIVATION	EXECUTIVE MOTIVATION	MOTIVATIONAL RETROSPECTION
Motivational Functions: <ul style="list-style-type: none"> ✓ setting goals ✓ forming intentions ✓ launching actions Main motivational influences: <ul style="list-style-type: none"> ✓ various goal properties (e.g. goal relevance, specificity and proximity) ✓ values associated with the learning process itself, as well as with its outcomes and consequences ✓ attitudes towards the L2 and its speakers ✓ expectancy of success and perceived coping potential ✓ learner beliefs and strategies ✓ environmental support or hindrance 	Motivational Functions: <ul style="list-style-type: none"> ✓ generating and carrying out subtasks ✓ ongoing appraisal (of one's achievement) ✓ action control (self-regulation) Main motivational influences: <ul style="list-style-type: none"> ✓ quality of the learning experience (pleasantness, need significance, coping potential, self and social image) ✓ sense of autonomy ✓ teachers' and parents' influence ✓ classroom reward and goal structure (e.g. competitive or cooperative) ✓ influence of the learner group ✓ knowledge and use of self-regulatory strategies (e.g. goal setting, learning, and self-motivating strategies) 	Motivational Functions: <ul style="list-style-type: none"> ✓ forming casual attributions ✓ elaborating standards and strategies ✓ dismissing the intention and further planning Main motivational influences: <ul style="list-style-type: none"> ✓ attributional factors (e.g. attributional styles and biases) ✓ self-concept beliefs (e.g. self-confidence and self-worth) ✓ received feedback, praise, grades

Pre-actional stage addresses to *choice motivation*, which is also considered the generated motivation. During this stage learner's goals and intentions are formed, and these will help them try to achieve. There are three sub-stages: setting goals, forming intentions and launching actions.

In actional stage, the motivated learning process starts, generated motivation, namely *executive motivation*, needs to be protected and sustained. The learner has already taken the action, and the emphasis is on the implementation of this action.

Post-actional stage refers to a *motivational retrospection* where learners take decisions on the activities which would motivate them in the future depending on a critical evaluation of their past experiences. At this stage, “the learner retroactively evaluates how things went in order to decide the kind and property of activities s/he would feel motivated to pursue next” (Winke, 2005:3).

2.3.5. Dörnyei’s theory of motivational self-system

Dörnyei (2005) introduces a novel theory to understand L2 motivation, which is called *the L2 Motivational Self System*. This theory is combined to primary L2 theories with results of self-research in psychology. “There are three major components in the L2 Motivational Self System: *the Ideal L2 Self*, *the Ought-to L2 Self* and *the L2 Learning Experience*, and each element functions as a possible attractor basin” (Dörnyei, 2009a:218).

According to Markus and Nurius (1986), there are three main types of possible selves: ‘ideal selves that we would like to become’, ‘selves that we could become’ and ‘selves we are scared of becoming’. *The ideal L2 self* assists the learner in lessening the differences between the actual and ideal selves upon learning L2. The ideal-self in general refers to “the person’s own image of wanted attributes” (Dörnyei 2009b:14). The ideal self is based on the internal desires of the learner.

The Ought-to L2 self refers to “the attributes that the person believes one should have in order to come up to his/her expectations, and to refrain from potential negative results” (Dörnyei, 2005:106-7). The ought-to self is related to external motives as it is dependent upon the motivational principles of social pressures. The L2 learning experience is based on the actual involvement in the learning process.

The L2 learning experience is about the “situation-specific motives related to the immediate learning environment and experience” (Dörnyei, 2005:106). These motives could be “the influence of the teacher, the curriculum, the peer group or the experience of success or failure” (Dörnyei and Ushioda, 2005:29).

2.4. Types of Motivation

2.4.1. Integrative & instrumental motivation

Gardner (1985) claims that it is necessary to understand the learners' goals for learning a language in order to understand what motivates them. Thus, it is possible to identify the reasons underlying students' high and low motivation by looking at their reasons of learning the target language.

Gardner and Lambert (1972) state that there are two types of motivation: *integrative* and *instrumental*. The former refers to learning the language with the intention of participating in the culture of its people, but the latter suggests that a learner learns the language with a purpose related to occupation or a further useful motive. Both types of motivation can influence and have control over the learning process and its results.

The socio-educational model focused on the idea that identification with the target language community and its people is a key to the language learning process (Winke, 2005). Recently, English language learners' integrative motivation in EFL context is explained with global status of English language (Lamb, 2004; Dörnyei, 2006). Thus, integrative motivation can be construed with integration into international community via this international language.

Norris-Holt (2001:1) asserts in his article that "integrative motivation is characterized by the learner's positive attitudes towards the target language community and the wish to integrate into this community". It was also added that instrumental motivation triggers the goal to attain some social or economic reward through learning the language, thus referring to a more practical reason for language learning. Thence, the learner with integrative motivation possesses a sense of belonging to the target language community, yet the learner with instrumental motivation has a more beneficiary attitude towards the target language and learning the target language is regarded as a tool to take advantage of some other things such as future job or academic goals. This is generally characterized by the desire to obtain something useful or concrete from the study of a second language (Hudson, 2000).

Learners might have integrative and/or instrumental motivation, or neither of them. It depends on their purpose of learning the target language. If they are interested in the target language, its people and its culture, then they have integrative motivation. In that case, learners desire to become part of the target language community by

adopting the customs of the target language community. Learners might also want to look like the people of the target language community psychologically and lead a life as they do. In brief, they have a positive attitude towards the target language community emerging from the inner self. However, instrumental orientation is the utilitarian counterpart of integrative orientation in Gardner's theory, pertaining to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary. Instrumental orientation reflects practical value and gains of learning a language. If a person is instrumentally motivated to learn a new language, s/he has either very limited or no interest in the people and the culture of this community (Zhang and Liang, 2008; as cited in Öztürk and Gürbüz, 2013). Thus, learners with instrumental motivation try to learn the language expecting practical reasons such as earning more money, passing the exams or getting a university degree. This reveals that they do not internalize the target language community and its culture. With instrumental motivation, most probably no integration to the target language community transpires.

Brown (2000) notes that both integrative and instrumental motivation are not necessarily mutually exclusive, and learners rarely select one form of motivation while learning a new language, but they apply a combination of both orientations. While both integrative and instrumental motivations are essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a new language (Taylor, Meynard and Rheault 1977; Ellis 1997; Crookes et al. 1991; as cited in Norris-Holt, 2001). It can be figured out that learners with integrative motivation will probably be more successful in learning the target language, and maintain this long-run achievement. However, it would not be proper to allege that integrative motivation prevails over the instrumental one. Both types of motivation can be weighty depending on the learning situation and the learner's goals.

2.4.2. Intrinsic & extrinsic motivation

Ryan and Deci (2000) categorize motivation as *intrinsic* and *extrinsic* by introducing a new framework called Self-Determination Theory. They do not regard these as two opposite concepts; rather they are seen as part of a continuum which moves from motivation to external- submissiveness and to self-commitment.

Ryan and Deci (2000) convey that Self-Determination Theory categorizes two diverse types of motivation in accordance with different rationales, causes, or targets which reinforce a deed or an achievement. Bearing this situation in mind, *intrinsic motivation* refers to “engagement in an activity or task for its own sake” (Pintrich and Schunk, 2002:245). This type of motivation gives the learner a sense of achievement. Pintrich and Schunk (2002) suggest that intrinsic motivation derives from three psychological needs: need for competence (being able to do things), need for autonomy (making his/her own choices) and need for relatedness (connecting with others). Learners with intrinsic motivation are involved and enthusiastic about actively participating in the language learning process, and they find the activities and tasks pleasurable. They tend to have constructive attitudes towards language learning which come from their inner selves. These learners rarely worry about their mistakes; in contrast, they have the potential to cope with these. Learners with intrinsic motivation have an inclination to remain with intricate problems and to gain knowledge from their mistakes (Walker, Greene and Mansell, 2006).

On the other hand, *extrinsic motivation* means “doing an activity since it yields a distinguishable outcome” (Ryan and Deci, 2000:55). This type of motivation occurs when an external and independent factor gives a sense of success (Pintrich and Schunk, 2002). Students with extrinsic motivation might lose their motivation after completing some activities or achieving particular goals. When compared to intrinsic motivation, this type of motivation brings a short-term success. As soon as the particular target is reached, students’ motivation might reduce or even disappear. They have a tendency to get involved in the activities in order to get a prize or marks from the teacher. Their reasons to participate in the activities are not directly related to the activity itself. These reasons might be the expectancy of reward or punishment such as doing well in the exam or getting a good mark (Vansteenkiste, Lens and Deci, 2006).

Dörnyei (2001) identified extrinsic motivation under four different categories:

1. External Regulation (behavior initiated by another person. e.g. parental confrontation, praise).
2. Introjected Regulation (internalized rules or demands that pressure one to behave with threatened sensations, or promised rewards).
3. Identified Regulation (when the individual values the activity and has identified with it).

4. Integrated Regulation (activities which are fully self-determined and primarily part of adult stages of development).

In conclusion, intrinsic and extrinsic types of motivation differ from each other depending on the learners' goals. Students with intrinsic motivation do the activities for the sake of learning whereas students with extrinsic motivation do them in order to gain reinforcement from outside factors.

2.5. The Role of Motivation in Foreign Language Learning

Motivation has been one of the most important affective factors that determine students' achievement in learning a foreign language. Most researchers and practitioners concur that motivation plays a key role in the success and the failure throughout the language learning process. However, motivation to learn a foreign language is a multifaceted structure because the language is always socially and culturally linked, so it is fairly different from other school subjects (Dörnyei, 2001).

Dörnyei (1998) states in his article that motivation has been broadly acknowledged by both teachers and researchers as one of the fundamental elements that has an impact upon the rate and achievement of second/foreign language learning. It is considered to be the driving force to tolerate the long and exhausting learning process. Therefore, high level of motivation can be interpreted as an indicator of better achievement in terms of language learning process and its outcomes. Gardner and Lambert (1972) believe that although language aptitude accounts for a considerable proportion of individual variability in the success of language learning, motivational factors can override the aptitude effect, and many people seem to overcome the difficulties of learning a new language regardless of the differences in their aptitude. It can be concluded that despite lack of aptitude and competency in the target language, learners with a high level of motivation can compensate for this deficiency. As a result, they can achieve their long-term goals and maintain success in the target language.

Motivation provides students with enthusiasm about taking part in the activities through the language learning process. They have a sense of accomplishment and *positive attitudes towards the target language*. "Although motivation in general is related with the learners' desire to participate in the learning process, it also relates to

the reasons or goals underlying their involvement or non-involvement in activities” (Lumsden, 1994:31).

Upon studying motivation, it is vital that unique aspects of language learning are taken into consideration because foreign language learning motivation is what triggers to learn the language, and it is the driving force that helps learners deal with the process of language learning. In other words, motivation is what provides the learner with the initial driving force at the outset of language learning process. Cheng and Dörnyei (2007) also claim that motivation serves as the initial engine as an ongoing driving force that provides toleration for the long and laborious journey of acquiring a foreign language.

In Corder’s (1967:164; as cited in Dörnyei and Ushioda, 2009) words, “given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data”. Thus, motivation can be seen as a key factor both at the beginning of and during foreign language learning process.

Motivation is both an individual and a social contributing cause that influences the language learning process. While learning the target language, learners develop a new identity with new social factors. Correspondingly, Gardner (1985) argues that knowing an L2 also involves the development of some sort of 'L2 identity' and the incorporation of elements from the L2 culture. Thus, motivation includes both social and individual aspects, thus affecting the learners’ accomplishment of the target language.

Learners take actions depending on their attitudes towards the target language. If they do not have a positive disposition, they are not interested in the activities, the tasks and the learning process on the whole. Thus, in the course of language learning, motivation is to be regarded as the reasons that explain or justify learners’ actions (Denis and Jouvelot, 2005).

2.6. Demotivation in Foreign Language Learning

As well as motivation, *demotivation* is another side that deserves to be paid attention during language learning process. In opposition to positive influences that foster motivation, demotivating factors reduce motivation and hinder language learning.

In that case, it is significant to know what kinds of factors weaken motivation besides being aware of what motivates language learners.

The notion of demotivation is relatively a new area in L2 research and there is a scarcity of studies conducted in this area. Therefore, there have not been complete theories on it, and researchers have not negotiated on globally demotivating factors.

There is another notion that is *amotivation*, which should not be confused with demotivation. To be more specific, amotivation refers to the relative absence of motivation that is not caused by a lack of initial interest, but stemming from the individuals' feelings of incompetence and helplessness when confronted with the activity (Deci and Ryan, 1985). Demotivation, however, "concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Dörnyei, 2001:143). In other words, amotivation refers to absence of motivation, but demotivation refers to lack of motivation. In that case, demotivation might be considered as the negative equivalent of motivation.

Dörnyei (2001) argues that demotivation does not mean learner's totally losing his/her motivation. If the learner loses motivation completely, it results in amotivation. Demotivation, however, is generally related to external factors such as teacher, learning material or atmosphere. Thus, demotivation addresses to temporal lack of motivation on account of some external factors. However, in the course of time, demotivation can turn into amotivation (Dörnyei, 2001); in other words, experiencing demotivation many times might result in an entire loss of motivation.

Students' demotivation towards learning English might arise from different sources:

- *Teacher-related issues:* Teachers' personality, behaviors, attitudes, language proficiency, competence, commitment and teaching methods (Gorham & Christophel, 1992; Oxford, 1998; Dörnyei, 2001a; Arai, 2004; Hasegawa, 2004; Kojima, 2004; Muhonen, 2004; Tsuchiya, 2004a, 2004b, 2006a, 2006b; Kikuchi & Saki, 2007; Zhang, 2007; Akbarzadeh & Sharififar, 2011; Meshkat & Hassani, 2012; Tabatabaei & Molavi, 2012).
- *Teaching materials:* Textbooks, exercise books and other teaching materials (Gorham & Christophel, 1992; Chambers, 1993; Christophel & Gorham, 1995; Dörnyei, 1998; Arai, 2004; Muhonen, 2004; Sakai & Kikuchi, 2009; Meshkat & Hassani, 2012).

- *Learners' internal factors:* Lack of interest and feeling of disappointment (Christophel & Gorham, 1995; Kojima, 2004; Tsuchiya, 2004a, 2004b, 2006a, and 2006b; Wang & Malderez, 2006; Falout et al., 2009; Jomairi, 2011; Ghadirzadeh et al., 2012; Zhou & Wang, 2012).
- *Characteristics of lessons:* too much emphasis on form and structure rather than meaning, lack of interaction, and lack of integration of technology into the classes (Gorham & Christophel, 1992; Christophel & Gorham, 1995; Arai, 2004; Falout & Maruyama, 2004; Kojima, 2004; Tsuchiya, 2004a, 2004b; Sakai & Kikuchi, 2009; Kim, 2009; Akbarzadeh & Sharififar, 2011).
- *Classroom atmosphere:* The size of the classrooms and learners' fear of being ridiculed (Christophel & Gorham, 1995; Ushioda, 1996a; Dörnyei, 2001a; Arai, 2004; Tsuchiya, 2004a, 2004b, 2006a, 2006b; Wang & Malderez, 2006; Akbarzadeh & Sharififar, 2011).

To conclude, motivation and demotivation have remarkable impacts on foreign language learning, both at the beginning and in the course of the learning process. Motivation can compensate for lack of ability because it helps learners stay on target and task. Motivated students are actively and attentively engaged in the process of language learning while unmotivated students are not adequately involved so they cannot succeed in improving their foreign language skills (Oxford and Shearin, 1994). Thus, high level of motivation can be attributed to attainment of foreign language skills and long-term achievement in the target language. In contrast, lack of motivation, namely demotivation, brings complications in the process of foreign language learning into the forefront.

2.7. Studies Conducted on Student Motivation and Demotivation

Owing to the fact that motivation has a key role in foreign language learning process, many studies have been carried out around the world as well as in Turkey to determine to what extent it affects the achievement of the target language, and what kind of motivating and demotivating factors are inherent in students towards English.

2.7.1. Studies conducted around the world

Chambers (1993) carried out a study on demotivation by gathering data from 191 British year-nine pupils and 7 teachers via applying a questionnaire. The results of teacher and learner surveys were contrary; in other words, teachers tended to regard students' attitudes and behaviors as the primary source of demotivation whereas learners put the blame mainly on teachers.

Another study was on sources of student motivation to learn English, which was carried out by AL Othman (1995) at four colleges of the Public Authority for Applied Education and Training in Kuwait, a further education institution. He concluded that students tend to have a strong instrumental motivation towards learning English language in order to get a job, please their parents, get a degree, opt for higher education and so forth.

Rudnai (1996) tried to investigate L2 learners' demotivation by interviewing 15 Hungarian secondary EFL learners considering demotivation at the language level, the learner level and the learning situation level. The results yielded that the learner level (negative past experiences) and the learning situation level (lack of free choice) were found to be the most prominent causes of students' demotivation.

In order to examine learners' individual working conceptions of their L2 learning motivation and their perceptions as to the characteristics of motivational evolution and experience over time, a study was conducted by Ushioda (1996a). The data were collected through two interviews from 20 students of French at the Trinity College in Dublin, Ireland. Following a detailed content analysis, eight motivational dimensions were revealed in order of importance: academic interest, language-related enjoyment, desired levels of the L2 competence, personal goals, positive learning history, personal satisfaction, feelings about French-speaking countries or people, and external pressures/incentives. The detected demotivating factors were generally external and related to the learning environment. Those factors were L2 classes with native speakers, L2 coursework and methods, and institutional policies and attitudes.

One of the other studies was conducted by Belmechri and Hummel (1998) to explore whether there were orientations and their relation to motivation in a largely monolingual context. They applied the questionnaires to 93 high school students, and they found that the students' motives were traveling, understanding school, friendship, understanding English in general, and career opportunities. Based on the findings,

career orientations and understanding English were the most important to ESL learning in the context. They also found out that the participants did not show an integrative orientation for learning ESL and that various orientations operated as predictors of motivation.

One of the studies on demotivation conducted by Dörnyei (1998b), which aimed to explore the variety of demotivating factors in 50 secondary school pupils who were learning either English or German in different schools in Budapest, Hungary. The data were collected through structured interviews ranging from 10 to 30 minutes. Based on the analysis, nine sources of demotivation were revealed in order of frequency. These were respectively the teacher, reduced self-confidence, inadequate school facilities, negative attitude towards the L2, the compulsory nature of the L2 study, interference of another foreign language being studied, negative attitude towards the L2 community, attitudes of group members, and the coursebook.

Chambers (1999) conducted a longitudinal study on motivation to investigate the factors affecting students' motivation in learning German in the UK. The data were collected by way of questionnaires and interviews from 1481 learners at four schools in Leeds and 1251 learners in Kiel. There were three main focuses: attitudes towards the behavior, subjective norm and perceived behavioral control. According to the findings, the most influential factors contributing to a positive language learning experience were the teacher, the textbook, the equipment and teacher-made materials.

In Gao et al.'s (2003a, 2003b, 2004) extensive research, 2278 participants from 30 Chinese universities answered a battery of self-developed questionnaires. Seven sources of motivation were identified based on the results: intrinsic interest, immediate achievement, learning situation, going abroad, social responsibility, individual development, and information medium. These types were also grouped into three categories: instrumental, cultural, and situational. English majors scored significantly higher on cultural motivation and on certain instrumental motivations than non-English majors. Also, they scored higher on intrinsic interest than majors of natural sciences, higher on social responsibility than majors of natural and social sciences, and higher on individual development and information medium than social science majors. While more proficient EFL learners reported significantly more intrinsic interest, less proficient EFL learners were chiefly driven by immediate achievement. Considering the

results, the researchers recommended that native-culture orientation needs to be incorporated into the traditional motivation framework.

One of the studies to find out the factors that discourage pupils from learning the English language was conducted by Muhonen (2004). According to the results, the demotivating factors in order of frequency were the teacher (teaching methods, lack of competence, personality), learning material (coursebook, exercise book, other materials), learner characteristics (poor language skills, bad experiences, poor performance), school environment (the scheduling of English classes, changes in the teaching staff, the actual classroom where the English lessons had taken place), and learners' attitude towards the English language (considering learning English pointless, uninteresting and worthless).

In a study of 900 Japanese university EFL learners, Falout et al. (2009) summarized three categories of demotivators: external conditions of the learning environment, internal conditions of the learner and reactive behaviors to demotivating experiences. It was reported that these conditions and behaviors were correlated with long-term EFL learning outcomes.

In Kouritzin et al.'s (2009) study, more than 6000 university students from Canada, Japan, and France participated. The findings of the study revealed that learners in Canada and France displayed remarkably instrumental and integrative motivation respectively. However, students in Japan showed a social capital motivation.

Mendi (2009) studied the relationship between students' proficiency of reading skills and their motivation. Based on the findings of the study, it was indicated that students with higher motivational levels were known to spend much time on extensive reading in English. Additionally, there was a positive relationship between motivation and reading performance.

Vela and Vara (2009) carried out a case study in Spain to learn the source of motivation that drives students to learn independently, and not needing a group or a teacher to encourage or accompany their studies. They utilized a questionnaire adapted from Yihong et.al. (2007) with 5 independent language learners aged between 21 and 29. According to the findings, intrinsic interest was high in almost all the subjects. Overall, learners displayed intrinsic, integrative and instrumental motivation. External motivation was present in a much lower extent than the intrinsic one.

In their research “A Study on Students’ Learning Motivation of EFL in Taiwanese Vocational College” Fan and Feng (2012) aimed to explore vocational school students’ learning motivation in Taiwan. The results indicated no differences on different systems in vocational college, gender and background of high school for students’ learning motivations. However, the learning motivations of students in Taiwanese vocational college were mainly related to the beliefs about learning, task value and intrinsic goal-orientedness. The results were different from those of general university students whose learning motivations were extrinsic and intrinsic. The findings also revealed that there was stronger statistical significance between learning motivations and learning achievements, yet little statistical significance between learning motivations and learning needs.

A study of demotivation was carried out by Kim and Seo (2012) by collecting data from 6301 elementary school students and from 17 teachers in Korea. They discovered three demotivators: the teachers, excessive social expectation and students’ proficiency gap.

Al Noursi (2013) conducted a study at Applied Technology High School (ATHS) in the UAE. His findings indicated that the students held positive attitudes towards learning English language. He also noted that the reason for such an attitude was probably the strong and growing belief of the government that English competence and computer skills were a must for the younger generation in the twenty-first century.

2.7.2. Studies conducted in Turkey

A study was conducted by Çolak (2008) to probe the relationship between motivational level of students and their study habits in a Turkish university context. 82 second-year university students participated in the study. The study displayed that students had a moderate level of foreign language learning motivation, and there was a low correlation between overall motivation and students’ achievement. Furthermore, students’ motivational level showed difference depending on their departments. The study also showed that there was a direct relationship between the motivational level of students and their study habits.

Çetinkaya and Oruç (2010) also investigated students’ level of motivation to learn English in Turkey, their reasons of studying English, and the role of English in

their everyday lives. There were 228 participants who were attending English preparatory classes at a public university and at a private university in Turkey. The results showed that private university students' motivation to learn English was considerably higher than that of public university students', and that learners seemed to be motivated to learn English to find a better job and to connect to the international community via media and interpersonal exchanges. Considering the role of English in their everyday lives, students in both public and private universities seemed to spend time mostly by listening to music, watching movies and TV channels in English, and searching web sites.

Another study was conducted by Doğan (2009) to determine the motivational level of the preparatory school students learning English as a foreign language at Eskişehir Osmangazi University Foreign Languages Department. He administered a questionnaire developed by Gardner (1985) to 561 preparatory school students. In this study, motivational level of the students was measured, and it was aimed to measure if there was a difference among students depending on some variables. It was found that students' motivational level was high, and there was no difference among students in terms of their level of English, the high schools they graduated from, and among students who studied English at a preparatory school before and those who did not.

In her study, Bekleyen (2011) examined the demotivating factors that affect university students' learning English as a foreign language. The participants of the study were freshman students majoring in different fields at a state university in Turkey. The main instrument used to collect data was a questionnaire based on nine demotivating factors explored by Dörnyei (1998). The findings suggested that demotivating factors were listed under eight headings: teachers, school facilities, students' past experience of failure or success, attitude toward English, compulsory nature of English, negative attitude toward English speakers, attitudes of peers, and coursebooks.

In her study, Öztürk (2012) studied the perceptions of the students and teachers about 62 teacher behaviors that motivate students to learn English. The same questionnaire was administered to both 314 students and 27 teachers at Afyon Kocatepe University English Preparatory Program. The results confirmed that teacher behaviors had a great influence on student motivation.

Another study was carried out by Akpur and Alcı (2014) to determine the predictive and explanatory relationship between the academic achievement of university

students and their motivation, anxiety and attitudes. To explore their motivation level, 631 students responded to “Academic Motivation Scale”. The students’ grades in the fall semester were taken into account as indicators of their academic achievement. The results indicated that there was a negative significant relationship between attitudes towards English and foreign language classroom anxiety; extrinsic motivation and foreign language classroom anxiety; and intrinsic motivation and foreign language classroom anxiety levels. However, the study also revealed that there was a positive and significant relationship between students’ attitudes towards English and their intrinsic motivation; their extrinsic motivation and attitudes towards English; and their intrinsic motivation and extrinsic motivation levels. In addition, students’ attitudes towards English and their intrinsic motivation levels were of great significance to predict students’ academic achievement.

To conclude, there are a plenty of studies conducted on demotivation and, especially, on motivation. When the frequency of these is considered, it is observed that there is still a scarcity of studies on demotivation. However, the factors diminishing students’ interest and involvement throughout the language learning process deserve equal importance as the ones enhancing their language learning. Moreover, the studies concerning the characteristics and culture-specific context of Turkish L2 learners’ demotivating factors are few; therefore, the current study is conducted in order to investigate the demotivating factors inherent in university students at preparatory school programs in Turkey in order to produce context-specific results and to be able to make generalizations with regard to preparatory school students in Turkey.

CHAPTER 3

METHODOLOGY

This chapter presents the participants of the study, the instrument used, data collection procedures and analytical procedures. The current research was designed with two purposes: (1) development and validation of a scale to determine English preparatory school students' demotivational factors in Turkish context at university level, and (2) implementation of the self-structured scale to the participants in order to find out the effects of independent variables such as university type, faculty, proficiency level and high school type on students' demotivational levels. Therefore, the study includes two phases.

3.1. Participants

Different participants took place at different stages of the study. Firstly, in order to create an item pool for the development of the scale, 60 students studying at Eskişehir Osmangazi University Department of Foreign Languages were asked to write compositions regarding their demotivation in learning English. Those students were at Beginner, Elementary and Pre-intermediate levels (20 each).

For the pilot study, 40 students from the same university were asked to respond to the scale in order to determine the time required to answer the items in the form, and ensure that the items in the scale were clear for the students in terms of the language used and the content they included.

Then, the scale was given to 206 students at Eskişehir Osmangazi University Department of Foreign Languages to ensure the reliability and validity of the developed scale.

Finally, after ensuring the reliability of the scale, it was delivered online to all the preparatory school students in the country, and 1105 of them from 30 different universities returned with their responses.

The following table summarizes the subjects of the study participated in each step as well as the aim of participation:

Table 3.1. *Participants in Each Step of the Study*

Number of Participants	Aim
60	Creating an item pool through compositions
40	Piloting the study for checking clarity and time
206	Performing confirmatory factor analysis for reliability and validity of the scale
1105	Conducting data analyses through application of the developed scale

When the participants were analyzed according to the variables of the study: university type, faculty, proficiency level and high school type, the following results were identified in the final stage of the study according to the university type:

Table 3.2. *Distribution of Participants in terms of University Type*

	Frequency	Percent
Public	768	69,5
Private	337	30,5
Total	1105	100,0

As seen in the table above, regarding the university type, 69,5 % of the participants ($N=768$) were at a public university in Turkey while 30,5 % of the them ($N=337$) were studying at one of the private universities.

The following table shows the frequency of students in each faculty:

Table 3.3. *Distribution of Participants in terms of Faculty*

	Frequency	Percent
Faculty of Architecture	88	8,0
Faculty of Arts and Sciences	99	9,0
Faculty of Economics and Administrative Sciences	247	22,4
Faculty of Education	47	4,3
Faculty of Engineering	509	46,1
other faculties	115	10,4
Total	1105	100,0

With respect to the faculty, 8 % of the participants ($N=88$) were in Faculty of Architecture; 9 % of them ($N=99$) were in Faculty of Arts and Sciences; 22,4 % of them ($N=247$) were in Faculty of Economics and Administrative Sciences; 4,3 % of them ($N=47$) were in Faculty of Education; 46,1 % of them ($N=509$) were in Faculty of Engineering; and 10,4 % of them ($N=115$) were in other faculties (i.e. Faculty of Pharmacy, Faculty of Tourism, Faculty of Fine Arts).

The following table gives the frequency of students at each level of proficiency:

Table 3.4. *Distribution of Participants in terms of Proficiency Level*

	Frequency	Percent
Beginner	343	31,1
Intermediate	406	36,7
Upper- Intermediate	356	32,2
Total	1105	100,0

The proficiency levels of the subjects were specified according to the subjects' stated levels they were having their education at their universities. At the beginning of the fall semester, they took the proficiency exam applied by the preparatory school program, and their proficiency levels were identified in parallel with their scores.

According to that, 31,1 % of the respondents ($N=343$) were at Beginner level; 36,7 % of them ($N=406$) were at Intermediate level; and Upper-Intermediate level students ($N=356$) composed 32,2 % of the whole sample.

The following table illustrates the frequency of students according to their high school type:

Table 3.5. *Distribution of Participants in terms of High School Type*

	Frequency	Percent
Science High School	71	6,4
Anatolian High School	725	65,6
other types of high school	309	28,0
Total	1105	100,0

Considering the subjects' high school type, 6,4 % of the them ($N=71$) had studied at Science High School; 65,6 % of them ($N=725$) had graduated from Anatolian High School; and 28 % of them ($N=309$) had received education at other types of high school.

As summarized in the tables above, the sample of the final stage of the study composed of 1105 students in various preparatory school programs in Turkey. The participants differ in terms of university type, faculty, proficiency level and high school type.

3.2. Instrument

One of the aims of the study was to develop a scale in order to determine demotivating factors towards learning English according to students and measure their demotivational levels. Therefore, *A Scale of Turkish Preparatory School University Students' Demotivational Factors Towards Learning English* was developed following the required procedures which are explained in the succeeding section.

3.3. Data Collection Procedures

The data were gathered following the procedures explained on the next page:

When the related literature is reviewed, there are a number of instruments which were designed to measure student motivation, and they differ in terms of their approach to measuring motivation because they were designed in deference to their specific social and cultural context. In spite of the apparent significance of demotivation in learning a foreign language, few studies have focused on student demotivation so far. There is a scarcity of studies on student demotivation in Turkey, as well. Taking this context-specific issue and scarcity of studies on demotivation into consideration, this instrument is essential in order to determine demotivational factors while learning English inherent in Turkish university students studying in English preparatory programs in Turkey.

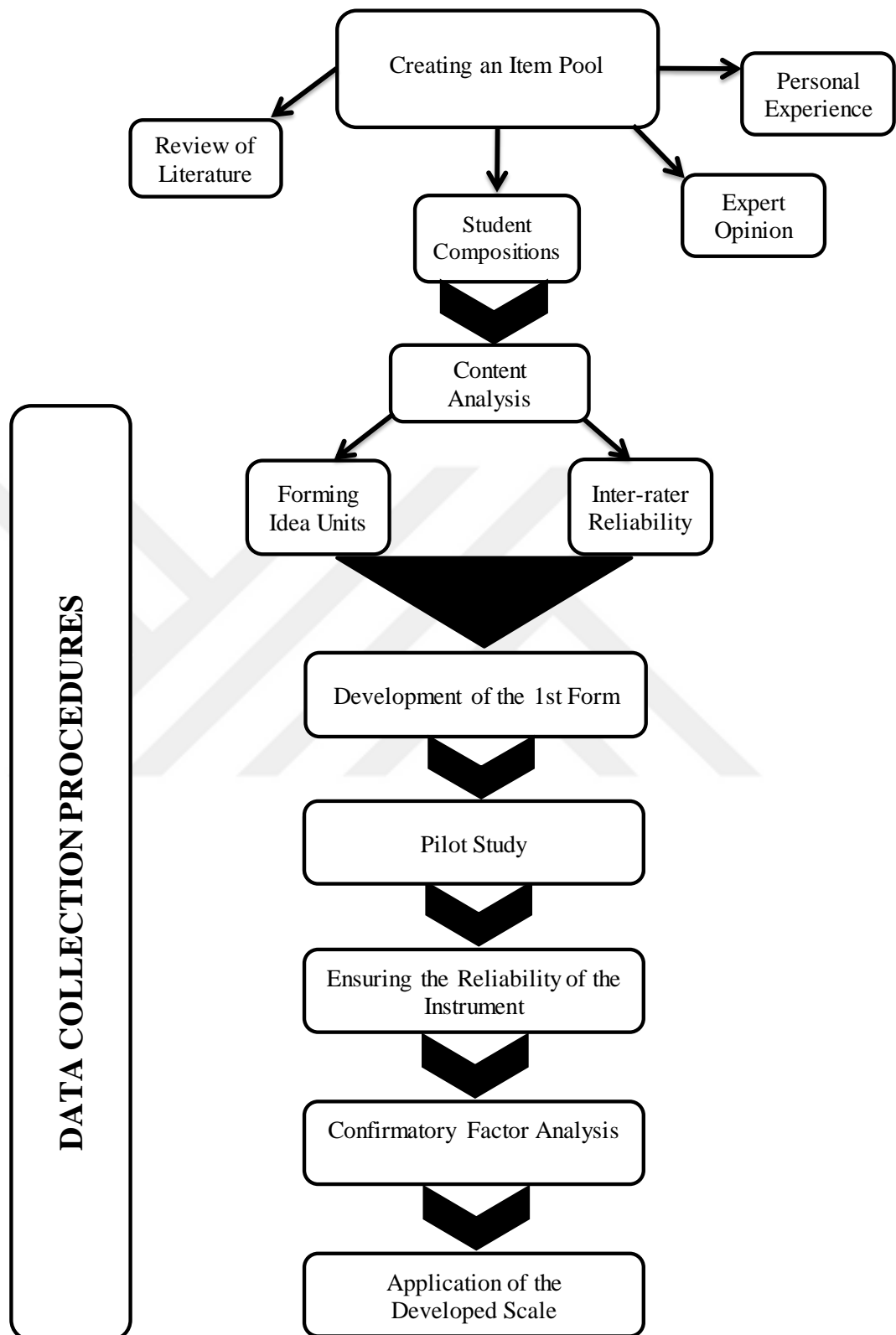


Figure 3.1. *Data Collection Procedures for the Development of the Scale*

As an initial step in forming the context-specific scale, related literature was reviewed referring not limited, but mainly to Gardner (1985), Deci & Ryan (1985), Gorham & Christophel (1992), Chambers (1993), Oxford & Shearin (1994), Christophel & Gorham (1995), Ushioda (1996a), Gorham & Millette (1997), Vallerand (1997), Williams & Burden (1997), Dörnyei (1998b), Oxford (1998), Dörnyei (2001a), Dörnyei (2001b), Ikeno (2003), Falout & Maruyama (2004), Muhonen (2004), Woolfolk (2005), Tsuchiya (2006), Kikuchi & Sakai (2007), Coleman (2009), Sakai & Kikuchi (2009), Hirvonen (2010), Lehtikoinen & Leinonen (2010), Rahman et al. (2010), Dörnyei & Ushioda (2011), Amemori (2012), Cheng (2012), British Council & TEPAV (2013), and British Council & TEPAV (2015). Reviewing the literature aimed to find out the demotivating factors affecting language learning process.

Additionally, the qualitative data for the study were collected from students studying at Eskişehir Osmangazi University Department of Foreign Languages through written compositions to form this scale. Students were asked to write a composition on: *“Are you motivated to learn English?” “What demotivates you while learning English?” “What would motivate you more?”* They were asked to write these compositions in their mother tongue to prevent anxiety and fear that might cause problems in expressing their ideas in a foreign language.

In addition to a review of related literature on motivation/demotivation and compositions written by 60 students studying at Eskişehir Osmangazi University Department of Foreign Languages, in an attempt to consult to expert opinion, the researcher had discussions with 12 experts in the field with at least 5 years of experience on the factors affecting student motivation and demotivation. The items in the pool were confirmed as a result of these discussions.

Besides, the researcher made necessary additions with reference to her own experience as an instructor of English for six years at the same context. Teaching at all levels at the same university for a period of six years; the researcher has experienced and observed preparatory school students’ approach and attitudes towards learning English, which contributes in throughout the research.

As a result, review of related literature, student compositions, expert opinions and personal experience were the sources addressed in creating the item pool of the scale.

3.4. Analytical Procedures

The compositions written by the students were analyzed through content analysis. It has been defined as “a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding” (Berelson, 1952; GAO, 1996; Krippendorff, 1980; and Weber, 1990; as cited in Stemler, 2001:1). It refers to analyzing the collected data for frequencies, and coding these into categories in order to make inferences. Therefore, as well as the resources from the related literature, student compositions on “*Are you motivated to learn English?*” “*What demotivates you while learning English?*” “*What would motivate you more?*” were collected for detailed analysis and evaluated by the researcher. Based upon the frequently repeated key words and phrases on students’ papers, the researcher identified the idea units extracted from the textual data.

“To make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent, and different people should code the same text in the same way” (Weber, 1990:12). With the purpose of meeting these reliability concerns, the researcher asked an expert with 5 years of teaching experience and working at the same context as the inter-rater to analyze and compose idea units over the data collected. At the end of this procedure, two analysts came up with nearly the same coding patterns ($Kappa = .76$), which indicated “the existence of a substantial amount of agreement and correspondence between two coders” (Landis and Koch, 1977:165).

As a result of the content analysis carried out by two raters, 4 idea units or categories regarding students’ demotivational factors were cogitated. These were;

1. personal reasons,
2. past experiences,
3. features of preparatory school program, and
4. the form of instruction.

In addition to the 2nd-rater’s analysis, in consideration of the compositions written by a total of 60 students from beginner, elementary and pre-intermediate proficiency levels, and based on the related literature on student motivation/demotivation, factors that demotivate students in the process of learning

English were itemized from this data source. Moreover, 6 items were eliminated from the item pool due to clarity and reliability reasons, and the first version of the form (*Scale of Turkish Preparatory School University Students' Demotivational Factors Towards Learning English*) was constituted. The form included 32 items in total, and they were scored on a 5-point scale anchored by the end point *Certainly Disagree (1)* to *Totally Agree (5)* with a midpoint at *(3) Moderately Agree*.

The items on the scale were translated through back-translation method. A language specialist interpreted the items on the scale which were previously translated into English back to Turkish. Besides, the specialist was not involved in the current study, and did not have any prior knowledge concerning its objectives and setting. Both back-translated and original forms of the scale were compared, and it was seen that there were not substantial differences between two forms. The purpose of this process was to ensure semantic equivalence between English and Turkish forms of the scale.

Following the content analysis and translation process, the first form of the scale was piloted with 40 students at Eskişehir Osmangazi University Department of Foreign Languages. It lasted for approximately 15 minutes for respondents to complete the scale. The purpose of pilot study was to find out whether students had any ambiguities and/or misunderstandings in relation to the items and expressions in the scale. Students were asked to examine the scale in a detailed way, and also ask any questions regarding the items and instructions on the form. As a result of this process, some slight changes were made with the form regarding the expressions and word choice.

In order to ensure the reliability of the scale, it was given to 206 students at Eskişehir Osmangazi University Department of Foreign Languages. The results were analyzed using Cronbach's Alpha Reliability Analysis.

Following the reliability analysis, the data were analyzed through second order confirmatory factor analysis (CFA) in order to investigate the structural validity of the scale. As the factors or dimensions of the variable 'demotivation' had been determined based on the content analysis of the related literature and of student compositions by two raters as well as expert opinions, conducting exploratory factor analysis was not required. Çokluk, Şekercioglu and Büyüköztürk (2012) state that exploratory factor analysis (EFA) is performed if there is no theoretical knowledge regarding the factor structure of latent variable, and this analysis puts forth the dimensionality of this variable; that is why, EFA was not carried out by the researcher.

After the reliability and validity of the scale were ensured, it was delivered to the learners of English in preparatory school programs all over the country through an online platform in the Spring Semester of 2015-2016 Academic Year.



CHAPTER 4

RESULTS AND DISCUSSION

The focus of this chapter is on the analysis of the data collected through a self-developed and validated scale, and extensive discussion of the statistics examining the effect of different variables on students' demotivational factors. The organization of the chapter is in line with the two purposes of the study: (1) analyses of reliability and validity of the scale, and (2) analysis of the independent variables such as university type, faculty, proficiency level and high school type on the subjects' demotivation. Also, each research question is discussed separately in detail and also within general framework. In accordance with an attempt to answer the research questions, some comments are made by referring to previous studies.

4.1. How Can Students' Demotivational Levels Be Measured?

The first part of the research aimed at developing and validating a scale measuring students' demotivational level. Since the scale was developed going through several stages, the results were explained for each step. Firstly, the data collected from 206 students at Eskişehir Osmangazi University Department of Foreign Languages were analyzed using Cronbach's Alpha Reliability Analysis for ensuring the reliability of the items on the scale. George and Mallery (2003:231) provide the following rules:

Table 4.1. *Rules for Cronbach's Alpha Reliability Analysis*

> .9	Excellent
> .8	Good
> .7	Acceptable
> .6	Questionable
> .5	Poor
< .5	Unacceptable

Büyüköztürk (2005) also suggests that the reliability coefficient should be .70 and above. In the analysis, internal consistency reliability (Cronbach's Alpha) for the whole instrument was found to be $\alpha = .911$, which indicated excellent internal consistency of the items in the scale. It can be interpreted that 32 items showed homogeneity and unidimensionality.

Following that, the internal reliability for each factor was tested by computing the Cronbach's Alpha. The results of subscale reliability were found to be;

Factor 1: .708	(personal reasons)
Factor 2: .680	(past experiences)
Factor 3: .763	(features of preparatory school program)
Factor 4: .871	(the form of instruction)

The internal consistency reliability results of Factor 1, 3, and 4 were acceptable (.70 and above); however, the reliability of Factor 2 was just slightly below the suggested reliability coefficient. As this result would not affect the reliability of the whole instrument, which was remarkably high ($\alpha = .911$), it was decided not to omit Factor 2 from the scale.

After ensuring the reliability of the scale, confirmatory factor analysis was carried out to validate the scale. As the factors or dimensions of the variable 'demotivation' had been determined based on the content analysis of the related literature and of student compositions by two raters, conducting exploratory factor analysis was not required. Çokluk, Şekercioğlu and Büyüköztürk (2012) state that exploratory factor analysis (EFA) is performed if there is no theoretical knowledge regarding the factor structure of latent variable, and this analysis puts forth the dimensionality of this variable; that is why, EFA was not carried out by the researcher.

Based on the theoretical knowledge and according to the analyses of two raters, the factors were found to be: (1) personal reasons, (2) past experiences, (3) features of preparatory school program, and (4) the form of instruction. The following table presents the factorial distribution of the items in the scale:

Table 4.2. *Factorial Distribution of the Items in the Scale*

Factor 1	Factor 2	Factor 3	Factor 4
1	5	3	2
4	8	17	6
7	16	22	9
10	27	28	11
14	31	32	12
18			13
21			15
25			19
29			20
			23
			24
			26
			30

In this phase, second order confirmatory factor analysis (CFA) was performed in order to test the structural validity of the scale. The data were analyzed by using Mplus Version 6 Base Program through second order CFA, and the results of CFA are presented in Table 4.3 below:

Table 4.3. *Results of Confirmatory Factor Analysis*

Goodness-of-Fit Statistics		
RMSEA	CFI	SRMR
0.070	0.786	0.075

When goodness of fit indices are considered, RMSEA= .070, which indicates that values are fair fit. This value indicates goodness of fit between model and data, and the model fit seems to be good. The guidelines for the interpretation of RMSEA (Root Mean Square Error of Approximation) by Steiger (1989) and Browne and Cudeck (1993) are as follows;

- values in the range of 0.00 to 0.05 indicate a close fit,
- those between 0.05 and 0.08 indicate a fair fit, and
- those between 0.08 and 0.10 indicate a mediocre fit.

CFI (Comparative Fit Index) was introduced by Bentler (1990), and it postulates that latent variables are independent, and it makes a comparison between the sample covariance matrix and this independent model. Values for CFI need to be in the range between 0.0 and 1.0. As the values approximate to 1.0, they show a good fit. A value of $CFI \geq 0.95$ is currently recognized as indicative of a good fit (Hu and Bentler, 1999). As seen in table above, CFI= 0.786, and it can be interpreted as indicating an acceptable fit as it takes place in the suggested range.

Finally, SRMR (Standardized Root Mean Square Residual) values range from 0.0 to 1.0, and well-fitting models obtain values less than .05 (Byrne, 1998; Diamantopoulos and Siguaw, 2000), but also values up to 0.08 are acceptable (Hu and Bentler, 1999). According to these criteria, SRMR was revealed to be 0.075, and as it is smaller than .08, it shows a good fit (Brown, 2006).

Depending on all these statistics within the scope of confirmatory factor analysis conducted with 206 participants, it is concluded that goodness of fit statistics specifies the data of the scale and assumed model have an acceptable fit. Therefore, the scale titled '*Scale of Turkish Preparatory School University Students' Demotivational Factors Towards Learning English*' has been confirmed and validated. The following figure presents the items of the scale for each sub-category of demotivation and their classifications as a result of second order confirmatory factor analysis:

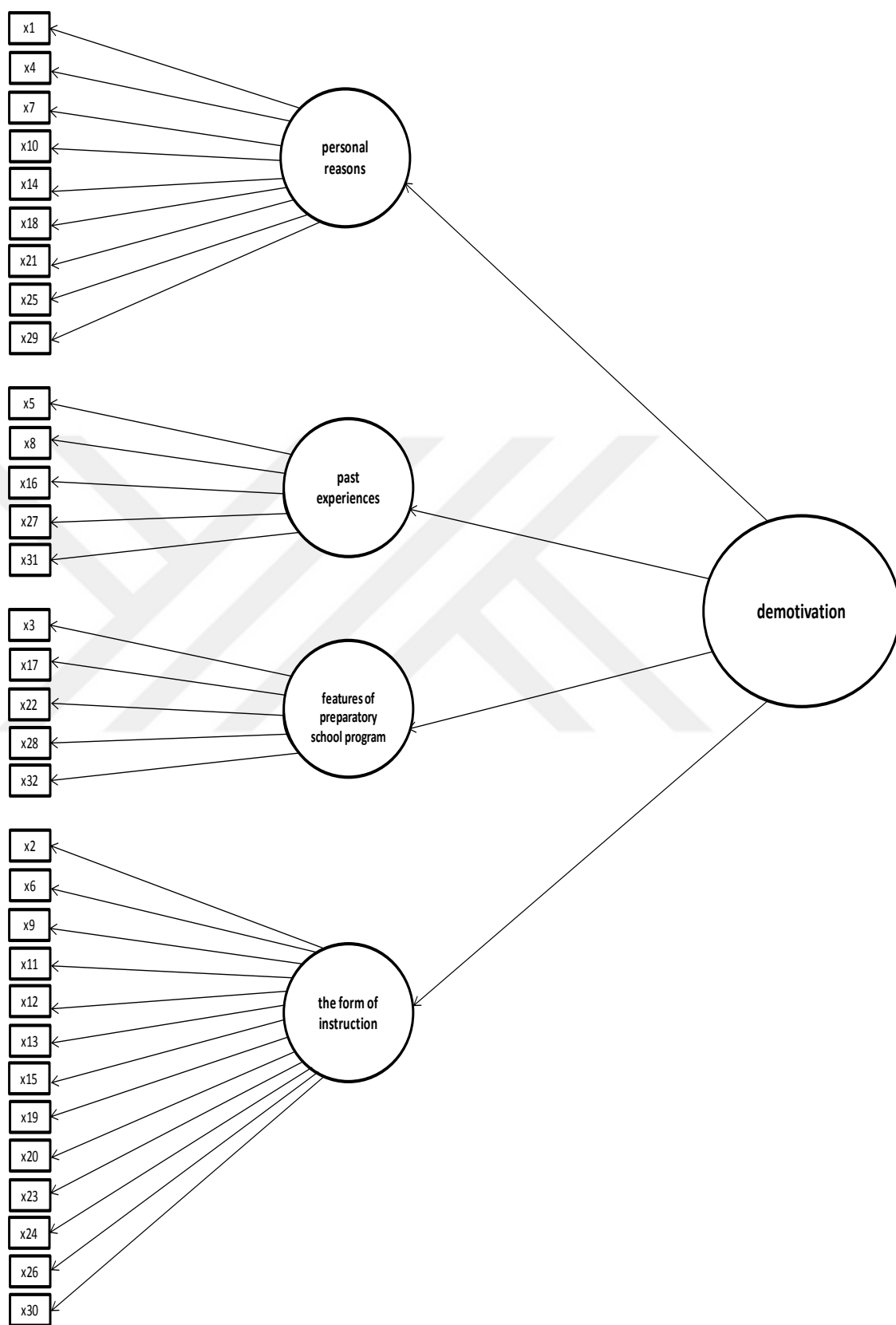


Figure 4.1. *The Diagram Generated for the Second Order Confirmatory Factor Analysis*

To conclude, this research question tried to answer how students' demotivational levels towards learning English can be measured. In order to measure this, a scale was developed through the content analysis of compositions written by 60 students and a review of literature. As a result of this process, a scale with four dimensions emerged including 32 items. Following that, the scale was validated through second order confirmatory factor analysis with the data collected from 206 students. Results showed that the data and assumed model had an acceptable fit. In other words, the scale titled '*Scale of Turkish Preparatory School University Students' Demotivational Factors Towards Learning English*' was a reliable and valid instrument in order to measure preparatory school students' demotivational levels towards learning English.

4.2. What Are the Prominent Demotivating Factors Inherent in Turkish University Preparatory School Students towards Learning English?

The research question aimed to explain the sources of demotivation revealed in the first phase of the study, and also the demotivating factors included in each sub-category of demotivation. According to the analyses obtained from the scale, the following results were obtained for each factor identified with the content analysis:

Table 4.4. *Descriptive Statistics for Sources of Demotivation*

Scale of Turkish Preparatory School University Students' Demotivational Factors Towards Learning English			
Source of demotivation	<i>N</i>	<i>M</i>	<i>SD</i>
personal reasons	1105	3.09	.761
past experiences	1105	3.20	.899
features of preparatory school program	1105	3.31	.961
the form of instruction	1105	2.83	.740

When the results based on the sources of demotivation are examined, mean scores for sources of demotivation according to students ranged between $M= 3.31$ and $M= 2.83$. The mean score for demotivational level on the whole scale was found to be $M= 3.04$.

As the lowest value for the items on the scale was 1.00, and the highest was 5.00, the test value determined by the researcher was $M = 3.00$ and the cutoff value of .05 was chosen. The hypotheses were:

H0: $M = 3.00$ (similar to an average of 3.00 with 5% of error).

H1: $M < > 3.00$ (different from an average of 3.00 with 5% of error).

Following that, a one-sample t-test was performed in order to test the hypotheses. The following table shows the results of the test:

Table 4.5. *One-Sample Statistics and One Sample t-test*

Test Value= 3.00										
										95% Confidence Interval of the Diff.
	N	M	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	MD	Lower	Upper
demotivation level	1105	3,04	,677	,020	1,722	1104	,085	,035	,00	,08

According to the table above, it can be concluded that H0 was confirmed ($.05 < .085$). In other words, with 95% confidence, the mean score of the “demotivational level” variable was similar to 3.00.

Concerning that, sources of demotivation under this mean score meant low level of demotivation while the mean scores of and above 3.00 indicated high level of demotivation.

In order to compare the mean scores of the same group of participants in different subcategories of demotivation, and to find out whether these observed differences were significant, inferential statistics were used. Therefore, a one-way ANOVA with repeated measures was carried out. However, the assumption of Sphericity was not met ($p = .000$). In that case, a Greenhouse-Geisser correction was applied to the degrees of freedom [$F(2,522, 2784,143) = 153,205, p < .001$] as indicated in the following table.

Table 4.6. Tests of Within-Subjects Effects

Tests of Within-Subjects Effects							
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Demotivation	Greenhouse-Geisser	143,953	2,522	57,082	153,205	,000	,122
Error (Demotivation)	Greenhouse-Geisser	1037,332	2784	,373			

According to the findings, it can be stated that the observed differences across four subcategories of demotivation were significant ($p < .001$), which means that there was a difference between at least two subcategories of demotivation.

In order to see where the difference was, the Pairwise Comparisons were analyzed, which carried out multiple comparisons between every possible combination of pairs.

Table 4.7. Pairwise Comparisons of Sources of Demotivation

Pairwise Comparisons						
(I) factor1	(J) factor1	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
1	2	-,104 [*]	,022	,000	-,163	-,044
	3	-,220 [*]	,022	,000	-,278	-,162
	4	,268 [*]	,018	,000	,220	,316
2	1	,104 [*]	,022	,000	,044	,163
	3	-,116 [*]	,030	,001	-,196	-,037
	4	,372 [*]	,024	,000	,307	,437
3	1	,220 [*]	,022	,000	,162	,278
	2	,116 [*]	,030	,001	,037	,196
	4	,488 [*]	,024	,000	,425	,552
4	1	-,268 [*]	,018	,000	-,316	-,220
	2	-,372 [*]	,024	,000	-,437	-,307
	3	-,488 [*]	,024	,000	-,552	-,425

Results indicated that all six pairs of demotivating factors had significant differences: (1) personal reasons and (2) past experiences ($MD= .104^*$, $p= .000$); (1) personal reasons and (3) features of preparatory school program ($MD= .220^*$, $p= .000$); (1) personal reasons and (4) the form of instruction ($MD= .268^*$, $p= .000$); (2) past experiences and (3) features of preparatory school program ($MD= .116^*$, $p= .001$); (2) past experiences and (4) the form of instruction ($MD= .372^*$, $p= .000$); and (3) features of preparatory school program and (4) the form of instruction ($MD= .488^*$, $p= .000$). It can be concluded that there were significant differences between each pair in this study.

Concerning the sources of demotivation on the scale, the highest score belonged to features of preparatory school program while the lowest one to the form of instruction; in other words, features of preparatory school program was the most demotivating factor while the form of instruction was the least demotivating one for participants in general.

Regarding the four sources of demotivation in the current study, it can be concluded that students were the most demotivated due to features of preparatory school program; secondly because of their past experiences in learning English; thirdly owing to personal reasons; and they were the least demotivated due to the form of instruction.

As the next step, each source of demotivation was analyzed depending on the items included in each category. Regarding demotivation based on personal reasons with 9 items in the scale, the following results were obtained:

Table 4.8. *Descriptive Statistics for Demotivation Based on Personal Reasons*

Demotivation resulting from personal reasons	M	SD
21. I have the feeling that I just study to pass the preparatory class.	3.86	1.298
14. I find it boring to learn English all year round.	3.55	1.453
29. The number of words to learn decreases my motivation.	3.54	1.367
10. My family puts pressure on me to complete the preparatory school program within one year.	3.14	1.587
4. Preparatory school program does not appeal to my needs.	3.14	1.201
1. I do not have adequate facilities to practise out of the class.	3.04	1.292

Table 4.8. (Continued)

18. I do not have sufficient time to practise out of the class.	2.88	1.282
25. I am not in favor of having English as the medium of instruction in my department.	2.34	1.457
7. I do not have any sources to study out of the class.	2.34	1.193

According to the results, item 21 “*I have the feeling that I just study to pass the preparatory class*” had the highest mean score ($M= 3.86$) in terms of demotivation based on personal reasons. It can be concluded that the main reason of preparatory school students’ demotivation was their feeling of studying only to pass the preparatory class and to go to their departments rather than learning English. This feeling indicates that students at preparatory schools are not aware of the aims of the preparatory year and the significance of learning English for their future studies and careers. It might also mean that what is done in the preparatory school program does not match with their aims.

Item 14 “*I find it boring to learn English all year round*” also had one of the highest scores ($M= 3.55$) in this sub-category, which might mean that what is covered in the preparatory school program and the way it is done do not accord with students’ learning styles. It might also be inferred that students deal with a lot of subjects for university entrance exam the year before, so having just one subject, that is English, could be boring for them after such a busy pace.

Item 29 “*The number of words to learn decreases my motivation*” was also scored high ($M= 3.54$), which indicates that students suffer from learning vocabulary. It might result from students’ giving too much weight on grammar and ignoring the importance of vocabulary. It might also mean that students cannot associate the words they are learning at preparatory class to the terminology in their departments; that is why, they consider the number of words too many and/or useless. Also, students might not find the words worth learning.

The next demotivational factor for students was item 10 “*My family puts pressure on me to complete the preparatory school program within one year*” ($M= 3.14$). It might mean that families do not understand the importance and the aims of preparatory school, and that they want their children to complete their undergraduate studies, to start their careers and to earn money as soon as possible. This pressure on

students might also result from families' financial problems; in other words, studying at preparatory school more than one year could mean spending much more money on their children's education, accommodation and other expenditures.

Item 4 "*Preparatory school program does not appeal to my needs*" was another demotivational factor ($M= 3.14$) for students towards learning English. This might mean that there is a gap between students' needs and the curriculum; that is why; students feel what is done in the lessons does not correspond to their personal and academic needs. The curricula in preparatory school programs are generally designed to teach general English, but from students' point of view this aim is a reason for them to feel demotivated.

Another demotivational factor was item 1 "*I do not have adequate facilities to practise out of the class*" ($M= 3.04$). This might mean that students find the period of time for exposure to English insufficient. They might think that if they had chances for more practicing opportunities outside the classroom such as meeting native speakers of English, they would learn it better. When the weekly hours of English in the preparatory school program are considered, practising it only in the classes in a limited time could seem demotivating for them.

The next demotivational factor in this sub-category was item 18 "*I do not have sufficient time to practise out of the class*" ($M= 2.88$) which might mean that students have some other responsibilities such as working at a part-time job on or out of the campus to afford their expenses. Another reason might be their spending too much time on socializing as they are at the onset of their university education and new to the atmosphere on the campus.

Regarding demotivation based on personal reasons, one of the least demotivational factors was item 25 "*I am not in favor of having English as the medium of instruction in my department*" ($M= 2.34$). This might mean that students are aware of the importance of English for their future careers and choose their departments based on the guides; in other words, they have the chance to choose a department at which the medium of instruction is not English. However, for those who find it demotivating, it might show that they did not examine or show regard to the features of their future departments in order of preference.

The last demotivational factor within this category was item 7 "*I do not have any sources to study out of the class*" ($M= 2.34$). This might show that most students have

smart phones; they are provided with free wi-fi connection on the campus and at the cafes; and they have the library to access to sources and materials. Therefore, this factor might not pose a big problem for most students. However, for those who find this factor demotivating, it could be stated that they cannot differentiate between useful and useless sources, so they feel they lack sources to study out of the class.

The following table presents the mean scores and standard deviations obtained regarding demotivation based on past experiences:

Table 4.9. *Descriptive Statistics for Demotivation Based on Past Experiences*

Demotivation resulting from past experiences	M	SD
31. We have been learning the same things since primary school.	3.51	1.311
5. I have not learned anything as to English since primary school.	3.47	1.407
27. My English teachers in the past were incompetent in teaching.	3.31	1.394
16. I have always had difficulty learning English.	2.94	1.431
8. I have not been informed how to study English so far.	2.75	1.265

Considering the five items of demotivation based on past experiences, item 31 “*We have been learning the same things since primary school*” had the highest mean score ($M= 3.51$). It might mean that students have received grammar-based education till preparatory school, and the content of the curriculum has not changed much from primary school to the end of high school. The repetitive curriculum starting every year on a constant basis arouses the feeling that students do not show progress, and that they have always learned the same things.

Number two demotivational factor in this sub-category was item 5 “*I have not learned anything as to English since primary school*” ($M= 3.47$). It might mean that students have not put any extra effort to learn English and they have confined themselves to what was taught by teachers only. It might also indicate students’ reluctance to learn it, not paying enough attention or considering it unimportant and not worth learning.

Item 27 “*My English teachers in the past were incompetent in teaching*” was another demotivational factor ($M= 3.31$), which might mean that there was a mismatch between students’ needs, expectations, preferences and past teachers’ priorities with regard to teaching and learning process. From students’ point of view, it might also mean that their former teachers were not open to changes; they did not update themselves; and they did not refresh their knowledge to keep up with today’s world.

Another demotivational factor was item 16 “*I have always had difficulty learning English*” ($M= 2.94$). It might show students’ lack of self-confidence and lack of belief in achievement. The issue of learning English might have gradually turned into a phobia for them. When lack of confidence and lack of effort were merged, fear of failure might have emerged.

The last and the least demotivational factor in this sub-category was item 8 “*I have not been informed how to study English so far*” ($M= 2.75$). This might mean that students have not been guided through the learning process and have not been given useful instructions and clues on how to study English. It might also mean that they have not cared about and not searched for effective methods of studying English.

The following table shows the mean scores and standard deviations obtained related to demotivation based on features of preparatory school program:

Table 4.10. *Descriptive Statistics for Demotivation Based on Features of Prep. School Program*

Demotivation resulting from features of preparatory school program	M	SD
3. Compulsory attendance decreases my motivation.	3.69	1.421
22. Course hours are quite a lot.	3.44	1.384
28. Weekly syllabuses are quite intensive.	3.32	1.337
17. The great number of exams affects my motivation negatively.	3.25	1.386
32. There is a gap between what we learn in the class and difficulty level of exams.	2.87	1.336

With respect to five items of demotivation based on features of preparatory school program, item 3 “*Compulsory attendance decreases my motivation*” had the

highest mean score ($M= 3.69$), which might mean that obligations obstruct and slow down the process of learning English for students.

The next demotivational factor in order of importance was item 22 “*Course hours are quite a lot*” ($M= 3.44$). This might mean that students feel physically and mentally tired while trying to keep up with the schedule full of English. They might have the feeling that they cannot set aside time for themselves and for leisure activities.

Another demotivational factor in the sub-category of features of preparatory school program was item 28 “*Weekly syllabuses are quite intensive*” ($M= 3.32$). It might mean that according to students, what is covered in the preparatory school overburdens them. It might also mean that preparatory school program is far above their expectations.

Item 17 “*The great number of exams affects my motivation negatively*” was another demotivational factor ($M= 3.25$). This might mean that the number of quizzes, mid-term examinations, oral examinations and written examinations impede students’ learning English by causing anxiety and fear. They might not be involved in the learning process for fear of being tested frequently.

The last demotivational factor in this sub-category was item 32 “*There is a gap between what we learn in the class and difficulty level of exams*” ($M= 2.87$). This was the least demotivational factor for students, which might mean that students are generally of the opinion that what they are taught and what they are tested overlap. For those who are demotivated by this factor, it might be claimed that they either do not study enough for the exams or do not actively get involved in the classes.

The following table provides the mean scores and standard deviations of demotivation based on the form of instruction:

Table 4.11. *Descriptive Statistics for Demotivation Based on the Form of Instruction*

Demotivation resulting from the form of instruction	M	SD
23. We are not provided with a variety of grammar exercises in the lessons.	3.68	1.180
30. Teachers do not do interesting activities in the lessons.	3.37	1.206
2. English that I learn here does not prepare me for academic English in my department.	3.31	1.255

Table 4.11. *(Continued)*

6. I find the lessons quite boring.	3.28	1.188
20. Our preferences are not taken seriously through the teaching process.	3.14	1.279
11. We always study grammar.	3.04	1.243
9. Teachers give the lessons in a dull way.	2.78	1.181
15. What we cover in the class does not correspond to the real life.	2.64	1.286
19. Teachers give the lessons in a complicated way.	2.48	1,136
26. Teachers do not encourage us to participate in the lessons.	2.36	1.174
13. The lessons are given beyond our proficiency level.	2.26	1.206
24. Teachers do not benefit from technology during the lessons.	2.20	1.176
12. The classrooms are very crowded.	2.18	1.180

Regarding the thirteen items of demotivation based on the form of instruction, item 23 “*We are not provided with a variety of grammar exercises in the lessons*” had the highest mean score ($M= 3.68$) Students might feel that teachers follow the course book and workbook word by word, and that they do not bring extra materials to the class for grammar practice. Students might also find grammar exercises in their books too mechanical, not challenging, not appealing and not comparative.

The second demotivational factor was item 30 “*Teachers do not do interesting activities in the lessons*” ($M= 3.37$), which might mean that students are not attracted to the lessons because they are looking for fun and pleasure on the course of learning English.

Item 2 “*English that I learn here does not prepare me for academic English in my department*” ($M= 3.31$) was the third demotivational factor in this sub-category. It might mean that students think that what is covered in the preparatory school program does not correspond to the terminology and field knowledge in their departments. They might also feel that the context of preparatory school and that of their departments are worlds apart.

Another demotivational factor in order of importance was item 6 “*I find the lessons quite boring*” ($M= 3.28$), which might mean that the teaching methods do not match with students’ learning styles and expectations. Students might also be looking for enjoyment and laughter in the lessons instead of passively listening to the teacher, through which they can be part of the learning process.

The next demotivational factor was item 20 “*Our preferences are not taken seriously through the teaching process*” ($M= 3.14$). This might mean students feel that teachers decide everything on their own before, during and after the classes. They might have the feeling that if teachers asked their opinions regarding the components of teaching, they would be more willing to learn English.

Item 11 “*We always study grammar*” ($M= 3.04$) was another demotivational factor regarding the form of instruction. Students might have the idea that teachers hold a grammar-based approach, and everything is organized in line with grammar. It might also mean that curriculum requires excessive teaching of grammar, and this might decrease students’ motivation towards learning English.

Another factor that demotivates students was item 9 “*Teachers give the lessons in a dull way*” ($M= 2.78$), which might mean that teachers are not believed to be flexible with the syllabus, content and activities. It might also mean that teachers apply methods that do not appeal to students’ needs and expectations in the lessons. In other words, instead of using new methods that engage students, teachers give the lessons using traditional methods.

The next demotivational factor in order of importance was item 15 “*What we cover in the class does not correspond to the real life*” ($M= 2.64$), which might mean that students feel they are in an unfamiliar atmosphere due to the irrelevance between what they cover in the class and what they experience out of the class. Students cannot establish this relationship and do not understand in what way what they learn will be of service for themselves. Likewise, their cultural infrastructure might be unrelated to the context of the topics in the class, so everything might seem utopic and illogical to them.

Another demotivational factor was item 19 “*Teachers give the lessons in a complicated way*” ($M= 2.48$), which might mean that from students’ point of view, teaching methods used in the lessons are not compatible with students’ learning styles and level of competence. It might also mean that incomprehensible materials are used in the lessons.

Item 26 “*Teachers do not encourage us to participate in the lessons*” ($M= 2.36$) was another demotivational factor under this sub-category. This might mean that students do not find the activities as well as teachers’ practices engaging. It might also mean that students feel timid in the lessons, and they are waiting for teacher’s initiative first to take part in the learning process.

The next factor that demotivates students was item 13 “*The lessons are given beyond our proficiency level*” ($M= 2.26$), according to which students might feel that teachers cannot adapt their teaching to students’ level of competence. It might also mean that teachers’ priorities while teaching do not correspond to those of students. In other words, teachers might pay attention to the content while students care about comprehensibility most.

One of the least demotivating factors, however, was item 24 “*Teachers do not benefit from technology during the lessons*” ($M= 2.20$). This factor does not seem to be posing a great problem for most students, but for those who find it demotivating, it might result from the fact that they are digital natives. In other words, today’s youth are born with technology, so they are innately accustomed to the exposure to technology. Therefore, they might not be satisfied with utilization of it on the basis of frequency. They might also expect to be taught fully computer-based without any course books.

The last demotivational factor in the eyes of students was item 12 “*The classrooms are very crowded*” ($M= 2.18$), which might mean that students generally do not mind the size of the classes. For those who are demotivated by this factor, it might be stated that the noise due to the large number of students in the class might hinder their inclusion in the lessons. This might also mean that teachers have difficulty organizing the activities, forming the groups or pairs and guiding them, which might result in a waste of time, thus decreasing students’ motivation.

All in all, this research question investigated the most and the least demotivating factors for students in each sub-category of demotivation. When the items are analyzed separately from these sub-categories on the basis of the whole scale, the principal reason of preparatory school students’ demotivation towards learning English was their feeling of studying merely to pass the preparatory class and to go to their departments rather than learning English. It can be argued that if students at preparatory schools were conscious of the aims of the preparatory year and the significance of learning English for their future studies and careers, they would be more motivated to learn it.

However, the least demotivating factor on the scale for students towards learning English was the crowded classrooms. It can be concluded that the size of the classrooms did not often pose a big problem for them.

4.3. Do Students' Demotivational Levels Differ According to Different Variables?

Independent-samples *t* tests and one-way ANOVA were run to determine the effect of certain background variables (university type, faculty, proficiency level and high school type) on the dependent variables, namely university students' demotivational factors towards learning English at preparatory school programs in Turkey. In order to conduct these tests, preliminary analyses were performed to check whether the assumptions of independent-samples *t* test and one-way ANOVA were violated.

There are three assumptions which need to be satisfied in these tests: (1) independence of observations, (2) normality and (3) homogeneity of variance (Gravetter and Wallnau, 2011).

To check for the normality, Kolmogorov-Smirnov test, skewness, kurtosis, Normal Q-Q Plots and histograms of dependent variables (personal reasons, past experiences, features of preparatory school program and form of instruction) for each independent variable (university type, faculty, proficiency level and high school type) were examined. Ranging from .001 to .000, Kolmogorov-Smirnov tests were found to be significant ($p < .05$) for all variables, and therefore, the distribution of the variables identified as not normal. On the other hand, Kolmogorov-Smirnov tests are affected by sample size, so even very small deviations from normality can be found significant (Büyüköztürk, 2016). In that case, it would be more appropriate to determine the normality by analyzing skewness (ranging from -.303 to +.149) and kurtosis (ranging from -.641 to +.072) indices, and the obtained were a reasonable assumption (Tabachnick and Fidell, 2013; George and Mallery, 2010). In addition, the visual inspection of Normal Q-Q plots and histograms demonstrated slight deviations from normality. Since skewness and kurtosis indices and visual inspection of graphics suggested that the variables were approximately normally distributed and the sample size was not small ($N= 1105$), parametric tests (i.e. independent-samples *t* test and one-way ANOVA) were utilized in order to find out whether students' university type,

faculty, proficiency level and high school type had a statistically significant effect on their demotivational factors (personal reasons, past experiences, features of preparatory school program and the form of instruction).

The Levene's Test for Equality of Variances was run for each one-way ANOVA and independent-samples t test in order to check whether the assumption of homogeneity of variance was violated. The results of each test are presented in the related research question.

4.3.1. Do students' demotivational levels differ according to their university type?

In order to investigate the relationship between university type (i.e. private, public) and students' demotivational levels, an independent samples t test was run. Firstly, in order to meet the assumption that variances of two groups of universities were homogeneously distributed, Levene's test of homogeneity of variance was computed. According to this test, p value was identified .737, which suggested that variances were homogeneously distributed ($p > .05$) for this sample. Since the assumptions had been met for the analysis, an independent samples t test was conducted to examine the effect of university type on students' demotivational levels. Results are presented in the following table:

Table 4.12. *Results of t-test and Descriptive Statistics for Demotivational Level by University Type*

University type	N	M	SD	df	t	p
Public	768	3.02	.671	1103	-,793	.428
Private	337	3.06	.691			

* $p > .05$

As indicated in the table above, the findings produced non-significant results. That is, there was not a statistically significant difference between public ($M= 3.02$, $SD= .671$) and private ($M= 3.06$, $SD= .690$) universities with regard to demotivational level ($t(1103)= -,793$, $p= .428$).

It can be concluded that university type did not have a significant effect on students' demotivational level. This might mean that preparatory school students both at public and private universities have almost similar level of motivation and demotivation

towards learning English, which could result from their lack of consciousness of the program's long-term goals and prerequisites for their future careers.

4.3.1.1. Do students' demotivational levels with regard to personal reasons differ according to their university type?

This research question tried to find out whether university type had an effect on students' demotivation based on personal reasons. To analyze this, an independent samples *t* test was performed after the tests to meet the assumptions for this analysis.

To satisfy the assumption that variances of two groups of universities were homogeneously distributed, Levene's test of homogeneity of variance was run. The result ($p = .616$) indicated that variances were homogeneously distributed ($p > .05$) for this sample. After the assumptions were met, an independent samples *t* test was performed to find out the effect of university type on students' demotivation based on personal reasons. The results are presented in the following table:

Table 4.13. *Results of t-test and Descriptive Statistics for Personal Reasons by University Type*

University type	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Public	768	3.08	.754	1103	-.887	.375
Private	337	3.12	.776			

* $p > .05$

As the findings revealed, there was not a statistically significant difference between public ($M = 3.08$, $SD = .754$) and private ($M = 3.12$, $SD = .776$) universities regarding demotivation based on personal reasons ($t(1103) = -.887$, $p = .375$).

In other words, whether students studied at public or private universities did not affect their demotivation depending on personal reasons. This might mean that students of both types of universities have been having similar problems with setting goals, concentrating on learning and trying harder to achieve their goals.

4.3.1.2. Do students' demotivational levels with regard to past experiences differ according to their university type?

This research question aimed to investigate the effect of university type on students' demotivation based on past experiences. For the analysis, an independent

samples t test was performed subsequent to the tests to satisfy the assumptions of the test.

To meet the assumption that variances of two groups of universities were homogeneously distributed, i.e., not significantly different, Levene's test of homogeneity of variance was computed. According to the result, $p = .798$, which indicated that variances were homogeneously distributed ($p > .05$) for this sample.

Given that the assumptions had been met, an independent samples t test was performed to find out the relationship between university type and students' demotivation based on past experiences.

Table 4.14. *Results of t-test and Descriptive Statistics for Past Experiences by University Type*

University type	N	M	SD	df	t	p	d
Public	768	3.25	.897	1103	-2.904	.004	0.18
Private	337	3.08	.893				

* $p < .05$

The results yielded a statistically significant difference between public ($M = 3.25$, $SD = .897$) and private ($M = 3.08$, $SD = .893$) universities regarding demotivation based on past experiences ($t(1103) = -2.904$, $p = .004$). In order to measure the magnitude of mean differences, effect size was calculated ($d_{Cohen} = 0.18$). According to the obtained value, the significance of difference was small ($d \leq 0.2$).

It can be concluded that university type had a significant effect on demotivation resulting from students' past experiences. Students at public universities were more demotivated due to their past experiences compared to those studying at private universities. One reason of this might be their inadequate school facilities in the past (Sakai and Kikuchi, 2009); former teachers' personalities, commitments, competence and teaching methods (Dörnyei, 1998b); and reduced self-confidence due to their experience of failure or lack of success (Dörnyei, 1991).

It might also mean that students at public universities had lowered expectations about English in the past, and they had demotivating experiences depending on their failures. This perception might still be encompassing their attitude towards English. Bekleyen (2011) also carried out a study at a university context in Turkey based on

Dörneyi's study (1998), and reported that 50% of the participants were revealed to be demotivated due to their negative experiences in primary and high school education.

4.3.1.3. Do students' demotivational levels differ according to their university type with regard to features of preparatory school program?

This research question endeavored to find out whether university type had an effect on students' demotivation based on features of preparatory school program. For the analysis, an independent samples *t* test was performed after the tests to meet the assumptions of this test.

Levene's test of homogeneity of variance was utilized in order to satisfy the assumption that variances of two groups of universities were homogeneously distributed, i.e., not significantly different. According to the result, $p = .823$, which indicated that variances were homogeneously distributed ($p > .05$) for this sample.

Since the assumptions had been satisfied, an independent samples *t* test was performed to examine the relationship between university type and students' demotivation based on features of preparatory school program.

Table 4.15. *Results of t-test and Descriptive Statistics for Features of Preparatory School Program by University Type*

University type	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	<i>d</i>
Public	768	3.23	.952	1103	-4.552	.000	0.29
Private	337	3.51	.954				

* $p < .05$

The results produced a statistically significant difference between public ($M = 3.23$, $SD = .952$) and private ($M = 3.51$, $SD = .954$) universities considering demotivation based on features of preparatory school program ($t(1103) = -4.552$, $p = .000$). In order to measure the magnitude of mean differences, effect size was calculated ($d_{Cohen} = 0.29$). According to the obtained value, the significance of difference was medium ($0.2 < d < 0.8$).

It can be concluded that university type (public or private) was found to have a significant effect on demotivation based on features of preparatory school program. Students at private universities were more demotivated owing to features of preparatory

school program than those studying at public universities. Some students from private universities even complained about the difficulty level of exams in the space provided for their comments at the end of the scale. They claimed that the exams were much more challenging than what they covered in the class and the exercises provided. Moreover, they stated that they were taking exams the style and content of which were far beyond what they were taught. This might mean that students' expectations and the preparatory school's standards are not consistent with one another from the students' perspective. It might mean that standards are perceived to be too high for the students leading them to feel more demotivated compared to their peers in the state schools. It might also mean that students at private universities have higher expectations from the preparatory school than the ones at public universities.

4.3.1.4. Do students' demotivational levels differ according to their university type with regard to the form of instruction?

This research question tried to find out whether university type had an effect on students' demotivation based on the form of instruction. For the analysis, an independent samples *t* test was conducted following the tests to meet the assumption.

Levene's test of homogeneity of variance was used to meet the assumption that variances of two groups of universities were homogeneously distributed, i.e., not significantly different. According to the result, $p = .988$, which revealed that variances were homogeneously distributed ($p > .05$) for this sample.

In order to investigate the relationship between university type and students' demotivation based on the form of instruction, an independent samples *t* test was conducted.

Table 4.16. *Results of t-test and Descriptive Statistics for the Form of Instruction by University Type*

University type	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Public	768	2.82	.742	1103	-.253	.801
Private	337	2.83	.736			

* $p > .05$

The findings did not yield a statistically significant difference between public ($M= 2.82$, $SD= .742$) and private ($M= 2.83$, $SD= .736$) universities in terms of demotivation based on the form of instruction ($t(1103)= -.253$, $p= .801$).

In other words, university type did not have a significant effect on students' demotivation based on the form of instruction. This might mean that the teaching methods and techniques applied, and the instruction received at preparatory school program arouse similar feelings in both public and private university students in the process of learning.

To conclude, university type had a significant effect on demotivation resulting from past experiences and from features of preparatory school program. On the other hand, no relationship was found to be between university type and demotivation based on personal reasons and on the form of instruction.

4.3.2. Do students' demotivational levels differ according to their faculties?

This research question attempted to answer whether there was a significant difference in students' demotivational levels in terms of their faculties. There is one dependent and one independent variable with six sub-categories in this analysis. In the following table, results of the descriptive and test statistics are shown.

Table 4.17. *Descriptive and Test Statistics for Demotivational Level by Faculty*

Faculty	<i>N</i>	<i>M</i>	<i>SD</i>
Faculty of Architecture	88	3.05	.656
Faculty of Arts and Sciences	99	3.06	.718
Faculty of Economics and Administrative Sciences	247	3.01	.688
Faculty of Education	47	2.89	.938
Faculty of Engineering	509	3.06	.645
Others	115	3.01	.652

When the above table is analyzed, Faculty of Arts and Sciences and Faculty of Engineering had the highest mean ($M= 3.06$), followed by Faculty of Architecture ($M= 3.05$). Faculty of Economics and Administrative Sciences and other faculties followed these ($M= 3.01$). Lastly, the lowest mean belonged to Faculty of Education ($M= 2.89$).

As the first step to the analysis, Levene's test of homogeneity of variance was computed to check the assumption that the variances of the six groups of faculties are equal; i.e., not significantly different. According to this test, $p = .003$, which revealed that variances were not homogeneously distributed ($p < .05$) for this sample.

Table 4.18. *Test of Homogeneity across Faculties*

Test of Homogeneity of Variances			
demotivational level			
Levene Statistic	df1	df2	Sig.
3,552	5	1099	,003

Owing to the fact that variances were not homogeneously distributed, adjusted F tests such as the Welch statistic or the Brown-Forsythe statistic were run.

Table 4.19. *Robust Tests of Equality of Means for Demotivational Level by Faculty*

Robust Tests of Equality of Means				
demotivational level				
	Statistic ^a	df1	df2	Sig.
Welch	,442	5	237,441	,819
Brown-Forsythe	,548	5	335,624	,739

a. Asymptotically F distributed.

In the table above, both Welch ($.819 > .05$) and Brown-Forsythe ($.739 > .05$) tests showed that there was not a statistically significant difference across these six groups of faculties in terms of demotivation towards learning English. To conclude, faculty did not have a significant effect on students' demotivational levels. This might mean that in their first year at university – at preparatory school program – students start their university lives with similar standards of judgment. In other words, their career goals and plans do not affect their attitude towards English at this stage. It might also indicate absence of awareness regarding the significance of learning the target language for their undergraduate studies and careers.

4.3.2.1. Do students' demotivational levels with regard to personal reasons differ according to their faculties?

This research question attempted to answer whether there was a significant difference in students' demotivational levels based on personal reasons in terms of their faculties. The following table indicates the results of the descriptive and test statistics.

Table 4.20. *Descriptive and Test Statistics for Personal Reasons by Faculty*

Faculty	<i>N</i>	<i>M</i>	<i>SD</i>
Faculty of Architecture	88	3.15	.675
Faculty of Arts and Sciences	99	3.16	.835
Faculty of Economics and Administrative Sciences	247	3.08	.771
Faculty of Education	47	2.90	.996
Faculty of Engineering	509	3.11	.731
Others	115	3.01	.750

When the results are examined, Faculty of Arts and Sciences ($M= 3.16$) and Faculty of Architecture ($M= 3.15$) had the highest mean scores, which were followed by Faculty of Engineering ($M= 3.11$) and Faculty of Economics and Administrative Sciences ($M= 3.08$). Other faculties followed these with a lower mean score ($M= 3.01$), and the lowest mean belonged to Faculty of Education ($M= 2.90$).

In addition, Levene's test of homogeneity of variance was used to check the assumption that the variances of the six groups of faculties are equal; i.e., not significantly different. According to this test, $p= .012$, which suggested that variances were not homogeneously distributed ($p < .05$) for this sample.

Table 4.21. *Test of Homogeneity across Faculties*

Test of Homogeneity of Variances			
personal reasons			
Levene Statistic	df1	df2	Sig.
2,954	5	1099	,012

Since variances were not homogeneously distributed, adjusted F tests such as the Welch statistic or the Brown-Forsythe statistic were utilized.

Table 4.22. *Robust Tests of Equality of Means for Personal Reasons by Faculty*

Robust Tests of Equality of Means				
personal reasons				
	Statistic ^a	df1	df2	Sig.
Welch	,993	5	238,669	,423
Brown-Forsythe	1,120	5	366,082	,349

a. Asymptotically F distributed.

In the previous table, both Welch (.423 > .05) and Brown-Forsythe (.349 > .05) tests showed that there was not a statistically significant difference across these six groups of faculties in terms of demotivation based on personal reasons. To conclude, faculty did not have a significant effect on demotivation resulting from personal reasons. This might mean that students of various faculties have developed attitudes alike towards learning English, and the variations in their career choices do not have much impact on their demotivational levels.

4.3.2.2. Do students' demotivational levels with regard to past experiences differ according to their faculties?

This research question endeavored to answer whether there was a significant difference in students' demotivation arising from past experiences in terms of their faculties. The following table shows the results of the descriptive and test statistics for each faculty.

Table 4.23. *Descriptive and Test Statistics for Past Experiences by Faculty*

Faculty	<i>N</i>	<i>M</i>	<i>SD</i>
Faculty of Architecture	88	3.15	.962
Faculty of Arts and Sciences	99	3.24	1.000
Faculty of Economics and Administrative Sciences	247	3.11	.938
Faculty of Education	47	2.92	1.068
Faculty of Engineering	509	3.23	.823
Others	115	3.31	.903

When the results are analyzed, other faculties had the highest mean score ($M=3.31$), followed by Faculty of Arts and Sciences ($M=3.24$), Faculty of Engineering ($M=3.23$), Faculty of Architecture ($M=3.15$), Faculty of Economics and Administrative Sciences ($M=3.11$), and with the lowest mean score Faculty of Education ($M=2.92$).

Additionally, Levene's test of homogeneity of variance was used to check the assumption that the variances of the six groups of faculties are equal; i.e., not significantly different. According to the result, $p=.014$, which means that variances were not homogeneously distributed ($p < .05$) for this sample.

Table 4.24. *Test of Homogeneity across Faculties*

Test of Homogeneity of Variances			
past experiences			
Levene Statistic	df1	df2	Sig.
2,853	5	1099	,014

Since variances were not homogeneously distributed, adjusted F tests such as the Welch statistic or the Brown-Forsythe statistic were utilized.

Table 4.25. *Robust Tests of Equality of Means for Past Experiences by Faculty*

Robust Tests of Equality of Means				
past experiences				
	Statistic ^a	df1	df2	Sig.
Welch	1,620	5	235,984	,155
Brown-Forsythe	1,680	5	433,252	,138

a. Asymptotically F distributed.

In the table above, both Welch ($.155 > .05$) and Brown-Forsythe ($.138 > .05$) tests indicated that there was not a statistically significant difference across these six groups of faculties in terms of demotivation based on past experiences. To conclude, faculty did not have a significant effect on demotivation originating from past experiences. This might mean that students choosing different faculties come to the preparatory school without diverse contextual factors as potential contributors to their demotivational profiles.

4.3.2.3. Do students' demotivational levels with regard to features of preparatory school program differ according to their faculties?

This research question attempted to explore whether faculty had an impact on students' demotivation deriving from features of preparatory school program. The following table shows the results of the descriptive and test statistics for each faculty regarding students' demotivation based on features of preparatory school program.

Table 4.26. *Descriptive and Test Statistics for Features of Prep. School Program by Faculty*

Faculty	<i>N</i>	<i>M</i>	<i>SD</i>
Faculty of Architecture	88	3.38	.938
Faculty of Arts and Sciences	99	3.24	.998
Faculty of Economics and Administrative Sciences	247	3.39	.948
Faculty of Education	47	3.23	1.090
Faculty of Engineering	509	3.30	.961
Others	115	3.24	.923

According to the statistics in the above table, Faculty of Economics and Administrative Sciences had the highest mean score ($M= 3.39$), and followed by Faculty of Architecture ($M= 3.38$), Faculty of Engineering ($M= 3.30$), Faculty of Arts and Sciences and other faculties ($M= 3.24$), and lastly by Faculty of Education ($M= 3.23$).

To check the assumption that the variances of the six groups of faculties are equal; i.e., not significantly different, Levene's test of homogeneity of variance was run.

Table 4.27. *Test of Homogeneity across Faculties*

Test of Homogeneity of Variances			
features of preparatory school program			
Levene Statistic	df1	df2	Sig.
.728	5	1099	.602

It was revealed that $p= .602$, which means variances across six groups were homogeneously distributed ($p > .05$). Thus, the assumption of homogeneity of variance

was met for this sample. Having met the assumption, a one-way ANOVA was conducted to determine whether faculty had a significant effect on students' demotivation based on features of preparatory school program.

Table 4.28. *One-way Analysis of Variance of Features of Preparatory School Program by Faculty*

Features of Prep. Sch. Prog.	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	5	3.520	.704	.761	.578
Within Groups	1099	1015.969	.924		
Total	1104	1019.489			

* $p > .05$

According to the results of one-way ANOVA, there was not a statistically significant difference across six groups of faculties in terms of demotivation based on features of preparatory school program ($F(5,1099) = .761, p = .578$).

It can be inferred that there was not a statistically significant relationship between faculty and demotivation based on features of preparatory school program ($p > .05$). To conclude, faculty did not have a significant effect on demotivation stemming from features of preparatory school program. It reveals that students at different faculties do not vary in terms of demotivational level considering course hours, weekly syllabuses, compulsory attendance, the number and difficulty level of exams at preparatory school program. This might mean that preparatory school programs have set similar standards, and they have been following similar processes on providing education.

4.3.2.4. Do students' demotivational levels with regard to the form of instruction differ according to their faculties?

This research question tried to find out whether there is a significant difference in students' demotivation deriving from the form of instruction in terms of their faculties. The following table displays the results of the descriptive and test statistics for each faculty regarding students' demotivation depending on the form of instruction.

Table 4.29. *Descriptive and Test Statistics for the Form of Instruction by Faculty*

Faculty	<i>N</i>	<i>M</i>	<i>SD</i>
Faculty of Architecture	88	2.83	.682
Faculty of Arts and Sciences	99	2.84	.801
Faculty of Economics and Administrative Sciences	247	2.78	.748
Faculty of Education	47	2.75	1.047
Faculty of Engineering	509	2.86	.704
Others	115	2.81	.722

According to the results, Faculty of Engineering had the highest mean score ($M=2.86$), and it was followed by Faculty of Arts and Sciences ($M=2.84$), Faculty of Architecture ($M=2.83$), other faculties ($M=2.81$), Faculty of Economics and Administrative Sciences ($M=2.78$), and Faculty of Education ($M=2.75$).

In order to check the assumption that the variances of the six groups of faculties are equal; i.e., not significantly different, Levene's test of homogeneity of variance was conducted. It indicated that $p=.000$, which means variances across six groups were not homogeneously distributed ($p<.05$).

Table 4.30. *Test of Homogeneity across Faculties*

Test of Homogeneity of Variances			
form of instruction			
Levene Statistic	df1	df2	Sig.
4,961	5	1099	,000

Due to the fact that variances were not homogeneously distributed, adjusted F tests such as the Welch statistic or the Brown-Forsythe statistic were performed.

Table 4.31. *Robust Tests of Equality of Means for the Form of Instruction by Faculty*

Robust Tests of Equality of Means				
form of instruction				
	Statistic ^a	df1	df2	Sig.
Welch	,436	5	237,531	,823
Brown-Forsythe	,406	5	322,647	,844

a. Asymptotically F distributed.

In the table above, both Welch (.823 > .05) and Brown-Forsythe (.844 > .05) tests suggested that there was not a statistically significant difference across these six groups of faculties in terms of demotivation based on the form of instruction; in other words, faculty did not have a significant effect on students' demotivation resulting from the form of instruction. This might mean that students with different choices of faculties for their future careers are attracted to how the lessons are formed and taught to a similar extent. To put it another way, students of different faculties are of similar nature with regard to their approach to the form of instruction at preparatory school programs.

In all these five analyses to investigate the effect faculty on demotivational level and on its sources (personal reasons, past experiences, features of preparatory school program and the form of instruction), Faculty of Education always scored the lowest. As the findings produced non-significant results, it can be concluded that there was no relationship between which faculty students would study at in their future departments and their demotivational level towards learning English at preparatory school programs in Turkey.

4.3.3. Do students' demotivational levels differ according to their proficiency level?

This research question endeavored to reveal whether there is a significant difference in students' demotivational levels in terms of their proficiency level. There is one dependent and one independent variable with three sub-categories in this analysis. The following table illustrates the results of the descriptive and test statistics:

Table 4.32. *Descriptive and Test Statistics for Demotivational Level by Proficiency Level*

Proficiency Level	<i>N</i>	<i>M</i>	<i>SD</i>
Beginner	343	3.14	.572
Intermediate	406	3.00	.714
Upper-Intermediate	356	2.97	.717

According to the table above, Beginner level had the highest mean ($M= 3.14$), followed by Intermediate level ($M= 3.00$), and by Upper-Intermediate level ($M= 2.97$).

As a first step to the analysis, Levene's test of homogeneity of variance was computed to check the assumption that the variances of the three proficiency level

groups are equal; i.e., not significantly different. According to this test, $p = .000$, and it indicated that variances were not homogeneously distributed ($p < .05$) for this sample.

Table 4.33. *Test of Homogeneity across Proficiency Level Groups*

Test of Homogeneity of Variances			
demotivational level			
Levene Statistic	df1	df2	Sig.
9,340	2	1102	,000

Owing to the fact that variances were not homogeneously distributed, adjusted F tests such as the Welch statistic or the Brown-Forsythe statistic were performed.

Table 4.34. *Robust Tests of Equality of Means for Demotivational Level by Proficiency Level*

Robust Tests of Equality of Means				
demotivational level				
	Statistic ^a	df1	df2	Sig.
Welch	7,002	2	728,929	,001
Brown-Forsythe	6,070	2	1075,114	,002

a. Asymptotically F distributed.

In the table above, both Welch ($.001 < .05$) and Brown-Forsythe ($.002 < .05$) tests suggested that there was a statistically significant difference across three groups of proficiency levels in terms of demotivational level.

After the significance across three groups had been confirmed with Welch and Brown-Forsythe tests, to find out which groups have significant differences in terms of demotivational level, Tamhane's T2 was used as a follow-up test.

Table 4.35. *Results of Multiple Comparisons across Proficiency Level Groups for Demotivational Level*

Multiple Comparisons						
Dependent variable: demotivational level						
Tamhane						
(I) proficiency Level	(J) proficiency level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Beginner	Intermediate	,134*	,047	,013	,02	,25
	Upper-Intermediate	,166*	,049	,002	,05	,28
Intermediate	Beginner	-,134*	,047	,013	-,25	-,02
	Upper-Intermediate	,032	,052	,902	-,09	,16
Upper-Intermediate	Beginner	-,166*	,049	,002	-,28	-,05
	Intermediate	-,032	,052	,902	-,16	,09

*. The mean difference is significant at the 0.05 level.

Results indicated that two pairs: Beginner ($M= 3.14$, $SD= .572$) and Intermediate ($M= 3.00$, $SD= .714$), and Beginner ($M= 3.14$, $SD= .572$) and Upper-Intermediate ($M= 3.04$, $SD= .717$), had significant differences as marked in the table above. As a result, it can be inferred that students at beginner level are more demotivated towards learning English compared to the other two groups of proficiency levels. This might mean that students at lower levels need more interesting and pleasurable activities. It might also mean that available teaching methods and aids do not appeal to their level.

4.3.3.1. Do students' demotivational levels with regard to personal reasons differ according to their proficiency level?

This research question attempted to reveal whether there was a significant difference in students' demotivation resulting from personal reasons in terms of their proficiency level. The table below presents the results of the descriptive and test statistics.

Table 4.36. *Descriptive and Test Statistics for Personal Reasons by Proficiency Level*

Proficiency Level	<i>N</i>	<i>M</i>	<i>SD</i>
Beginner	343	3.19	.666
Intermediate	406	3.07	.806
Upper-Intermediate	356	3.03	.785

Based on the results, Beginner level had the highest mean ($M= 3.19$), followed by Intermediate ($M= 3.07$) and Upper-Intermediate ($M= 3.03$).

Levene's test of homogeneity of variance was computed to check the assumption that the variances of the three proficiency level groups are equal; i.e., not significantly different. According to the result, $p= .001$, which indicated that variances were not homogeneously distributed ($p < .05$) for this sample.

Table 4.37. *Test of Homogeneity across Proficiency Level Groups*

Test of Homogeneity of Variances			
personal reasons			
Levene Statistic	df1	df2	Sig.
6,715	2	1102	,001

Owing to the fact that variances were not homogeneously distributed, adjusted F tests such as the Welch statistic or the Brown-Forsythe statistic were utilized.

Table 4.38. *Robust Tests of Equality of Means for Personal Reasons by Proficiency Level*

Robust Tests of Equality of Means				
personal reasons				
	Statistic ^a	df1	df2	Sig.
Welch	4,979	2	731,017	,007
Brown-Forsythe	4,441	2	1089,068	,012

a. Asymptotically F distributed.

Results of both Welch ($.007 < .05$) and Brown-Forsythe ($.012 < .05$) tests indicated that there was a statistically significant difference across three groups of proficiency levels in terms of demotivation based on personal reasons.

After confirming the significance across three groups, Tamhane's T2 was used as a follow-up test in order to determine which groups have significant differences in terms of demotivation originating from personal reasons.

Table 4.39. *Results of Multiple Comparisons across Proficiency Level Groups for Personal Reasons*

Multiple Comparisons						
Dependent variable: personal reasons						
Tamhane						
(I) proficiency Level	(J) proficiency level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Beginner	Intermediate	,122	,054	,068	-,01	,25
	Upper-Intermediate	,163*	,055	,009	,03	,29
Intermediate	Beginner	-,122	,054	,068	-,25	,01
	Upper-Intermediate	,041	,058	,861	-,10	,18
Upper-Intermediate	Beginner	-,163*	,055	,009	-,29	-,03
	Intermediate	-,041	,058	,861	-,18	,10

*. The mean difference is significant at the 0.05 level.

Results revealed that only one pair: Beginner ($M= 3.19$, $SD= .666$) and Upper-Intermediate ($M= 3.03$, $SD= .785$), had significant differences as marked in the table above. It can be concluded that students at beginner level were more demotivated towards learning English than those at upper-intermediate level.

The reason for demotivation depending on personal reasons might be learners' attitude towards English language at lower levels of proficiency. They might feel unconfident due to their low proficiency level, and might think that they were left behind and it was impossible to keep up with the others. Moreover, they might be afraid of making mistakes, so they could avoid asking questions. As a result, their demotivation towards learning English increases. This finding shows correspondence with the study Muhonen (2004) carried out on the sources of demotivation. She found that two sources of demotivation while learning English were learner characteristics and learners' attitudes towards English language.

4.3.3.2. Do students' demotivational levels with regard to their past experiences differ according to their proficiency level?

This research question tried to find out whether there is a significant difference in students' demotivational levels deriving from their past experiences in terms of their proficiency level. The following table points out the findings of the descriptive and test statistics.

Table 4.40. *Descriptive and Test Statistics for Past Experiences by Proficiency Level*

Proficiency Level	<i>N</i>	<i>M</i>	<i>SD</i>
Beginner	343	3.33	.815
Intermediate	406	3.27	.924
Upper-Intermediate	356	2.98	.911

Depending on the results, Beginner level scored the highest ($M= 3.33$), followed by Intermediate ($M= 3.27$) and Upper-Intermediate levels ($M= 2.98$).

For testing homogeneity of variances to check the assumption that the variances of the three proficiency level groups are equal; i.e., not significantly different, Levene's test of homogeneity of variance was utilized.

Table 4.41. *Test of Homogeneity across Proficiency Level Groups*

Test of Homogeneity of Variances			
past experiences			
Levene Statistic	df1	df2	Sig.
4,528	2	1102	,011

According to this, $p= .011$, which and it indicated that variances were not homogeneously distributed ($p < .05$) for this sample.

Due to the fact that variances were not homogeneously distributed, adjusted F tests such as the Welch statistic or the Brown-Forsythe statistic were used.

Table 4.42. *Robust Tests of Equality of Means for Past Experiences by Proficiency Level*

Robust Tests of Equality of Means				
past experiences				
	Statistic ^a	df1	df2	Sig.
Welch	15,566	2	730,489	,000
Brown-Forsythe	15,654	2	1094,693	,000

a. Asymptotically F distributed.

As shown in the table above, both Welch ($.000 < .05$) and Brown-Forsythe ($.000 < .05$) tests revealed there was a statistically significant difference across three groups of proficiency levels in terms of demotivation based on past experiences.

To find out which groups have significant differences in terms of demotivation originating from past experiences, Tamhane's T2 was used as a follow-up test.

Table 4.43. *Results of Multiple Comparisons across Proficiency Level Groups for Past Experiences*

Multiple Comparisons						
Dependent variable: past experiences						
Tamhane						
(I) proficiency Level	(J) proficiency level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Beginner	Intermediate	,064	,064	,673	-,09	,22
	Upper-Intermediate	,348*	,065	,000	,19	,50
Intermediate	Beginner	-,064	,064	,673	-,22	,09
	Upper-Intermediate	,284*	,067	,000	,12	,44
Upper-Intermediate	Beginner	-,348*	,065	,000	-,50	-,19
	Intermediate	-,284*	,067	,000	-,44	-,12

*. The mean difference is significant at the 0.05 level.

Results revealed that two pairs: Beginner ($M= 3.33$, $SD= .815$) and Upper-Intermediate ($M= 2.98$, $SD= .911$), Intermediate ($M= 3.27$, $SD= .924$) and Upper-

Intermediate ($M= 2.98$, $SD= .911$), had significant differences as marked in the table above. It can be deduced that students at upper-intermediate level are less demotivated towards learning English when compared to those at beginner and intermediate levels based on their past experiences.

As for the second source of demotivation in this study, past experiences, the reason for demotivation might lie in the fact that students had teachers with lack of competence in the past. That is why; they could not proceed to the next level. According to Harmer (1991:4), one of the four factors that can be dangerous to the learners' motivation is the teachers. Accordingly, in this study, one reason of demotivation based on past experiences at lower levels of English proficiency might be English teachers in the past.

Another reason of high level of demotivation related to past experiences at lower levels might be their low scores in the exams. As they got low points in the past, their demotivation might have increased. Dörnyei (2001) also identified bad learning experiences as a source of demotivation based on Weiner's (1986) attributional concepts. Similarly, Ushioda (1996a) conducted a study on motivational evolution over time, and it was revealed that the participants who had given motivational emphasis on positive learning history felt that it was motivationally important to do well in L2.

4.3.3.3. Do students' demotivational levels with regard to features of preparatory school program differ according to their proficiency level?

This research question tried to reveal whether there is a significant difference in students' demotivational levels originating from the features of the preparatory school program in terms of their proficiency level. The following table illuminates the results of the descriptive and test statistics.

Table 4.44. *Descriptive and Test Statistics for Features of Preparatory School Program by Proficiency Level*

Proficiency Level	<i>N</i>	<i>M</i>	<i>SD</i>
Beginner	343	3.45	.859
Intermediate	406	3.17	.980
Upper-Intermediate	356	3.34	1.011

As indicated in the table above, Beginner level had the highest mean score ($M=3.45$), followed by Upper-Intermediate ($M=3.34$) and Intermediate ($M=3.17$) levels.

At this phase of the analysis, Levene's test of homogeneity of variance was utilized to check the assumption that the variances of the three proficiency level groups are equal; i.e., not significantly different.

Table 4.45. *Test of Homogeneity across Proficiency Level Groups*

Test of Homogeneity of Variances			
features of preparatory school program			
Levene Statistic	df1	df2	Sig.
6,416	2	1102	,002

According to this test, $p=.002$, which means that variances were not homogeneously distributed ($p < .05$) across groups for this sample. On account of to the fact that variances were not homogeneously distributed, adjusted F tests such as the Welch statistic or the Brown-Forsythe statistic were used.

Table 4.46. *Robust Tests of Equality of Means for Features of Prep. School Program by Proficiency Level*

Robust Tests of Equality of Means				
features of preparatory school program				
	Statistic ^a	df1	df2	Sig.
Welch	8,838	2	728,591	,000
Brown-Forsythe	8,382	2	1083,551	,000

a. Asymptotically F distributed.

The above table shows that both Welch ($.000 < .05$) and Brown-Forsythe ($.000 < .05$) tests suggested a statistically significant difference across three groups of proficiency levels in terms of demotivation based on features of preparatory school program.

Given that the significance across six groups of proficiency levels had been confirmed with Welch and Brown-Forsythe tests, in an attempt to ascertain which groups have significant differences in terms of demotivation based on features of preparatory school program, Tamhane's T2 was run as a follow-up test.

Table 4.47. *Results of Multiple Comparisons across Groups for Features of Prep. School Prog.*

Multiple Comparisons						
Dependent variable: past experiences						
Tamhane						
(I) proficiency Level	(J) proficiency level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Beginner	Intermediate	,282*	,067	,000	,12	,44
	Upper-Intermediate	,110	,071	,319	-,06	,28
Intermediate	Beginner	-,282*	,067	,000	-,44	-,12
	Upper-Intermediate	-,171	,072	,054	-,34	,00
Upper-Intermediate	Beginner	-,110	,071	,319	-,28	,06
	Intermediate	,171	,072	,054	,00	,34

*. The mean difference is significant at the 0.05 level.

According to the results, only one pair: Beginner ($M= 3.45$, $SD= .859$) and Intermediate ($M= 3.17$, $SD= .980$), had significant differences as marked in the table above. Therefore, it can be concluded that students at beginner level were more demotivated based on features of preparatory school program towards learning English than those at intermediate level. This could be due to the fact that they lack even basic language skills at lower levels of proficiency, and yet try to adapt to intensive syllabuses and heavy course load at the same time.

With regard to features of preparatory school program as the third source of demotivation in this study, students at lower levels might have difficulty in keeping up with the intensive workload. Generally, course hours at lower levels in the weekly program outnumber the ones at higher levels. The fact that lower level students are exposed to more courses might discourage them from learning English as these are regarded as an extra burden. Moreover, the number of exams in addition to their difficulty level might be another demotivating factor for lower level students. Similarly, in Ushioda's study (1996a), one of the demotivating factors was found in institutional policies and attitudes. The department had failed in meeting students' needs, and they had not been able to change course options. Dörnyei (originally 1998b but based on

2001) also conducted a qualitative study on demotivation, and found that inadequate school facilities were one of the demotivating factors for students while learning English.

4.3.3.4. Do students' demotivational levels with regard to the form of instruction differ according to their proficiency level?

This research question attempted to reveal whether there is a significant difference in students' demotivational levels stemming from the form of instruction in terms of their proficiency level. The following table shows the results of the descriptive and test statistics.

Table 4.48. *Descriptive and Test Statistics for the Form of Instruction by Proficiency Level*

Proficiency Level	<i>N</i>	<i>M</i>	<i>SD</i>
Beginner	343	2.90	.666
Intermediate	406	2.79	.770
Upper-Intermediate	356	2.79	.767

Based on the findings, Beginner level had the highest mean ($M = 2.90$), followed by Intermediate and Upper-Intermediate levels ($M = 2.79$).

Levene's test of homogeneity of variance was performed to check the assumption that the variances of the six proficiency level groups are equal; i.e., not significantly different. According to this test, $p = .003$, which suggested that variances were not homogeneously distributed ($p < .05$) for this sample.

Table 4.49. *Test of Homogeneity across Proficiency Level Groups*

Test of Homogeneity of Variances			
the form of instruction			
Levene Statistic	df1	df2	Sig.
5,798	2	1102	,003

In that case, adjusted F tests such as the Welch statistic or the Brown-Forsythe statistic were conducted.

Table 4.50. *Robust Tests of Equality of Means for the Form of Instruction by Proficiency Level*

Robust Tests of Equality of Means				
the form of instruction				
	Statistic ^a	df1	df2	Sig.
Welch	3,227	2	730,235	,040
Brown-Forsythe	2,927	2	1090,640	,054

a. Asymptotically F distributed.

In the table above, Welch ($.000 < .05$) and Brown-Forsythe ($.000 > .05$) tests indicated that there was no significant difference across these variances. To be more specific, proficiency level did not have a significant effect on students' demotivation resulting from the form of instruction. This could mean that the way the lessons are structured and taught at lower and higher levels shows certain similarities across preparatory school programs, and they have a standardized manner.

Considering the form of instruction as the fourth source of demotivation in the present study, students at lower levels might be more demotivated than those at higher levels because they need more pleasurable activities. As they are at the beginning of learning English language, teaching methods and materials need to be more appealing. In a similar study, Muhonen (2004) found that the second theme in order of importance causing demotivation was the learning material, and it was reported that the exercise book were also considered demotivating due to containing useless and meaningless tasks. Also in Dörnyei's (2001:153) study, "the coursebook was found to be one of the demotivating factors for students". In addition to these, the teacher himself/herself might be the demotivating factor regarding the form of instruction. Teaching methods and/or teacher's way of organizing the activities and classes might affect demotivation, as well. This finding is supported by the study conducted by Oxford (1998). As in the current study, she collected data from high school and university students through essays on demotivation with a special focus on teachers. Four themes emerged in relation to the teacher's influence on demotivation which were: teacher's showing lack

of caring, teacher's lack of enthusiasm, style conflicts between teacher and students, and the nature of classroom activities. Also in Muhonen's (2004) study, teacher with a percentage of 58.6 was the number one source of demotivation according to students. Similarly, Gorham and Christophel (1992) found that students perceived negative teacher behavior as one of the demotivating factors in class.

To conclude, proficiency level had a significant impact on demotivation in general and demotivation based on personal reasons, past experiences, features of preparatory school program and the form of instruction. Students at lower levels of proficiency were more demotivated compared to those at higher levels, which might mean that lower level students need to be approached and treated meticulously in order to enhance their learning.

4.3.4. Do students' demotivational levels differ according to high school type?

This research question tried to investigate the effect of high school type on students' demotivational levels. There is one dependent and one independent variable with three sub-categories in this analysis. The following table shows the results of the descriptive and test statistics for each high school type with respect to students' demotivation.

Table 4.51. *Descriptive and Test Statistics for Demotivational Level by High School Type*

High School Type	<i>N</i>	<i>M</i>	<i>SD</i>
Science High School	71	3.06	.676
Anatolian High School	725	3.02	.662
Others	309	3.07	.712

According to the results, others (i.e. Vocational High School, General High School, Open Education High School) had the highest mean score ($M= 3.07$), followed by Science High School ($M= 3.06$) and Anatolian High School ($M= 3.02$).

As the first step to the analysis, Levene's test of homogeneity of variance was computed to check the assumption that the variances of the six groups of faculties are equal; i.e., not significantly different. According to this test, $p= .241$, which suggested that that variances were homogeneously distributed ($p > .05$) for this sample.

Table 4.52. *Test of Homogeneity across High School Types*

Test of Homogeneity of Variances			
demotivational level			
Levene Statistic	df1	df2	Sig.
1,425	2	1102	,241

A one-way ANOVA was computed to determine whether high school had an influence on students' demotivational levels.

Table 4.53. *One-way Analysis of Variance of Demotivational Level by High School Type*

Demotivational Level	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	.548	.274	.598	.550
Within Groups	1102	505.440	.459		
Total	1104	505.989			

* $p > .05$

The results indicated there was not a statistically significant difference across three groups of high schools in terms of demotivational level ($F(2,1102) = .598$, $p = .550$). It can be concluded that there was not a statistically significant relationship between which high school type students came from and their demotivational level ($p > .05$). This might mean that the methods through which English language education is offered at different types of high schools do not differ greatly from one another in terms of attractiveness and effectiveness. That is, the variety of previous educational contexts does not play a crucial role in students' attitude towards learning English at preparatory school programs.

4.3.4.1. Do students' demotivational levels with regard to personal reasons differ according to their high school type?

This research question aimed to examine the relationship between high school type and demotivation deriving from students' personal reasons. The table below highlights the results of the descriptive and test statistics.

Table 4.54. *Descriptive and Test Statistics for Personal Reasons by High School Type*

High School Type	<i>N</i>	<i>M</i>	<i>SD</i>
Science High School	71	3.15	.714
Anatolian High School	725	3.09	.758
Others	309	3.09	.778

Based on the table, Science High School ($M= 3.15$) had the highest mean score, followed by Anatolian High School and others ($M= 3.09$).

In addition, Levene's test of homogeneity of variance indicated that $p= .530$, which indicates that variances were homogeneously distributed ($p > .05$).

Table 4.55. *Test of Homogeneity across High School Types*

Test of Homogeneity of Variances			
personal reasons			
Levene Statistic	df1	df2	Sig.
.636	2	1102	.530

A one-way ANOVA was utilized to compare the mean scores of three groups of high school types to explore whether high school type had an effect on demotivation resulting from personal reasons.

Table 4.56. *One-way Analysis of Variance of Personal Reasons by High School Type*

Personal Reasons	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	.246	.123	.212	.809
Within Groups	1102	638.626	.580		
Total	1104	638.872			

* $p > .05$

The findings showed that there was not a statistically significant relationship across three groups of high school types in terms of demotivation based on personal reasons ($F(2,1102)= .212$, $p= .809$). It can be inferred that there was not a statistically significant relationship between which high school students came from and their demotivation regarding personal reasons ($p > .05$).

It might indicate that receiving English language education at different high school contexts did not contribute to students' perspectives towards learning English. This might result from students' focusing solely on getting into a university, thus spending their high school years answering multiple-choice questions intended for university entrance exams, as a results of which they could have lost interest in learning the target language. In other words, learning English was not a priority for them until preparatory school at university.

4.3.4.2. Do students' demotivational levels with regard to their past experiences differ according to their high school type?

This research question attempted to investigate whether high school type affected students' demotivation depending on their past experiences. The following table displays the results of the descriptive and test statistics:

Table 4.57. *Descriptive and Test Statistics for Past Experiences by High School Type*

High School Type	<i>N</i>	<i>M</i>	<i>SD</i>
Science High School	71	3.12	.902
Anatolian High School	725	3.17	.892
Others	309	3.27	.912

According to these results, others ($M= 3.27$) had the highest mean score, followed by Anatolian High School ($M= 3.17$) and Science High School ($M= 3.12$). Thus, students who studied at others are the most demotivated depending on their past experiences, and those from Science High School are the least demotivated.

Moreover, Levene's test of homogeneity of variance indicated that $p= .742$, which yielded that variances were homogeneously distributed ($p > .05$).

Table 4.58. *Test of Homogeneity across High School Types*

Test of Homogeneity of Variances			
past experiences			
Levene Statistic	df1	df2	Sig.
,298	2	1102	,742

A one-way ANOVA was computed to investigate the effect of high school type on demotivation based on past experiences.

Table 4.59. *One-way Analysis of Variance of Past Experiences by High School Type*

Past Experiences	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	2.648	1.324	1.640	.194
Within Groups	1102	889.663	.807		
Total	1104	892.311			

* $p > .05$

The findings revealed that there was not a statistically significant relationship across three groups of high school types with respect to demotivation based on past experiences ($F(2,1102) = 1.640, p = .194$). It can be inferred that the type of high school studied at does not have any effect on students' demotivation depending on past experiences ($p > .05$). This could mean that students had similar learning experiences as to English at high school, and that teachers' way of instruction and applied methods did not vary a lot. That is, having studied at different types of high schools did not promote students' learning English, and their learning experiences did not make a difference in their approach to the target language at preparatory school programs.

4.3.4.3. Do students' demotivational levels with regard to features of preparatory school program differ according to their high school type?

This research question tried to investigate the relationship between high school type students studied at and demotivation originating from features of preparatory school program. The following table indicates the findings of the descriptive and test statistics.

Table 4.60. *Descriptive and Test Statistics for Features of Prep. School Prog. by High School Type*

High School Type	<i>N</i>	<i>M</i>	<i>SD</i>
Science High School	71	3.28	.987
Anatolian High School	725	3.30	.948
Others	309	3.34	.988

When the above table is analyzed, others ($M= 3.34$) had the highest mean score, which was followed by Anatolian High School ($M= 3.30$) and Science High School ($M= 3.28$).

Besides, Levene's test of homogeneity of variance indicated that $p= .568$, which means that variances were homogeneously distributed ($p > .05$).

Table 4.61. *Test of Homogeneity across High School Types*

Test of Homogeneity of Variances			
features of preparatory school program			
Levene Statistic	df1	df2	Sig.
,566	2	1102	,568

A one-way ANOVA was run to compare the mean scores of three groups of high schools to see whether high school type had an effect on demotivation based on features of preparatory school program.

Table 4.62. *One-way Analysis of Variance of Features of Prep. School Prog. by High School Type*

Past Experiences	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	.399	.199	.216	.806
Within Groups	1102	1019.090	.925		
Total	1104	1019.489			

* $p > .05$

The results showed that there was not a statistically significant relationship across three groups of high school types with respect to demotivation depending on features of preparatory school program ($F(2,1102)= .216$, $p= .806$). It can be concluded that there was not a statistically significant relationship between which high school students came from and their demotivation based on features of preparatory school program ($p > .05$).

This might be owing to the fact that the way in which English was taught at different types of high schools is not parallel with that of preparatory school programs in terms of goals, principles, methods, techniques and specialty. Having followed a

different route from that of preparatory school when they were at high school, students do not vary across one another in terms of demotivational level concerning the type of high school.

4.3.4.4. Do students' demotivational levels with regard to form of instruction differ according to their high school type?

This research question attempted to explore the relationship between high school type and demotivation deriving from form of instruction. The following table shows the results of the descriptive and test statistics.

Table 4.63. *Descriptive and Test Statistics for the Form of Instruction by High School Type*

High School Type	<i>N</i>	<i>M</i>	<i>SD</i>
Science High School	71	2.88	.679
Anatolian High School	725	2.80	.716
Others	309	2.87	.804

According to the results, Science High School ($M= 2.88$) had the highest mean score, followed by *others* ($M= 2.87$) and Anatolian High School ($M= 2.80$).

Additionally, Levene's test of homogeneity of variance revealed that $p= .008$, which means that variances were not homogeneously distributed ($p < .05$).

Table 4.64. *Test of Homogeneity across High School Types*

Test of Homogeneity of Variances			
the form of instruction			
Levene Statistic	df1	df2	Sig.
4,817	2	1102	,008

For the reason that variances were not homogeneously distributed, adjusted F tests such as the Welch statistic or the Brown-Forsythe statistic were run.

Table 4.65. *Robust Tests of Equality of Means for the Form of Instruction by High School Type*

Robust Tests of Equality of Means				
the form of instruction				
	Statistic ^a	df1	df2	Sig.
Welch	1,052	2	187,060	,351
Brown-Forsythe	1,103	2	337,820	,333

a. Asymptotically F distributed.

In the table, both Welch (.351 > .05) and Brown-Forsythe (.33 > .05) tests revealed that there was not a statistically significant difference across three groups of high school types in terms of demotivation based on the form of instruction. It can be concluded that high school type did not have a significant influence on demotivation based on the form of instruction. It could be on account of the fact that what they gained at different types of high schools regarding the target language does not create much difference as to learning it in preparatory school programs. This might mean that different types of high schools did not contribute a lot to students' attitude towards learning English, and it was not aimed to create awareness of the significance of learning English at these institutions.

In all the analyses conducted for this research question and its sub-headings (sources of demotivation), it was revealed that Science High School (N= 71), Anatolian High School (N= 725) and other types of high school (i.e. Vocational High School, General High School, Open Education High School) (N= 309) had similar mean scores. As a result of the analyses performed to determine the effect of high school on demotivation, there was not a statistically significant difference across these three types of high schools. It can be concluded that high school type did not affect students' demotivational level towards learning English at preparatory schools in Turkey.

4.4. Overall Discussion

The 32-item self-constructed scale was delivered online to 1105 preparatory school students in Turkey to investigate the effect of respectively university type, faculty, proficiency level and high school type on demotivational level. Also, the effects

of these variables were investigated on demotivation based on personal reasons (9 items), past experiences (5 items), features of preparatory school program (5 items) and the form of instruction (13 items).

Regarding the results of the study, it was revealed that proficiency level had a significant effect on the level of demotivation. Students with lower levels of proficiency were more demotivated compared to those with higher levels of proficiency. This might mean that having a longer period of time to be proficient might be perceived as a difficult task for low proficient students, even maybe causing learners' helplessness. Students at lower levels need more interesting and pleasurable activities, more attractive teaching methods, and more encouragement to participate in the lessons.

On the other hand, faculty and high school type did not have a significant effect on demotivational level and on its sources. This could mean that students' demotivational level is not dependent on their future career choices and past educational contexts.

When the effect of university type was examined, it was indicated that it had a significant effect on demotivation based on past experiences and on features of preparatory school program; however, it did not have a significant effect on demotivation based on personal reasons and the form of instruction. It was revealed that students at public universities were more demotivated to learn English than those at private universities due to past experiences. This could mean that students' socioeconomic status and sociocultural background play an important role in their educational background. Students at public universities bring their negative learning histories with them to the university, and the effect of these experiences continues to shape their attitudes towards learning English at preparatory school programs. The second significant impact that university type had was demotivation based on features of preparatory school program. Students at private universities were more demotivated towards learning English than those at public universities owing to features of preparatory school program. This could mean that private universities set higher standards and have stricter rules, which might cause students' decline in interest and even disengagement.

When demotivation in general and its sources are considered, it was indicated that students scored the highest ($M= 3.31$) in features of preparatory school program. It can be deduced that it was the major source of demotivation for students, and the form

of instruction was the weakest source of demotivation ($M= 2.83$) among the four sub-categories in this research.

Regarding personal reasons, demotivation might result from the perception that the preparatory school program is only a prerequisite for going to their departments. In other words, students do not intend to really learn English, yet they just do it for the sake of meeting the requirement of their departments. However, preparatory school program aims at giving students certain background knowledge including basic language skills. In that case, priorities of the preparatory school program and those of students might differ. Thus, it can be argued that students' needs and features of preparatory school program do not overlap. For instance, number of words to learn discourages students from learning English according to the current study. They regard this as compulsory work rather than as learning the target language by improving their vocabulary knowledge. This finding is parallel to that of other studies that students have related to not being able to memorize vocabulary and idioms (Christophel and Gorham, 1995; Falout and Maruyama, 2004; Gorham and Christophel, 1992; Sakai and Kikuchi, 2009).

In the present study, demotivation based on past experiences is concerned with bad learning experiences, teachers' incompetence in teaching from the students' perception, and the feeling of not being able to improve their language skills over the years. Some students in this study complained that they had been learning English since primary school, but they did not remember anything related to it. This might result from the fact that students did not attach importance to learning English in the past. Their only emphasis might have been getting into university and attending their majors. In other words, learning English might not have been a priority for most students before university. Demotivation based on past experiences might also result from some external factors such as attitudes of past teachers. They might have had teachers who did not facilitate their learning or guide them. Former teachers' teaching patterns and instructional techniques might not have matched with their learning types. These internal and external factors might have added up to students' negative learning history, thus to their demotivation. Similarly, Ushioda (1996, as quoted by Ushioda 2001) found a positive correlation between positive learning history and students' L2 proficiency level. According to the present study, students have the feeling that they have been learning the same things as to English since primary school. It might show that the

content of the curricula remained the same over the years, and students were repeatedly taught the same topics every year from primary to the end of high school. As a consequence of this case, students at preparatory school programs might feel no or little sign of development and progress in their level of English.

Considering features of preparatory school program, as the third source of demotivation in this study, a significant difference was found between public and private universities. Students at private universities were negatively affected by features of preparatory school program; in other words, they were more demotivated due to features of preparatory school program such as compulsory attendance, course hours, intensive weekly syllabuses, the number and difficulty level of exams. This difference between public and private universities might derive from the high standards set by the private institutions. In other words, private universities might require students to meet more expectations. Similarly, Ushioda (1996a) found that institutional policies and attitudes were a demotivating factor for students, and stated that demotivation derived from the pressure of setting standards too high. Private schools might have more intensive weekly syllabuses, and students might have difficulty keeping up with this heavy workload. Students might also be suffering from the number and the difficulty level of exams. The frequency of exams might be a discouraging factor for them as they cannot concentrate on learning the language for fear of taking exams all the time. Also, what is covered in the class and what is assessed in the exams might not be consistent in terms of difficulty level. Thus, students might feel demotivated as they have the perception that no matter how much and how hard they study; they will be assessed beyond what they have been taught. In other words, there could be a mismatch between what preparatory school program offers to students and what it expects from students in the end.

With respect to the form of instruction in the current study, demotivation might originate from teacher-student interaction, teachers' too much dependence on coursebook, lack of interesting activities, teaching methods, lack of integration of technology into the classes, too much emphasis on grammar and so forth. This type of demotivation is not independent from the teachers and their actions in the classes. As an example to this, Chambers (1993) found that students blamed their teachers for giving long and boring lessons, not giving clear instructions, using inferior equipment, not giving sufficient explanations, criticizing students and using old fashioned teaching

materials. Similarly, Kikuchi (2009) listed demotivating factors as individual teacher behavior in classroom, the grammar–translation method used in instruction, and textbook/reference book-related issues. Dörnyei (2001:152) also found “the teacher as the most frequent source of demotivation concerned with his/her personality, commitment to teaching and attention paid to students as well as his/her competence, teaching methods, style and rapport with students.” In a similar vein, in the present study teachers’ way of instruction, ability to adjust their teaching to students’ level, choice of activities, the content covered in the lessons, and encouragement of students to take part in the lessons were found to be the primary reasons underlying students’ demotivational level regarding the form of instruction.

To conclude, the results of the analyses yielded that the first variable, university type, had a significant effect on demotivation originating from past experiences and features of preparatory school program. To be more specific, students at public universities were more demotivated towards learning English resulting from their past experiences, and students at private universities were more demotivated towards learning English resulting from features of preparatory school program. However, the second variable, faculty did not have a significant effect on students’ demotivational level and on its sources. The third variable, proficiency level, had a significant impact on students’ demotivational level and on its sources. To make it clearer, students at lower levels of proficiency tended to be more demotivated towards learning English compared to those at higher levels. Finally, the fourth variable, high school type, did not have a significant effect on students’ demotivational level and on its sources.

CHAPTER 5

CONCLUSION AND IMPLICATIONS

This chapter presents a general conclusion with regard to the overall study. It also indicates certain suggestions for teachers based on the results of this study.

5.1. Conclusion of the Research Questions

This study attempted to find out the demotivating factors that are inherent in students at university preparatory school programs in Turkey as the initial stage. For this reason, a scale titled *A Scale of Turkish Preparatory School University Students' Demotivational Factors Towards Learning English* was developed and validated through second order confirmatory factor analysis. Data were collected through students' compositions on the questions “Are you motivated to learn English?” “What demotivates you while learning English?” “What would motivate you more?”, and analyzed qualitatively. Following the content analysis, idea units were constituted. Then, data were gathered from 206 students at Eskişehir Osmangazi University Department of Foreign Languages. The collected data were exposed to second order confirmatory factor analysis for validation of the scale. After reliability and validity procedures were confirmed through required analyses, and a 32-item close-ended scale emerged with four dimensions. These dimensions or sub-categories were named *the sources of demotivation*.

Subsequent to the validation process, as the second stage, the scale was delivered online to 1105 students at different preparatory schools in Turkey in the Spring Semester of 2015-2016 Academic Year. Before starting to answer the items in the questionnaire, students were informed about the content and the purpose of the research in the first part of the scale. They were told that they did not have to participate in the study, but that their contribution would be invaluable for the current research.

The collected data were analyzed through descriptive and inferential statistics in order to determine the effect of university type, faculty, proficiency level and high school type on demotivation and on its sources (i.e. personal reasons, past experiences, features of preparatory school program and the form of instruction). Participants of the

study were students in various preparatory school programs of universities in Turkey, thus it was a nationwide research of demotivation towards learning English.

Consequently, the scale titled '*A Scale of Turkish Preparatory School University Students' Demotivational Factors Towards Learning English*' composed of 3 parts: (1) Information note, (2) Demographic Information, and (3) 32 close-ended items regarding students' demotivational factors towards learning English. All the items on the scale were compulsory; in other words, students could not skip an item to carry on to the next.

This study firstly tried to develop a scale measuring students' demotivation. The scale developed following various stages were proved to be a valid and reliable scale which can be used to identify learners' demotivation in learning English in the preparatory school program. The factor analysis revealed that students were demotivated because of four reasons:

1. personal reasons,
2. past experiences,
3. features of preparatory school program, and
4. the form of instruction.

Regarding the nine items on personal reasons, students were most demotivated due to the feeling that they just study to pass the preparatory class. This shows that students have not understood the goals of the preparatory school program, and they are not aware of the vitality of learning English both for their undergraduate studies and future careers. It seems that students experience a sense of disappointment at preparatory school. As the scale was delivered online, and students were provided with some space at the end of the items for their comments regarding their demotivation towards learning English, and here are some of the comments about their feelings of the preparatory school:

- '*Learned helplessness... Nobody knows how I can learn English!*'
- '*I am afraid of proficiency exam!*'
- '*I had never imagined preparatory school in that way; I am disappointed!*'
- '*I hate English, and dream of receiving education where there is no preparatory school.*'
- '*The biggest problem is lack of self-confidence resulting from lack of practice.*'

Students also stated that they found learning English all year round boring. This indicates that they need to learn the target language entertainingly. Besides, they found the number of words to learn demotivating. This means that students have problems associating the words they are learning to the terminology in their departments, so they might consider this to be worthless to learn. Moreover, family pressure was one of the demotivating factors for students. This could result from most families' awareness of the objectives of preparatory school, and the process of learning a foreign language. In addition, students felt that preparatory school program did not appeal to their needs. This reveals that there is a gap between students' personal and academic needs and the curriculum as it might ignore individual differences upon being designed. Not having adequate facilities, not having sufficient time and resources to practise out of the class, and not having any sources to study and practise out of the class were some of the least demotivating factors for students. It shows that they are able to find chances and opportunities themselves by socializing to practise the target language. They can also have access to wi-fi connection and the library on the campus. Another least demotivating factor was not being in favor of having English as the medium of instruction in their departments. This might mean that students chose their departments based on the guides, and they believe in the importance of English in their fields. However, students' perceptions changed depending on their departments. Here are some of the comments made by students:

- *'In my future department, weight of English is only 30%, so preparatory school should be optional for me.'*
- *'Pass grade should be different for departments that offer 30% and 100% English education.'*
- *'Classes should be according to the departments.'*
- *'English should not be the medium of instruction in our departments.'*

Considering the five items on past experiences, students were most demotivated due to the feeling of learning the same things over the years. This shows that the repetitive curriculum from primary to the end of high school makes them feel showing no progress. In addition to this, they were demotivated due to the feeling that they did not learn anything as to English since primary school. Actually, these two most demotivating items concerned with past experiences correspond to each other. The reason for this feeling might their reluctance and lack of effort as well as repetitive curriculum every year. Another demotivating factor was the feeling that former teachers

were incompetent in teaching. This indicates that teachers' priorities and those of students did not match, and this discordance reflected on the learning process. The two least demotivating factors were the feeling that they had always difficulty learning English, and that they were not informed how to study it. This shows that the problem with learning English was not related to study techniques and methods in the past; however, it might have been concerned with their lack of effort and fear of failure. Here are some of the comments made regarding their past experiences in learning English:

- *'We have been learning English since primary school, but we do not learn anything.'*
- *'I have never been able to learn English.'*

With respect to the five items on features of preparatory school program, compulsory attendance was the most demotivating. It reveals that rules and obligations hinder students' learning English. Most of the comments were made regarding compulsory attendance. Some of them are listed in students' words:

- *'My only problem is compulsory attendance.'*
- *'Our mutual problem is compulsory attendance. Getting to school is quite difficult, the buses are always full, so absence hours should be increased.'*
- *'Absence hours are too limited.'*
- *'Compulsory attendance is irritating.'*
- *'90% compulsory attendance is a serious obstacle in the learning process.'*
- *'The number of absence hours need to be increased.'*
- *'Absence hours are not enough.'*
- *'Compulsory attendance makes us weary.'*

Students also stated that they found course hours a lot. This shows that the schedule full of English make students deenergize, thus falling behind the classes. They found weekly syllabuses intensive, which was demotivating as well. These two results are closely related; in other words, the expectations of preparatory school program are beyond what students can do. The feeling that there were a lot of exams and that there was a gap between what was covered and difficulty level of exams were the least demotivating factors. This shows that students generally felt comfortable and did not get anxious about the exam most probably due to the awareness that exams are inevitable in the process of learning a language. However, there were also the ones who found it demotivating and made these comments about the exams at preparatory school:

- *'Listening parts in the exams are much more challenging than listening activities in the classes.'*
- *'Activities in the classes are quite simple compared to the questions in the final and proficiency exams. In these exams, we are faced with much more difficult and complicated things.'*
- *'I think there is not any student on earth that does not agree with 32nd item.'*
- *'Lessons do not correspond to TOEFL exam.'*
- *'Difficulty level of midterms and that of TOEFL are not the same.'*
- *'There is a huge gap between what we learn in the class and the proficiency exam.'*

Regarding the thirteen items on the form of instruction, the feeling that they were not provided with a variety of grammar exercises was the most demotivating. This shows that students need extra resources rather than the course book and workbook assigned. They were also demotivated due to not having interesting activities. This reveals that students are looking for fun in the lessons. The feeling that English they learned here did not prepare them for their department was another demotivating factor. This means that there is a mismatch in terms of content between preparatory school and their department in the eyes of the students. Students might feel uncomfortable with the weight given to different language skills. They made these comments about what is and how it is covered in the lessons:

- *'The only problem is too much dependence on grammar.'*
- *'All that we are taught is grammar. Instead, speaking should be brought to forefront.'*
- *'Speaking skill is not attached enough importance, and we are not encouraged to speak.'*
- *'Instead of laboratory classes in which we only learn grammar and do listening activities, the number of speaking classes should be increased to make a contribution to our speaking skills.'*
- *'Teaching grammar is exaggerated; writing and speaking are hardly ever emphasized.'*

Getting bored in the lessons and finding teachers' instruction dull were other demotivating factors. These two items show that having pleasure and doing enjoyable things while learning mean a lot for the students. Teachers' ignoring their preferences was also demotivating. This indicates that students need autonomy and make their own decisions in the learning process. The feeling that the content of the lessons is not

related to real life was another demotivating factor, which means that students need to learn things that they can associate with daily life, thus embodying their learning experiences. Moreover, students stated being demotivated due to the teaching that was complicated and beyond their proficiency level. It shows that teaching methods and students' learning styles do not match. It can also mean that instruction is not adjusted to students' level of proficiency. Teachers' not encouraging them to participate in the lessons was one of the least demotivating factors, which means that students think they are taught interactively. Another least demotivating factor was teachers' not using technology, which reveals that most students find it sufficient and they are not devoid of the benefits of technology in the learning process. Being in a crowded classroom was the least demotivating factor, which suggests that the size of the classrooms does not pose a big problem for students, and it does not prevent them from participating in the lessons. Here are some of the comments made on the form of instruction and teachers:

- *'Teachers should treat equally to all students in the class.'*
- *'Non-native (Turkish) teachers give the lessons in a dull way, and this decreases my motivation.'*
- *'Teachers should deal with students' problems individually.'*
- *'Teachers should bring interesting activities to the class.'*
- *'It is not true to have non-native teachers in the higher levels.'*
- *'Teachers should use interactive methods.'*
- *'Teachers should not treat us according to our grades or absenteeism.'*

This scale secondly aimed to investigate the effects of some variables (i.e. university type, faculty, proficiency level, high school type) on sources of demotivation. The results of the analyses yielded that the first variable, university type, had a significant effect on demotivation originating from past experiences and features of preparatory school program. To be more specific, students at public universities were more demotivated towards learning English resulting from their past experiences, and students at private universities were more demotivated towards learning English resulting from features of preparatory school program. However, the second variable, faculty did not have a significant effect on students' demotivational level and on its sources. The third variable, proficiency level, had a significant impact on students' demotivational level and on its sources. To make it clearer, students at lower levels of proficiency tended to be more demotivated towards learning English compared to those

at higher levels. Finally, the fourth variable, high school type, did not have a significant effect on students' demotivational level and on its sources.

5.2. Pedagogical Implications

The results of the study revealed that students at preparatory school programs in Turkey were demotivated resulting from personal reasons, past experiences, features of the preparatory school program, and the form of instruction. The results indicated that these demotivating factors were in line with the findings of Chambers (1993), Ushioda (1996a), Oxford (1998), Dörnyei (2001), Falout and Maruyama (2004), Muhonen (2004), and Kikuchi (2009).

The findings of this study can be taken into consideration upon designing the curriculum, selecting materials, giving instruction, and assessing students' performance. As for demotivation regarding personal reasons, students stated being demotivated most because of the feeling that they are just studying to pass gives us the implication that they need to be made aware of the language learning process and its aims. Such a consciousness process might be included as a part of the teaching program.

Their statement of finding it boring to learn English all year round gives us the implication that preparatory school programs might be suggested to include more enjoyable and game-like activities in their curriculum in order to make the process more appealing to the language learners.

They also stated the number of words to learn decreased their motivation, which gives us the implication that the preparatory programs might focus on the words that appear with high frequency, and that help learners academically in their departments. In that case, rather than giving instruction to all students from all departments in the same classroom, forming classrooms according to departments could be better for students. Thus, they could learn certain technical terms related to their own departments. Another suggestion for this problem might be teaching all language skills integratively rather than focusing on them separately in different classes.

Students stated being under family pressure to complete the preparatory school program within one year. In that case, it can be suggested that instructors try to relieve students' stress resulting from family pressure by giving them regular speeches on the importance of learning English for their future careers.

Students' stated feeling that preparatory school program does not appeal to their needs shows a mismatch between their expectations and those of the preparatory school programs. For this discrepancy it can be suggested that preparatory school programs organize the curriculum and the tasks in accordance with students' needs and interests. For this reason, students' priorities should first be found out by utilizing social activities for betterment of student-teacher interaction. Following that, a relaxing atmosphere might be established and students can be given the freedom to express their needs regarding the program. Then teachers might modify instruction to accommodate students' needs. What is more, students should be provided with a reason for any type of activity and instruction in order to make the process more plausible for them.

Not having adequate facilities to practise out of the class was another demotivating factor for students. Here it can be suggested that students' language learning experience can be supported by offering extracurricular activities in the form of English clubs in the field of science, technology, music, drama and so forth. That sort of an initiation could provide students with an opportunity to improve not only their language skills but also their social and interpersonal skills. They could develop their language skills in a pleasurable learning atmosphere beyond the daily classroom experience.

Students also stated that they did not have sufficient time to practise out of the class, which was a demotivating factor for them. It can be suggested that the preparatory school programs could offer some trainings for students about time management techniques on a regular basis so that they could use their time efficiently and allocate the required time for their language studies at preparatory school program.

Having English as the medium of instruction in their department was another reason for demotivation. This gives us the suggestion that the significance of learning English for their future careers in order to carry them onto international platforms might be repeatedly highlighted for students.

Students claimed to be demotivated due to not having any sources to study out of the class, which gives us the implication that preparatory school programs might provide students with Self-Access Centers (SACs) so that they can reach an ample amount of sources such as study guides, worksheets, scripts, flash cards, visuals and so forth.

As for demotivation resulting from past experiences, students stated they had been learning the same things since primary school. This gives us the implication that preparatory schools and earlier grades might collaborate in designing their programs and curriculum in order to have a bridge and to be compatible with one another in the process of teaching.

They also stated not having learned anything as to English since primary school. This feeling gives us the implication that students need to be encouraged for self-study and to be told that learning languages bears no relation to having a language gene or to destiny. They should be carefully monitored and praised at each step of their progress.

The feeling that their English teachers in the past were incompetent in teaching was another demotivating factor. This gives the implication that students want to be taught by well- equipped, well-organized and well-prepared teachers, which means that teachers are advised to renew themselves on a regular basis and to keep up with the times.

The idea that they always had difficulty learning English was another reason for demotivation. Their being demotivated due to this feeling gives us the implication that students need to be told learning any new language is hard work and requires being patient as well as constant efforts.

Students also felt that they had not been informed how to study English so far. Preparatory school programs might be suggested to advise students to experiment and see what works and what does not work while studying English. They need to be told to adapt their learning approach to the challenges they face instead of looking for the only right and perfect technique.

Regarding demotivation from features of the preparatory school program, students regarded compulsory attendance as a source of demotivation. Accordingly, it might be implied that if attendance in the preparatory school program were optional, more students could be attentively and enthusiastically involved in the learning process.

They also reported that course hours were quite a lot. This feeling of students might give us the implication that they need to be provided with opportunities that allow them to restore the quality of their way of thinking, to reflect back on what is important to them in this process, and to build sustainable ways to do the best for themselves. They need to be made aware of the objectives and requirements of the program.

Another reason for demotivation was the intensive weekly syllabuses. Students' uttered demotivation owing to the feeling that they are overburdened due to weekly syllabuses' being quite intensive might give us the implication that preparatory school programs could raise awareness for this problem by clarifying the benefits of such an intensity for their future. Students need to be shown that the more they are engaged in the program, the more they will enhance their skills in the target language. They also need to be convinced that devotion to the language is a great part of learning it.

They had the feeling that the great number of exams affected their motivation negatively. This state might give us the implication that they need to be encouraged for the examinations and promised of reward if they settle down and do well in the test. That the process has a significant influence on learning in addition to the production needs to be explained clearly to the students. They also need to be taken away from the delusion that perfection in the test scores means success, and the opposite indicates failure.

Students thought there was a gap between what they learned in the class and difficulty level of exams. This situation gives us the implication that students need to be encouraged to actively participate in the lessons, to be aware of what is happening in the class, and to keep up with what is covered during the process. They might also be guided to do some extracurricular activities to better their learning, thus tuning in the process and the assessment.

With respect to demotivation owing to the form of instruction, students stated they were not provided with a variety of grammar exercises in the lessons. This feeling of students gives us the implication that they need to be provided with a pool of resources for self-study, and they can also be guided through a variety of useful links to be able to find the most appropriate resources for themselves.

They also claimed teachers' not doing interesting activities in the lessons. It can be implied that students need to be exposed to more plausible activities and tasks during the lessons so that they can attentively and entertainedly get involved in the process.

Students had the feeling that English they learned here did not prepare them for academic English in their department. This gives us the implication that preparatory school programs need to offer basic technical English courses for students either integratedly in or separately from the program. Moreover, they can be provided with

certain resources such as texts or podcasts related to their departments so that they can at least have an idea of what they will encounter in the rest of their university education.

Students stated they found the lessons quite boring, which might give us the implication that students need to come across some surprising, interesting and even mysterious things. This can be dealt with teachers' starting lessons with curious questions, trying to discover new things together, enjoying themselves first, laughing at students' jokes, replacing lessons with conversations from time to time, and sharing their opinions on specific issues.

They also stated that their preferences were not taken seriously through the teaching process. This stated feeling of students gives us the implication that students need to be asked for their choices upon deciding which activities to apply, the content of assignments, and briefly at all phases of decision-making process, students need to have a right to express their thoughts and expectations.

The feeling of always studying grammar was another demotivating factor, which gives us the implication that students need to be taught interactively rather than focusing on explicit grammar instruction, thus improving their communication skills in the target language.

Besides, they found teachers' giving the lessons in a dull way demotivating. Students' evinced feeling as to teachers' giving the lessons in that way might give us the implication that teachers are expected to adjust their way of teaching to students' pace and interests. This might be carried out through revealing what students consider valuable to learn. In that way, these attractive points can be incorporated into the lessons, thus students could have more fun and pleasure while learning.

Students stated being demotivated as what they covered in the class did not correspond to the real life. This feeling of students might give us the implication that they need to be put through real-life materials, which could sound more meaningful to them and add variety to the lessons. Through this method, they could gain background knowledge on real-life issues, comprehend different sorts of texts as well as improving their critical reading skills, communication and vocabulary.

Teachers' giving the lessons in a complicated way was another demotivating factor for students. This feeling of students might give us the implication that it is important to know the students' talents, needs, interests, prior knowledge and experience, and learning styles in order to teach them in an efficient way. Also,

instruction and materials need to be modified to accommodate students' expectations and needs.

They also stated that teachers did not encourage them to participate in the lessons. This might give us the implication that certain conditions need to be created in order to enable students of different learning styles and personalities to contribute in the lessons. Each student might not participate at the same rate, yet the goal is to create an atmosphere where all students have the opportunity to learn and express their ideas. In that case, it is needed to devote time to shaping the environment and planning each lesson as well as paying attention to interaction with them because this communicates teacher's attitude about participation to students.

That the lessons are given beyond their proficiency level was another source of demotivation for students. Students' stated feeling that the lessons are given beyond their proficiency level gives us the implication that teachers need to collaborate in order to assess students' prior knowledge and learning styles. On a regular basis, teachers need to co-plan, discuss tests, quizzes and projects, reflect on their teaching strategies, and share their experiences with students. Also, students can be grouped as to their skills, and teachers might focus on these groups separately depending on what they lack. In other words, focusing on students and developing a student-centered mindset rather than insisting on applying the same teaching methods could promote students' learning.

Students expressed that teachers did not benefit from technology during the lessons was also demotivating. This situation gives us the implication that students need to be allowed to use some applications in order to test their knowledge and learning. The use of such applications could also help teachers keep track of students' progress much more conveniently. Teachers might guide students to write on class blogs through which they can practice their writing skills; to play games on the computer or mobile devices in order to master their spelling, grammar and vocabulary skills; and to listen to podcasts to improve their comprehension and pronunciation.

Though it was not scored high in the scale, the size of the classrooms was demotivating, which gives us the implication that teachers need to plan everything in advance remarkably well besides having classroom management strategies. If the classroom is overcrowded, then teachers might take advantage of ability grouping, as well. Assigning seats and rotating if necessary with a large class might help both

teachers and students. Such classrooms need to be structured in order to prevent turmoil, which requires teachers to establish their rules and expectations just at the beginning.

5.3. Suggestions for Further Studies

Considering the results and limitations of the present study, plenty of implications for future study emerge. It is recommended that further research be undertaken in the following areas in order to complement the findings of this study.

In view of the fact that demotivation is still a relatively novel scope of L2 research, there are a large number of topics for further investigation. Considering the studies carried out up today, it appears that researchers have found different demotivating factors worldwide. Some of these can be generalized whereas others cannot. In that case, these factors cannot be regarded as universal; in other words, demotivating factors discovered as yet are context-specific. Therefore, further examinations are required on the extent of demotivating factors.

The data for the present study were collected through a self-developed scale with open-ended questions; however, in order to strengthen the study with richer data, it might be a good idea to conduct interviews with students after filling out the questionnaire. For the current study, this method did not seem possible as the data were collected online and nationwide with a big sample size.

Further investigations are also needed to compare students' and teachers' views on demotivation and its sources. It would be critical to look into the issue both from students' and teachers' viewpoints.

Another recommendation would be studying demotivation at different age groups. For instance, demotivating factors might differ over time. Therefore, collecting data from primary school to university, and comparing these would give an idea of whether sources and level of demotivation change or remain the same over the years.

Moreover, demotivation and students' backgrounds can be linked together. Whether students' region / home city / residence and its educational facilities have an effect on demotivating factors might be investigated.

Furthermore, another study can be conducted regarding intrinsic and extrinsic demotivators in addition to exploring the sources of demotivation.

Once for all, demotivational level and its sources might be investigated out of the school context. Considering the fact that language learning does not only occur in the school setting, it might be correlated to other contexts, as well.

5.4. Overall Conclusion

This study shed light on the sources of demotivation in the eyes of the preparatory school students in Turkey by developing and validating a scale. Four sources of demotivation identified were personal reasons, past experiences, features of the preparatory school program, and the form of instruction. When considered from this aspect, the findings of the study show parallelism with the others on demotivation in literature.

In order to have more effective teaching and learning processes, the factors that demotivate students while learning need to be taken into consideration as well as the ones that motivate students. Teachers are advised to adjust their teaching to students' needs, interests, and expectations so as to better students' learning and to accomplish more influential teaching.

Despite certain limitations, this study is a distinctive one since a context-specific scale was developed on Turkish preparatory school university students' demotivational factors towards learning English.

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APPENDIX I

A SCALE OF PREPARATORY SCHOOL UNIVERSITY STUDENTS' DEMOTIVATIONAL FACTORS TOWARDS LEARNING ENGLISH

Dear students,

Within the scope of a thesis study, this scale aimed to get students' opinions on demotivational factors towards learning English and make some assessments in accordance with these opinions. Your responses will be used only for scientific purposes. Your personal information will be kept confidential by the researcher.

The scale is composed of two sections. In the first section, it was aimed to collect demographical information about your general situation. In the second section, you are expected to evaluate the demotivational factors towards learning English. Thank you for your participation.

Özge AYGÜN
Anadolu University
Graduate School of Educational Sciences
Department of Foreign Language Education
MA in English Language Teaching Program

I) DEMOGRAPHICAL INFORMATION

1. Age: _____
2. Gender: ☐ Female ☐ Male
3. Proficiency Level: ☐ Beginner ☐ Intermediate ☐ Upper-Intermediate
4. University Type: ☐ Public ☐ Private
5. University name: _____
6. Faculty:

<input type="checkbox"/> Faculty of Architecture	<input type="checkbox"/> Faculty of Arts and Sciences
<input type="checkbox"/> Faculty of Economics and Administrative Sciences	<input type="checkbox"/> Faculty of Education
<input type="checkbox"/> Faculty of Engineering	<input type="checkbox"/> other
7. High School Type:
☐ Science High School ☐ Anatolian High School ☐ other
8. Your region:

<input type="checkbox"/> Marmara	<input type="checkbox"/> Aegean	<input type="checkbox"/> Mediterranean	<input type="checkbox"/> Black Sea
<input type="checkbox"/> Central Anatolia	<input type="checkbox"/> Eastern Anatolia	<input type="checkbox"/> Southeastern Anatolia	

II) OPINIONS ABOUT DEMOTIVATIONAL FACTORS IN LEARNING ENGLISH

Please indicate your response to the following statements by crossing out the choice which most corresponds to your evaluation.

I find myself reluctant to learn English because ...	Totally Agree	Agree	Moderately Agree	Disagree	Certainly Disagree
1. I do not have adequate facilities to practise out of the class.					
2. English that I learn here does not prepare me for academic English in my department.					
3. Compulsory attendance decreases my motivation.					
4. Preparatory school program does not appeal to my needs.					
5. I have not learned anything as to English since primary school.					
6. I find the lessons quite boring.					
7. I do not have any sources to study out of the class.					
8. I have not been informed how to study English so far.					
9. Teachers give the lessons in a dull way.					
10. My family puts pressure on me to complete the preparatory school program within one year.					
11. We always study grammar.					
12. The classrooms are very crowded.					
13. The lessons are given beyond our proficiency level.					
14. I find it boring to learn English all year round.					
15. What we cover in the class does not correspond to the real life.					
16. I have always had difficulty learning English.					
17. The great number of exams affects my motivation negatively.					
18. I do not have sufficient time to practise out of the class.					
19. Teachers give the lessons in a complicated way.					
20. Our preferences are not taken seriously through the teaching process.					
21. I have the feeling that I just study to pass the preparatory class.					
22. Course hours are quite a lot.					
23. We are not provided with a variety of grammar exercises in the lessons.					
24. Teachers do not benefit from technology during the lessons.					
25. I am not in favor of having English as the medium of instruction in my department.					
26. Teachers do not encourage us to participate in the lessons.					
27. My English teachers in the past were incompetent in teaching.					
28. Weekly syllabuses are quite intensive.					
29. The number of words to learn decreases my motivation.					
30. Teachers do not do interesting activities in the lessons.					
31. We have been learning the same things since primary school.					
32. There is a gap between what we learn in the class and difficulty level of exams.					

APPENDIX II

HAZIRLIK PROGRAMINDA OKUYAN ÖĞRENCİLERİN İNGİLİZCE ÖĞRENMEYE KARŞI MOTİVASYONLARINI AZALTAN UNSURLAR ÖLÇEĞİ

Değerli Öğrenciler,

Bir tez araştırması kapsamında hazırlanan bu ölçek ile Hazırlık Programında okumakta olan öğrencilerin İngilizce öğrenmeye karşı motivasyonlarını olumsuz yönde etkileyen unsurlar hakkında görüşlerinin alınması ve bu görüşler doğrultusunda değerlendirilmeler yapılması amaçlanmıştır. Vereceğiniz cevaplar sadece bilimsel amaçla kullanılacaktır. Kişisel bilgileriniz araştırmacı tarafından gizli tutulacaktır.

Ölçek iki bölümden oluşmaktadır. İlk bölümde genel durumunuzu yansıtan demografik bilgilerin toplanması amaçlanmıştır. İkinci bölümde ise sizden İngilizce öğrenmeye yönelik motivasyonunuzu olumsuz yönde etkileyen unsurları değerlendirmeniz beklenmektedir.

Araştırmaya katılmayı kabul ettiğiniz için teşekkür ederim.

Özge AYGÜN
Anadolu Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngilizce Öğretmenliği Yüksek Lisans Programı

I) DEMOGRAFİK BİLGİLER

1. Yaşınız: _____
2. Cinsiyetiniz: ☐ Kadın ☐ Erkek
3. Kurunuz: ☐ Beginner ☐ Intermediate ☐ Upper-Intermediate
4. Üniversite türünüz: ☐ Devlet ☐ Özel
5. Öğrenim gördüğünüz üniversite: _____
6. Öğrenim göreceğiniz fakülte:
☐ Mimarlık Fakültesi ☐ Fen Edebiyat Fakültesi ☐ İktisadi ve İdari Bilimler Fakültesi
☐ Eğitim Fakültesi ☐ Mühendislik Fakültesi ☐ Diğer
7. Mezun olduğunuz lise türü:
☐ Anadolu Lisesi ☐ Fen Lisesi ☐ Diğer
8. Geldiğiniz bölge:
☐ Marmara ☐ Ege ☐ Akdeniz ☐ Karadeniz
☐ İç Anadolu ☐ Doğu Anadolu ☐ Güneydoğu Anadolu

II) İNGİLİZCE ÖĞRENME MOTİVASYONU AZALTAN UNSURLAR HAKKINDAKİ GÖRÜŞLER

Aşağıdaki ifadelerin İngilizce öğrenme sırasında motivasyonunuzu olumsuz yönde etkileme derecesini belirtiniz.


İngilizce öğrenirken kendimi isteksiz buluyorum, çünkü...	Tamamen Katılıyorum	Katılıyorum	Kısmen Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Sınıf dışında pratik yapmak için imkanım yok.					
2. Burada öğrendiğim İngilizce beni bölümdeki akademik İngilizceye hazırlamıyor.					
3. Devam zorunluluğunun olması motivasyonumu azaltıyor.					
4. Hazırlık programı ihtiyaçlarıma hitap etmiyor.					
5. İlkokuldan beri İngilizce dersi var ama öğrenemiyorum.					
6. Dersleri çok sıkıcı buluyorum.					
7. Sınıf dışında çalışmak için kaynağım yok.					
8. Şimdiye kadar nasıl çalışacağım konusunda bilgilendirilmedim.					
9. Öğretmenler dersi sıkıcı anlatıyor.					
10. Ailem hazırlığı bir yılda bitirmem konusunda baskı yapıyor.					
11. Sürekli gramer çalışıyoruz.					
12. Sınıflar çok kalabalık.					
13. Dersler seviyemizin üzerinde anlatılıyor.					
14. Bir yıl boyunca sadece İngilizce öğrenmeyi sıkıcı buluyorum.					
15. Derslerde işlenen konular gerçek hayatla ilgili değil.					
16. Hayatım boyunca bu dili öğrenmede zorlandım.					
17. Sınav sayısının çok fazla olması motivasyonumu olumsuz					
18. Sınıf dışında pratik yapmak için zamanım yok.					
19. Öğretmenler dersleri çok karmaşık anlatıyor.					
20. Öğretim süresince isteklerimiz dikkate alınmıyor.					
21. Sadece hazırlık sınıfını geçmek için çalıştığımı hissediyorum.					
22. Ders saatleri çok fazla.					
23. Derslerde çeşitli gramer alıştırmaları yapılmıyor.					
24. Derslerde teknolojiiden yararlanılmıyor.					
25. İngilizcenin bölümümde öğretim dili olmasına karşıyım.					
26. Öğretmenler bizi derse katılmaya teşvik etmiyor.					
27. Geçmişteki öğretmenlerim öğretme konusunda yetersizdi.					
28. Ders programı çok yoğun.					
29. Öğrenilmesi gereken sözcük sayısı motivasyonumu azaltıyor.					
30. Derslerde ilgi çekici aktiviteler yapılmıyor.					
31. İlkokuldan beri sürekli aynı şeyleri öğrenip duruyoruz.					
32. Sınavların seviyesi sınıfta öğrendiklerimizin çok üzerinde.					

APPENDIX III

SAMPLES FROM STUDENT COMPOSITIONS

Kendimi tam anlamıyla motive olmuş hissetmiyorum. Bunun sebebi konuları çok karışık işliyoruz. Bir konunun yarısını işleyip diğer bir konuya geçiyoruz. Aynı zamanda kitaplarımız ve grammar packdeki alıştırmaların bir çoğu gereksiz. Aynı şeyleri yazıyoruz. Buda bana bir şey katmıyor. Aynı zamanda ders programının karışıklığında bunu tetikliyor. Senelele şu hoca nızla ne yaptınız, bu hoca nızla bunu yapın şeklinde yürümüyor. Yinede az da olsa motiveyim.

Kitapların yanında extra daha çok alıştırma kağıtları yada alıştırma kitabı edinebilir. Daha karışık alıştırmalar yaparsak daha etkili öğrenebiliriz. Bu da bize daha çok şevk eder ve motive edecektir. Ders programında ise aynı hocalar gelseydi daha motive olurum. Çünkü karışık ders programında hangi hoca neyi işleyip işlemediği belli olmuyor. Her hoca için belirli bir görev olsa daha iyi olurdu. Aynı zamanda free Quizlerin bazı okula yada senelele ders çalışmaya bağladığını düşünüyorum. BDi derslerini kendimze evde yapmaktansa haftada 1 saatimizi ayırarak bilgisayar labararı tuvarında yapılmalıdır. Okuduğunuz için teşekkür ederim.

Mert BÜYÜKGÜVEN


[illegible][illegible]

Speeding up writing documents

$\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$

0. İncilize göre dinlere ve ıslamlara / İncilize göre dinlere

Ergebnis: $\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$ (100%)

Helen Kennedy

Date :/...../.....

Subject :

Ailekasi kendini İngilizce öğrenmeye motive olm-
hissetmiyorum. Çünkü İngilizce'nin ya da herhangi bir dilin ki-
taplar üzerinden grammar işlenerek sinava kadar alışıp
sinavdan sonra hiç kullanmayarak öğrenileceğine inanmı-
yorum. Belki her gün İngilizce gördüğümüz için yavaş
yavaş bir şeyler otur-yordur ama bunun bir t-nistte diyalog
kurmanıza yardımcı olacağını düşünmüyorum. Bu şekilde İngilizce'yi
5 sere de olsa öğrenebileceğini düşünmüyorum. İngilizce'yi ancak
g-nt dışı tecrübesizle öğrenip, geliştirileceğini düşünüyorum.

İnsanlar dil okullarına, dil kurslarına gidiyor. Bu kursların
ağı-nun dil öğrenme amaçlı değil, sinav geeme amaçlı bu eği-
timi aldıklarını düşünüyorum. Bu yüzden ben de dahil olmak üzere
b- düşünce den kurt-lmamız gerekir. Ama şu soruyu sormam
gerekir. Bu düşünce den olmamız bizim suç-muz mu? Yıllardır
İngilizce eğitimi gördük, göya. Peki, niye hazırlığı geçirip, bölme
başlayamadık? Suu bizde mi, yoksa bizi sinav geeme odaklayan
eğitim sistemimizde mi? Belki içimizde de öğrenme isteği
olmayabilir ama ben sistemin suu olduğunu düşünüyorum.
Bizi ezberlemeye ittiler ve öğrendiğimiz her şeyin sadece
sinavda işe yarayacağını gösterdiler. Belki yanlış düşünüyör
olabiliriz ama ben oyunu kurdu göre oynayıp, sınıfı geemeği
düşünüyorum. Bunun hiç bir yararı olmayacak bana ilerde ama
elimden ancak bu geliyor.

Nasıl motive olabiliriz? B- hem öğrenen hem öğretmen
de bitiyor. Eğer öğretmen dersi eğlenceli hale getirebiliyorsa,
öğrenci de istekliyse derste görülenler akla yerleşir.

Kızlakseniz ama dersimizin hiç eğlenceli olduğunu
düşünmüyorum. Lise ve ortaokulda da öğretmenlerimiz eğlenceli
hale getiremiyor. B- yüzden şu an İngilizce bilgimiz çok
zayıf. Ama siz de, Figen Hoca da bir şeyler öğretmek istiyor-
sunuz, hakkınızı vermeliyiz bu konuda. Belki de sorun
bizdedir.

Bir de dersteki durumuma değirmek istiyorum. Biliyorum, derslere karşı ilgisiz görünüyorum. Kitaptan işlediğim zamanlar çok sıkılıyorum. Ama grammar konularında dersi dinliyorum. Ayrıca ders içi speakinglerde de hiç söz almadığımı biliyorum. Çünkü yapım gereği çekişen biriyim. Acaba yanlış mı söyledim korkusu var bence. Bu özelliğimden nefret ediyorum ama elimden bir şey gelmiyor. Aslında İngilizce metinleri, sendüğün-iz İngilizce soruları anlayabiliyorum ama hızlıca cümle kuramıyorum. Yani Türk Toplumunun sorunu olduğu gibi anlayabiliyorum ama kuramıyorum. :)

Bu yazdıklarım, sorularınıza cevap olmadı ama İngilizce öğrenmek için hayatımıza tamamen İngilizceyi sokmamız gerekir. Bu da ancak yurt dışına almamızla olabilecek bir şey.

Samimi olarak yazın dediğiniz için her şeyi yazdım. Umarım kendimi ifade edebilmişimdir.

Ceyhan Olan ŞenELİK

İngilizce, dünyada öğrenmeyi kolay olan diller arasında. Rahatlıkla öğrenilebilir her insan. Fakat ben neden 11. sınıfta bu zamana her saat grammer yapısını tekrar tekrar görmeme rağmen öğrenemiyordum ki. Bana için dünyanın en zor diliymiş gibi geliyor? Bunda benim biraz öğretmenlerimin birazda öğretme sistemlerinin sonucu. En başından bana gelip neden öğrenmem gerektiğini anlatmayı deneselerdi çok daha farklı olabilirdi. İngilizceye bakıp acım. Bize tek dedikler, -bul ki de onlara neden olarak pörelüp- öğrenmek zorunda olunca ister istemez söyler insan. Keslikle var; bir şeyi zorunlu olarak öğrenme görmüyorum. İstiyem, bu yapıları öğrenmem lazım. Yalnızca İngilizce'yi bir zorunluluk olarak görüyordum. İçin de öğrenmekten hep kaçtım. Ama bu süre çok kısa olarak bir yerimin olmadığının farkındayım. Aslında öğrenmek istemiyordum artık İngilizce'yi. Çünkü gelecekte iyi bir yabancılara gidecek İngilizce'yi öğrenmeliyim. İşim için severek yaparak İngilizce'yi öğrenmeliyim. Bu yüzden daha önce ki zamanlardaki zorlamaları mantığıyla değiştirerek benim için çalışma kararı aldım benlik sınıfının en başında. Dönemin yarısına geldik ve ben artık İngilizce'yi sevdiğimi öğrenmişim. Bana zevk veriyor. Bir harem; "Bir dilin içine girilince seversin, dışardan tutmakla olmaz." demişti. Sonraki günlerde bunu yapıp

yorum. Biz? 'İngilizce'nin dipinde tutacaklarına birer
öğretici olabilecekleri' her dahil birçok kişi çokları öp-
renmiş olurlar. Belki de hocalarımızda tam ola-
rak bilmemesi dışında tuttu ki? Kendi bile dip-
ni dışarı konuşmaktan bizi ne etkileyecekti ki.
İş de konuşulduğunda ama 'öğretme konusunda bece-
rilsizdi. Eğer iş yabacı dilsiz birer öğretmen ki-
şilerin diğer ders hocalarıyla daha üstün bir öp-
retme yetisine sahip olmalı ve de etkili olmalı-
mı? Bilmeli. Yani bir ders ne kadar etkili anlatı-
lırsa bir öğretici o kadar çok sever o ders. 'İngi-
lize' gibi kendiliğinden sıkıcı bir derse bu özellik-
le daha etkili anlatılmalı. Bir çok dillerin o sarkın
sözcüklerdeki' formuna bakarak daha etkili
olabilir. İş de işte o sarkın dillerin birer day-
dıklarıyla konuşma, isteseler çok etkili cümleler
olabilir ve sınıfı hem öğrenmiş hem de dinleme
ve anlamama, ilerletmiş olur. Oyunlar oynatabilir
ama tabi bu sarkın kelimeleri üzerine kurulu olu-
ca hocaların çok sık konuşulduğunda değil pro-
meler üzerine kurulu oyunlar. Ve daha bir sıkı şey
yapılabilir. Böyle. Yani her böyle daha etkili' ve da-
ha çok severek 'öğreniyorum. Herkesin konuşmadır
bilmen ama bizim için en büyük sıkıntı kelime 'öğren-
mek. Öğrenemedikse de matematikümüze göre bir sarkın
tek konu üstelik. Öyle defolara konuşmalar da anlatılır
gün için bir türlü çok fazla kelime 'öğreniyorum.
Sarkınca sarkınca konuşmakla gerçekten çok sıkı
ma geliyor. Çünkü en fazla 5 gün sonra bir sarkın
hatırlamıyorum. Bu yüzden de oturup esliyorum.
Sonuç; konuşma dersimize olan hoca bir konu verse
her hafta ve biz onu öğretmek onunla ilgili bir
konu hakkında sınıf için hem daha rahat öp-
renim kelimeleri hem de konuşma da geliştirebiliriz.
Sonuç bizim için bütün day hocaların konuşma dersinde çalışıyor.

APPENDIX IV

CURRICULUM VITAE

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Education & Work Experience

2009 – Middle East Technical University, B.A. in ELT Department, Ankara.
2009 – Middle East Technical University, M.P. in Dept. of Sociology, Ankara.
2004 – Edirne Anatolian Teachers' Training High School, Edirne.

2011 – present: Instructor, Eskişehir Osmangazi University, Department of Foreign Languages, Eskişehir, Turkey.
2009 – 2010: Comenius Language Assistant, Liceo Scientifico Statale Albert Einstein, Palermo, Italy.