



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

A STUDY ON INVESTIGATING THE FACTORS THAT DEMOTIVATE
LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE (EFL)

Kenan ACAROL

Master's Thesis

Ankara, (2020)

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YABANCI DİL OLARAK İNGİLİZCE ÖĞRENENLERİ DEMOTİVE EDEN
FAKTÖRLERİN ARAŞTIRILMASI ÜZERİNE BİR ÇALIŞMA

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Abstract

The issue of demotivation in foreign language learning is a relatively new area that has recently gained attention. For success in foreign language learning, it is of great importance to determine the source of the demotivation that students have towards language learning and to eliminate these factors. This research, adopting a sequential exploratory mixed research design, aims to develop a demotivation scale for foreign language learners. Within the scope of this scale development study, comprehensive literature review, semi-structured interviews with the participation of 17 teachers, and student compositions collected from 25 university preparatory class students were employed to create the item pool of the scale. After creating the item pool, two experts in the field of language teaching and educational sciences were consulted, and some minor changes were made on the scale. In order to test the validity and reliability of the developed scale, a pilot study was conducted with the participation of 250 university students. In order to verify the data obtained as a result of the pilot study by means of Confirmatory Factor Analysis (CFA), the main study was conducted with the participation of 533 university students. According to the results, a demotivation scale consisting of 35 items and 5 factors was developed. The factor names of the developed scale are as follows: (1) Teaching methods and teaching process, (2) Teaching material, teaching environment, and teaching facilities, (3) Teacher competence and teacher attitudes, (4) Failure experiences and lack of self-confidence, and (5) Negative attitudes towards the target language.

Keywords: demotivation, foreign language learning demotivation scale, language learning demotivation, learner demotivation

Öz

Yabancı ve ikinci dil öğreniminde demotivasyon konusu, son zamanlarda dikkat çeken, nispeten yeni bir alandır. Yabancı dil öğreniminde başarının sağlanabilmesi için, öğrencilerin dil öğrenmeye karşı sahip oldukları demotivasyonun kaynağının tespit edilmesi ve bu faktörlerin ortadan kaldırılması büyük bir önem teşkil etmektedir. Yabancı dil öğreniminde demotivasyonun kaynağı şimdiye dek çeşitli ölçekler ve anketler vasıtası ile araştırılmıştır. Ancak, eğitimdeki gelişmeler ve öğrenci ihtiyaçlarındaki değişiklikler bu alanda daha kapsamlı çalışmaların yapılmasını bir zorunluluk haline getirmektedir. Sıralı keşfedici karma araştırma desenini benimseyen bu çalışma, yabancı dil öğrencileri için bir demotivasyon ölçeği geliştirmeyi amaçlamaktadır. Ölçek geliştirme çalışması kapsamında madde havuzunun oluşturulması için alan yazını taraması, 17 öğretmenin katılımı ile gerçekleştirilmiş yarı yapılandırılmış görüşmeler ve 25 üniversite hazırlık sınıfı öğrencisinden toplanan kompozisyonlardan yararlanılmıştır. Madde havuzunun oluşturulmasından sonra, 2 uzman görüşüne başvurulmuş olup ölçek maddelerinde düzeltmelere gidilmiştir. Geliştirilen ölçeğin geçerlilik ve güvenilirliğinin test edilmesi için 250 üniversite öğrencisinin katılımı ile bir pilot çalışma gerçekleştirilmiştir. Pilot çalışma sonucunda elde edilen verilerin Doğrulayıcı Faktör Analizi (DFA) kapsamında doğrulanması için 533 üniversite öğrencisinin katılımı ile ana çalışma gerçekleştirilmiştir. Elde edilen sonuçlara göre araştırma sonucunda, toplamda 35 madde ve 5 faktörden oluşan bir demotivasyon ölçeği geliştirilmiştir. Yabancı dil demotivasyon ölçeğinin faktör adları ise şu şekildedir: (1) Öğretim yöntem, süreç ve işleyişi kaynaklı demotivasyon, (2) Öğretim materyali, çevre (ortam) ve olanak kaynaklı demotivasyon, (3) Öğretmen yeterliliği ve tutumları kaynaklı demotivasyon, (4) Başarısızlık tecrübesi ve özgüvensizlik kaynaklı demotivasyon, (5) Öğrenilen dile ilişkin sahip olunan olumsuz tutum kaynaklı demotivasyon.

Anahtar sözcükler: demotivasyon, yabancı dil demotivasyon ölçeği, yabancı dil öğrenimi demotivasyonu, öğrenci demotivasyonu

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Symbols and Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

SLA: Second Language Acquisition

FLE: Foreign Language Education

FLL: Foreign Language Learning

TEFL: Teaching English as a Foreign Language

TESOL: Teaching English to Speakers of Other Languages

Chapter 1

Introduction

This chapter includes the statement of the problem, aim, and significance of the study, research questions, assumptions, limitations, and definitions.

Statement of Problem

The issue of demotivation in foreign and second language learning is a relatively new field that has only been recently given attention by a few scholars (e.g., Ghadirzadeh, Hashtroudi, & Shokri, 2012; Muhonen, 2004). Despite the abundance of studies focusing on and investigating the effect of motivation in language learning (Ditua, 2012; Dörnyei & Ushioda, 2009; Dörnyei, 1990, 1998; Gardner & Lambert, 1972; Lucas, Pulido, Miraflores, Ignacio, Tacay, & Lao, 2010; Oxford & Shearin, 1994; Schmidt & Watanabe, 2001; Ushida, 2005; Williams, 1994), the studies dealing with the concept of demotivation in terms of language learning have been limited.

Demotivation in foreign language learning has been mostly examined in terms of the effect of demotivation on student achievement (Ghaedrahmat, Entezari & Abedi, 2014; Ghanizadeh & Jahedizadeh, 2015; Hu, 2011; Jahedizadeh, Ghanizadeh & Ghonsooly, 2016; Kim, 2012; Mihaljević, 1996). These studies found that motivation has a positive effect on student achievement.

There are also some studies investigating the sources of demotivation in foreign language learning (Al-Khairy, 2013; Kaivanpanah & Ghasemi, 2011; Kim & Seo, 2012; Kim, 2011; Meshkat & Hassani, 2012; Muhonen, 2004; Trang & Baldauf, 2007). In these studies, conducted in various countries, the causes of demotivation in foreign language learning have been explained in various ways. The results of these studies vary due to countries' different educational systems and policies as well as individual and socio-cultural differences that countries have. For instance, Falout & Falout (2005), in their study, investigated demotivating factors of Japanese EFL learners and the results of their study showed that Japanese EFL learners are mostly demotivated because of teachers' behaviors in the classroom. On the other hand, Qashoa (2006), in a similar study conducted in the United Arab Emirates, claimed that learners' demotivation while

learning English is mainly because of textbooks, peer pressure, teaching methods as well as social and religious beliefs towards Western culture and language.

The sources of demotivation in foreign language learning have been investigated with the help of various data collection tools. The demotivation scales are one of the data collection tools created or employed in most research in order to determine the source of demotivation in foreign language learning (Al-Khairy, 2013; Gorham & Christophel, 1992; Kikuchi & Sakai, 2009; Li & Zhou, 2013; Mahbudi & Hosseini, 2014; Sharififar & Akbarzadeh, 2011). Although these demotivation scales are of great importance in the study of the concept of demotivation within the context of foreign language learning, using such scales in different institutions, countries, and cultures may not be suitable as some items of the scale may confuse some learners or may not make sense for them.

The factors demotivating Turkish EFL learners have been investigated recently, and some demotivation scale development studies have been conducted in Turkey as well (Aygün, 2017; Ünal & Yelken, 2014). Aygün (2017) identified four main demotivating factors of Turkish EFL learners as “personal reasons,” “past experiences,” “features of the preparatory school program,” and “the form of instruction.” In a similar study, Ünal & Yelken (2014) categorized demotivating factors of Turkish EFL learners as “teacher characteristics,” “lack of interest towards English and English classes,” “class environment and class materials” and “experience of failure.” Even though these studies have contributed to understanding the issue of demotivation in foreign language learning in the Turkish context, developments in education and changes in student needs necessitate a more detailed study of the concept of demotivation in foreign language learning. It is also essential that the scale items be more detailed and supported with qualitative data in order to better investigate the subject of demotivation and its reasons in foreign language learning.

Aim and Significance of the Study

For better language proficiency, it is essential to determine the sources of demotivation and find solutions for these demotivating factors in the foreign language learning process. Therefore, this research aims to investigate the source of the demotivation of Turkish EFL (English as a Foreign Language) learners in

their language learning process. This research, adopting a sequential exploratory mixed research design, also aims to develop a foreign language demotivation scale. Even though there are several scales determining the sources of demotivation in the foreign language learning process, using such scales does not give reliable results due to the individual and socio-cultural differences between countries. Because of that, it is necessary to develop a detailed foreign language scale for Turkish EFL learners.

Using the foreign language demotivation scale, which will be developed at the end of this study, various studies will provide a detailed investigation of the reasons for demotivation. Therefore, this research plays a major role in determining the source of demotivation in foreign language learning.

The demotivation scale, which will be developed within the scope of this research, is believed to contribute to the studies on demotivation, providing a better understanding of the demotivating factors in the language learning process. The results which will be obtained at the end of the study with the application of the developed scale are also believed to contribute to this field by the examination of the concept of demotivation in terms of foreign language learning.

Research Questions

Motivation is among the important factors affecting the language teaching and learning process. The studies conducted in this field have shown that learners with high motivation are more competent and successful in the learning process (Ely, 1986). Learning a foreign language is a difficult process that requires serious attention. The lack of motivation has a negative impact on learning outcomes, as it can affect learners' attitudes and behaviors (Falout, Elwood, & Hood, 2009). For many scholars, the lack of motivation in the language learning process is seen as one of the biggest causes of failure in language learning (Vakilifard, Ebadi, Zamani, & Sadeghi, 2020).

Even though there are many studies concerning motivation and student achievement, there is a lack of research in terms of demotivation and its reasons (Aygün, 2017; Çankaya, 2018; Ünal & Yelken, 2014). Therefore, investigating the significant reasons causing demotivation among the learners and eliminating such demotivating factors may result in better language learning. This study,

investigating the causes of demotivation in foreign language learning, aims to shed light on this issue and fill the gap in this sense. Because of the reasons mentioned above, this research addresses to following research question:

“What are the important factors that demotivate students in the foreign language learning process?”

This research question, which will be investigated within the scope of this study, is believed to contribute to the studies conducted in this field by providing a better understanding of the concept of demotivation in the foreign language learning process.

Assumptions

The main assumptions of this foreign language scale development study are as follows:

It is assumed that the participant teachers and students selected according to the purposive sampling method in the qualitative data collection part and the participant students selected according to the random sampling method in the quantitative data collection part represent the target population.

The participants of this research are assumed to respond to the questions in the data collection tools (semi-structured interviews, student compositions, and foreign language demotivation scale) in an honest and candid manner.

The data collection tools (semi-structured interviews, student compositions, and foreign language demotivation scale) employed within the scope of this research are assumed to elicit reliable responses from the participants.

Limitations

Due to the difficulty of collecting data from different school types (e.g., different permission requirements for each school, time and additional expenses), only university students and teachers in Turkey were involved in this research, whereas foreign language teaching in Turkey starts with primary schools and continues in secondary, high school and university. Therefore, the findings of the study are only limited to university students.

The data for this research was collected online from university students in Turkey through Google Forms. As the data collection period coincided with the COVID-19 pandemic and most of the schools were closed down in Turkey, university students were asked to participate in this research by filling online forms voluntarily. On the other hand, the teachers were interviewed by the researcher through ZOOM (an online video chat program). The difficulty of accessing university students and teachers and the lack of possibility to collect the data face to face for this research is another limitation of this research.

The data collection process in this research is limited to the 2019-2020 academic years. Prolonging the data collection time may lead to better results. Therefore, the data collection time is another limitation of this research.

In this research, a comprehensive literature review, semi-structured teacher interviews, students' essays, which are qualitative research techniques, were employed to create the item pool of the scale. After the creation of the item pool, a Five-point Likert scale was designed based on the qualitative data, and a pilot study was conducted to determine the reliability and validity of the scale. Because of the impossibility to reach every university student in Turkey, the number of students and teachers participated in this research is another limitation of this research.

The last limitation of this research is that the demotivation scale which will be developed at the end of this study is for Turkish learners learning English as a foreign language; therefore, usage of the scale in a different culture or context may lead to problems, as each country has a unique culture and different education model, moreover sometimes it may cause confusion among the participants and thus affect the results.

Despite the limitations mentioned above, this research is of importance in the study of demotivation in the context of foreign language learning. This research will also contribute to the understanding of factors causing demotivation among the Turkish EFL learners.

Definitions

Motivation: The term “motivation” refers to “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out” (Dörnyei & Otto, 1998, p. 47).

Demotivation: The term “demotivation” refers to “specific external forces that reduce or diminish the motivational basis of a behavioral intention or ongoing action” (Dörnyei, 2001).

Amotivation: The term “amotivation” refers to “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 face with the activity” (Deci & Ryan, 1985, p. 144).

Second Language Acquisition (SLA): The term “Second Language Acquisition (SLA)” refers to the subconscious process of becoming proficient in a second language in addition to the first language by being exposed to it.

Foreign Language Learning (FLL): The term “Foreign Language Learning” refers to the learning of a non-native language outside of the community where it is widely spoken.

Teaching English as a Foreign Language (TEFL): “TEFL is the teaching of English to people whose first language is not English, especially people from a country where English is not spoken. TEFL is an abbreviation of “Teaching English as a Foreign Language” (Collins English Dictionary, 2019, pp. 1-3).

Chapter 2

Literature Review

Motivation

The term “motivation” (originally derived from the word ‘movere’, which means ‘to move’) is an important factor in language learning. The concept of motivation was defined by many researchers. Keller & Reigeluth (1983, p. 389) define the term “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 this respect” (Woolfolk, 1998 p. 372), briefly defines motivation as “an internal state that arouses, directs, and maintains behavior.” From Dörnyei and Otto’s perspective (1998, p. 47), motivation refers to “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out.” According to Elliot & Covington (2001), motivation is the reason behind people’s actions, needs, and desires. Another definition of motivation was made by Oxford & Shearin (1994) as a desire, which is a combination of energy and work to achieve a goal. Dörnyei (2001) explains motivation as “an abstract, hypothetical concept that we use to explain why people think and behave as they do” (pp. 1-2). According to Crump (1995), motivation is the combination of four basic components; interest, enthusiasm, keenness, and excitement.

Motivation and Language Learning

Language learning is a complex process which requires not only learning structures and vocabulary of the target language but also improving different skills and awareness of the target culture. In this respect, when it comes to language learning, it is an undeniable fact that motivation plays an important role in sustaining learning. The relationship between motivation and language learning has been studied by many researchers. In terms of language learning, Gardner (1985, p. 10) defines motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning

the language.” Regarding that issue, Dörnyei (1998, p. 117) states that motivation is “one of the fundamental factors that have certain impacts on the rate and success of language learning.” In a similar point of view, Al-Hazemi (2000) stated that highly motivated language learners might achieve a high level of competence in a foreign language.

Many scholars have thought that motivation is linked to success and failure while learning a foreign language, and they highlighted that even a well-designed curriculum and syllabus could not be effective if the learners of a foreign language have lack of motivation (Oxford & Shearin, 1994). In the same perspective, Dörnyei (2001) indicated that motivation is one of the most crucial affective factors while determining the achievement in foreign language learning. In fact, language is a complex and multifaceted system as it is linked to social and cultural factors. Therefore, when it is compared to other learning areas, it can be said that it is unique. Regarding this issue, Gardner (1985) expressed that learning a foreign language involves creating a new identity in the target language, which consists of cultural and social aspects of the target language and eventually affects learners' achievement.

In his study, Dörnyei (1998) concluded that a high level of motivation could be seen as an indicator of achievement in foreign language learning as there is a connection between the motivation level and success rate. Another researcher, Cook (2000), claimed that some learners are better and superior to others in terms of language performance and presentation. The underlying reason is that they are better motivated. Because of this reason, motivation is one of the most fundamental elements in the language learning process.

According to Lumsden (1994, p. 31), motivation is a source of enthusiasm for learners of a foreign language, and it can be seen as a force that drives students to participate in language learning activities. Thanks to motivation, learners may have positive attitudes towards the target language. Besides, motivation may be the underlying reason for learners to either participate or not to participate in activities in the learning process. Ellis (1994), similarly, indicates that language learning occurs through beliefs, attitudes, and motivation. Denis & Jouvelot (2005) support this view by saying that: In foreign language learning, learners' actions are often related to their attitudes towards the target language. If

they have positive attitudes towards learning, namely, if they are motivated enough, learning occurs; on the other hand, if they are not interested enough in the learning activities, in other words, if they are not motivated enough, learning does not occur. Thus, the term motivation can be regarded as the reasons which explain learners' actions.

Gardner & Lambert (1972) claimed that even though language aptitude plays an important role in foreign language learning, motivational factors might be superior when it is compared to language aptitude. Hence, learners with a high motivational level, even though they do not have enough aptitude for language learning, can compensate for this deficiency. As a result, it is possible for these students to achieve long-term success thanks to their motivation.

As we can see above, there are various definitions of the term motivation. Also, there are many types of research dealing with the relationship between language learning and motivation. It can be inferred that motivation is a key component in language learning, and in order to achieve desired goals, learners need to be motivated.

Motivation Types

The first studies on motivation theories and models in language learning date back to the 1950s. Regarding this issue, Gardner & Lambert (1959) proposed a language learning model called the socio-educational model. Their model mainly consisted of two types of motivation: integrative and instrumental motivation. On the other hand, Deci & Ryan (2000) categorized motivation as intrinsic (internal) and extrinsic (external) motivation. In this chapter, types of motivation according to their purposes (integrative and instrumental) and sources (intrinsic and extrinsic) are explained.

Integrative and Instrumental Motivation. Cook (2000) points out the fact that some language learners learn better than others since they are motivated to learn a new language. According to him, both integrative and instrumental motivation are effective in foreign language learning. He believes that without instrumental or integrative motivation, it is quite difficult to learn a foreign language, and learners of a foreign language may face different problems.

Gardner & Lambert (1959) define the term “integrative motivation” as a type of motivation that is resulted from personal needs and cultural enrichment. The term integrative motivation also refers to learning a foreign language in order to participate in the target culture. Norris-Holt (2001, p. 1) defines the term integrative motivation as “integrative motivation is characterized by the learner's positive attitudes towards the target language community and they wish to integrate into this community.” Ellis (1994) suggested that the best motivation is the integrative motivation as it is well-organized and more competent.

The term “instrumental motivation,” on the other hand, refers to a type of motivation resulting from pragmatic needs. It is based on concrete goals, such as passing a course, diploma, or a job. According to Dörnyei (1990), instrumental motivation might be more important when it is compared to the integrative motivation for learners of a foreign language, as the foreign language learners may not have enough experience and knowledge to take part in the target culture.

Many studies on motivation types have shown that integrative and instrumental motivation types are not opposite; in fact, they are positively related and effective to sustain language learning (Oxford & Shearin, 1994; Dörnyei, 1998, 2001). In addition, Brown (2000) indicated that both types of motivation are special and necessary, and learners of a foreign language actually do not choose one motivation form. Instead, they tend to combine both motivation types while learning a new language. From Dörnyei's perspective (1998), motivation in language learning mostly includes a mixture of both integrative and instrumental motivation. It is almost impossible to attribute language learning to a single motivation type; in fact, language learning motivation depends on the situation of language learners.

Intrinsic and Extrinsic Motivation. There have been many theories that try to define the term motivation and its types. Among these theories, there is a motivation theory, which is called as “self-determination theory.” Deci & Ryan (1985) proposed this theory. According to this theory, motivation was classified as intrinsic motivation and extrinsic motivation. Intrinsic motivation is a term that refers to an internal wish of a person to do something. Pintrich & Schunk (2002 p. 245) defined intrinsic motivation as “engagement in an activity or task for its own sake.” In a similar way, Deci (1975, p. 23) indicated the intrinsically motivated

behaviors as: “the ones for which there is no apparent reward except the activity itself.” According to self-determination theory, there are three natural psychological needs that should be satisfied to be motivated intrinsically. Those needs can be named as: the need for autonomy (deciding what and how to do things), the need for competence (having the ability to do things), and the need for relatedness (developing a relationship by interacting with others). This assumption has important implications for learners who are involved in the language learning process. In other words, learners feel intrinsically motivated in an environment that supplies their needs (Brophy, 2004). In the language learning process, Walker, Greene, & Mansell (2006) claim that intrinsically motivated learners participate in activities actively and eagerly, and for those learners, activities are pleasurable as their needs are satisfied. They are inclined to create positive attitudes while learning a language. These learners also, instead of focusing on their mistakes, cope with them, and they learn from their mistakes.

Another term, namely, extrinsic motivation, was defined by Ryan & Deci (2000, p. 55) as “doing an activity since it yields a distinguishable outcome.” Extrinsically motivated learners are those who perform a specific action not because of pleasure or satisfaction but because of an outcome or reward (Topalov, 2011 as cited in Oletić & Ilić, 2014). It can also be mentioned that there is an external or independent factor that motivates learners to perform an action (Pintrich & Schunk, 2002).

Dörnyei (2001) divided extrinsic motivation into four categories. These are external regulation (where the behavior is controlled by external factors, for instance, rewards, praise or punishment avoidance), introjected regulation (internalized conditions which make individuals act, such as promised rewards), identified regulation (where the behavior is recognized and praised), integrated regulation (where the behavior is totally self-determined and combined with personal beliefs and values).

Extrinsic goals can be short-term goals (e.g., rewards, grades, praise, etc.) or long-term goals such as job opportunities, scholarships, and higher social status. In contrast to intrinsic motivation, extrinsic motivation brings short-term success because, after achieving or completing a task, learners may lose their

motivation. Moreover, after reaching a specific target, extrinsic motivation may decrease or even disappear (Vansteenkiste, Lens & Deci, 2006).

Some studies conducted in the 1970s and 1980s have indicated that rewards might cause a reduction in intrinsic motivation among intrinsically motivated learners (Brophy, 2004). Even though there is a difference between two types of motivation, nowadays, it is believed that both intrinsic and extrinsic motivation play a crucial role while learning a new language (Topalov, 2011 as cited in Oletić & Ilić, 2014). To summarize, intrinsic and extrinsic motivation vary in terms of learners' aims. Intrinsically motivated learners perform an action for pleasure; however, extrinsically motivated learners do that to earn a reward or praise. Last but not least, it can be said that both motivation types are vital as they contribute to learning.

Motivation Theories & Approaches

This section contains basic information about motivation theories, and approaches. In this section, nine theories, respectively: behavioral, cognitive, cognitive-developmental, social constructivist, achievement, psychoanalytic, humanistic, social cognition, transpersonal (spiritual) motivation theories, will be covered.

Behavioral Theories. Behaviorism, which is also called as behavioral psychology, can be described as a theory of learning based on conditioning. Conditioning occurs through interaction with nature. The behaviorist perspective asserts that responses to environmental stimuli affect actions. Skinner is an important figure among behaviorists; according to him, "if a particular response is reinforced, it becomes habit." According to the behaviorist perspective, behaviors are objective, observable, and measurable, and if they are reinforced or rewarded, behaviors tend to occur again. Drive and reinforcement are keys to behaviorism (Brown, 2000). There are three main behavioral models, respectively:

- a) Classical Conditioning (Ivan Pavlov)
- b) Instrumental/Operant Conditioning (Skinner)
- c) Observational/Social Learning (Bandura) (Cofer & Petri, 2018).

In classical conditioning, there are some basic terms: response, stimulus, reflex. The response is a reaction or reply. Something which rouses to activity is called stimulus. A reflex, on the other hand, is an automatic and inborn response, and it includes neurological processes. Instrumental/Operant conditioning is another model developed by Skinner, based on reinforcements and punishments. Carpenter (1974) asserts that every living thing is influenced by the consequences of their behavior; that is, while reinforcers increase the frequency of the behavior, punishers cause the frequency of behavior to decrease. In this model, motivation is the cause of stimulus, which means that a person can learn everything as long as the correct stimuli are supplied (Chastain, 1988). It can be understood that reinforced behaviors are inclined to occur again. However, instead of discovering student profiles and required processes, this model only focuses on responses or consequences (Winn, 1990). Observational/Social Learning is another model developed by Bandura, aims to observe individuals' attitudes, behaviors, and expressions. There are four basic concepts in observational learning: attention, retention, reproduction, motivation. Motivation is an important aspect of observational learning because if a person doesn't have any reason or motivation to imitate the behavior, learning doesn't take place (Stone, 2019).

Cognitive Theories. In contrast to behavioral theories, cognitive theories believe that a person's behavior is formed by a person's thinking way. Reinforcements (or rewards) and punishments are not given pure attention (Stipek, 2002). Cognitive theories, contrary to behavioral theories, deal with issues that cannot be observed simply. Instead, cognitive/mental processes are much more important while understanding the formation of behavior. In this sense, it can be said that cognitive theories have emerged as a response to behavioral theories (Woolfolk, 1998). According to these theories, behaviors cannot be simply explained as automatic and inner responses. In fact, what we call as behavior can be defined as a combination of mental processes in which choice and decision made by a person.

Cognitive theories were defined in detail by Williams & Burden (1997, p. 119) as "Cognitive approach centers upon individuals' decisions about their own actions contrary to the uncontrollable external forces." Individuals are considered as active beings as they consciously take their own actions. In this sense,

cognitive theories indicate 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, p. 125). There are various theories under the name of the cognitive view; some of them are the expectancy-value theory, the goal-setting theory, the attribution theory. In the following paragraphs, each theory will be explained in detail.

Motivation is considered the result of two main points in expectancy-value theory, being the expectation on reaching a goal of a person and the value the person gives to the attained target (Woolfolk, 1998). Wigfield & Eccles (2000) define expectancies (as the success probability) and values (as the outcome values). Provided that both factors are satisfactory for a person, he/she can perform the action in which he/she expects a positive result. Otherwise, if the action is not worth doing, expectancy cannot be satisfactory for him/her. Dörnyei (2001, p. 57) indicated this situation as “we do things best if we believe we can succeed.” In a similar point of view, Oxford & Shearin (1994, p. 18) stated that “Without the expectancy of good results, individuals avoid performing the action, which highlights the individual’s anticipation of receiving a worthwhile reward.” Additionally, Weiner & Graham (1996, p. 89) highlighted the term, expectancy-value theory by saying that “the perceived chances of this behavior to reach a goal, and the individual value of that goal.” Oxford & Shearin (1994) claimed that the expectancy-value theory underlines the fact that there is a relationship between language learners' success or failure expectancies and determining their motivation. According to Wigfield (1994) Theorists who adopt this point of view assume that individuals' expectations for success and the value they have for succeeding are important determinants of their motivation to fulfill different achievement tasks. Namely, if language learners do not see the action worthwhile, they do not perform it, and naturally, their motivation will be decreased. The following figure displays Expectancy-value theory (Feather, 1982 as cited in Goodyear & Jones & Asensio & Hodgson & Steeples, 2004).

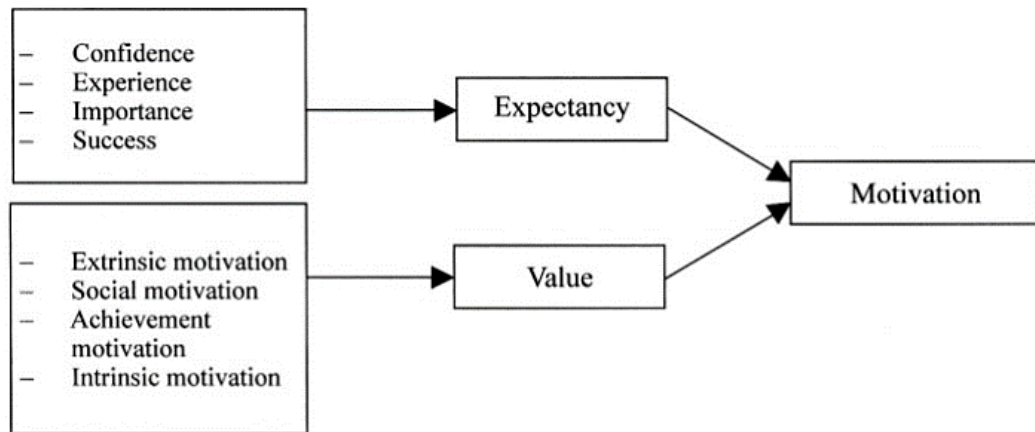


Figure 1. Expectancy-Value Theory (Feather, 1982).

Goal-setting is another theory proposed by Edwin Locke in 1968 (Locke & Latham, 1990, 1994). This theory claims that with the help of clear and challenging goals as well as continuous feedback, learners may achieve better results. In order to define the goal-setting theory, Locke & Latham (1990) tried to answer this question: what is the main reason behind the fact that some learners perform better than others? The answer was simple. Some learners differ from the other learners in terms of ability, knowledge, or strategies while dealing with a task, and eventually, they found the fact that everybody has different aims.

According to Locke & Latham (1990), a person's action may differ as to his/her goal; that is, a goal of an individual has an effect on his/her action. Goals may shape the action, and actions of a person are controlled by the determined goals. However, goals should be sensible and realistic in order to get better results.

Attribution theory is another theory suggested by Fritz Heider (1958) and later developed by Bernard Weiner (1972). According to Weiner (1985), attributions are very important in affective life. This theory tries to understand the perceptions of people about the underlying causes of their achievements and failures. Weiner (1972) classifies attributions into three causal dimensions: locus of control (internal and external), stability (whether causes are stable or not), controllability (controllable causes, e.g., abilities vs. uncontrollable causes, e.g., luck, actions of others.). Individuals tend to attribute their achievements to internal causes, for instance, intelligence, ability, or effort. On the other hand, they attribute their failure to external factors such as being unlucky, unfairness, and so on.

Individuals' experiences have an impact on the next action of the individuals. In this sense, Dörnyei (2003, p. 12) stated that "Our past actions, and particularly the way we interpret our past successes and failures, determine our current and future behavior."

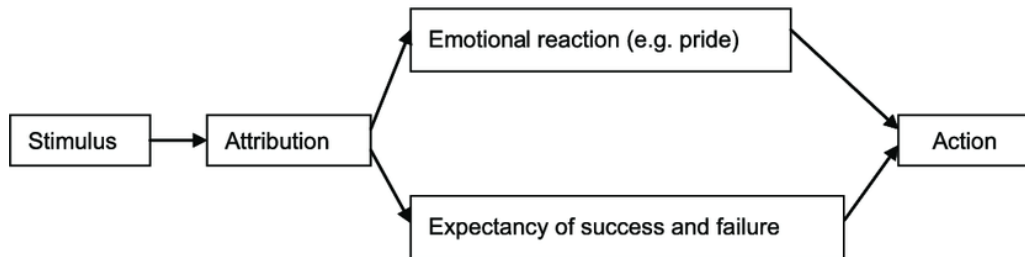


Figure 2. Weiner's Attribution Theory Model (Weiner, 1992, p. 284).

Cognitive motivation theories mainly focus on individuals' cognitions, namely, thoughts, beliefs, perspectives, and attitudes, which are called as "cognitions" while explaining their motivation. Cognitive Dissonance Theory (CDT) is one of the most well-known theories. Leon Festinger put forward this theory in 1957 (Cooper, 2007).

In this theory, it is believed that individuals' beliefs are the main resources of their behaviors, which means that if an individual believes in something, he or she tends to act motivated in the same way as a belief in order to be consistent. If an individual is not consistent, he or she experiences "Cognitive Dissonance." Dissonance can be shown physically or emotionally. For instance, if an individual believes in passing an exam but he or she fails, "dissonance", which is because of the difference between what is believed (to pass) and what occurred (to fail), occurs (Festinger, 1957). The following figure represents Cognitive Dissonance Theory Model.

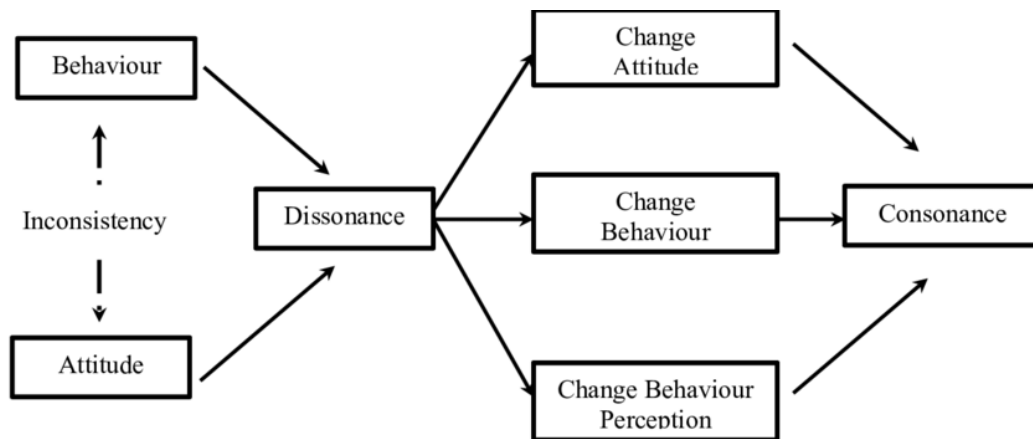


Figure 3. Cognitive Dissonance Theory Model (Festinger, 1957).

Cognitive Developmental Theory. One of the most popular theories concerning cognitive development in children was introduced by Piaget (1977) in the last century. Cognitive Development Stages (Piaget, 1977) is the best known concept under Cognitive Developmental Theories. Piaget claimed that individuals are born motivated to develop their mental or cognitive abilities at a predictable level (Piaget, 1977). According to Piaget, Cognitive Development Stages are the Sensorimotor stage (0-2 years), Preoperational stage (2-7 years), Concrete operational (7-11 years), Formal operational stage (12+ years).

In the sensorimotor stage (0-2 years), motor activities rather than using symbols are performed to demonstrate intelligence. Even though world knowledge is limited, it gradually develops as it is based on experiences and physical interactions. Object permanence is acquired by children at nearly seven months of age. New intellectual abilities are developed thanks to physical development. At the end of this stage, some language abilities are acquired.

In the preoperational stage (2-7 years) symbols and language are used to demonstrate intelligence. Imagination and memory develop in this stage. Non-logical, non-reversible, and egocentric thinking is predominant.

In the concrete operational stage (7-12 years), logical and systematic Operational (reversible) thinking develops while egocentric thinking diminishes. Intelligence is shown by manipulating symbols related to concrete objects logically and systematically.

In the formal operational stage (12+ years), intelligence is shown related to abstract concepts through the logical use of symbols. In the beginning of this

period, there is a return to egocentric thinking. According to Cognitive Development Stages (Piaget, 1977), it is necessary for children to carry out the previous steps to proceed to the next stage. In order to motivate the child, it is recommended that parents and teachers challenge the child's abilities but not provide material or information far beyond the child's level. While challenging the child's skills, materials which are appropriate for the child's level should be used. Teachers are advised to use various concrete experiences in order to motivate the child. (for instance, field trips, group works.)

Social Constructivist Theory. Social constructivism, a social learning theory developed by the Russian psychologist Lev Vygotsky, assumes that individuals are active participants in the creation of their knowledge. Vygotsky asserted that learning takes place not only within the individual but primarily in social and cultural settings (Schreiber & Valle, 2013).

The Zone of Proximal Development (ZPD), which emphasizes the role of the instructor in the learning of an individual, is one of the central constructs of Vygotsky's theory of social constructivism. ZPD refers to the distance between the student's actual development level and the potential development level. The gap between what we are attempting to teach and the present state of development in this field can be described as ZPD (Schreiber & Valle, 2013; Vygotsky, 1980). This gap should be enough for learners to extend their knowledge. Too large and too small gaps are not effective. Because, in too large gaps, instructions are not understood by learners, and in too small gaps, learners do not have chances to extend themselves. In this sense, it is better for teachers to have background knowledge about their learners (Vygotsky, 1980).

Scaffolding is used during instruction that includes a trainer or an advanced peer who supports the student's development. The trainer should be a guide for the learner to form a bridge between the potential ability level of the learner and the aimed level of ability. As students become more competent, support can be withdrawn when they can complete the tasks they cannot do without help in the beginning (Vygotsky, 1980). In order for motivation and progress to exist, the instructor's input to students should be not only challenging but also relevant (Oxford & Shearin, 1994).

Achievement Motivation Theories. Achievement Motivation Theories (AMT) aimed to “describe and predict behavior and performance at the rate of a person’s need for achievement, power, and affiliation” (Lussier & Achua, 2007, p. 42). The term “achievement motivation” was first put forward by Murray (1938) and redefined by many researchers such as Lowel (1952), Atkinson (1957), McClelland (1961).

Atkinson’s Achievement Motivation Theory (1957) claims that the tendency to participate in any achievement-oriented behavior depends on three factors, namely, the need for achievement, the probability of success, and the incentive value of success (Weiner & Graham, 1996). Regarding this issue, Oxford & Shearin (1994) expressed that individuals who are in need of achievement are driven, motivated, and goal-oriented. On the other hand, they also stated that individuals who fail in a task or activity tend to avoid failure by choosing simple activities and tasks.

David McClelland's Theory, the Learned Needs Theory, is another achievement motivation theory. McClelland, in his book "The Achieving Society" (1961), defined three motivators, which are a need for achievement, a need for affiliation, and a need for power. According to McClelland (1961), these motivators are learned. Because of this reason, his theory is mostly called “the Learned Needs Theory.” Besides, he also claimed that each individual has a more dominant motivating driver which affects his/her own characteristics. Daft (2008) defines "need for achievement" as a desire to achieve something challenging and complex which also means that individuals who have a need for achievement tend to deal with problems. Another term "need for power" was identified by Lussier & Achua (2007) as the unconscious concern in order to influence others. Daft (2008) similarly, stated that "need for power" is the desire to affect or control others. “Need of affiliation” is another term which means restoring, maintaining as well as establishing a good relationship with another person (McClelland, 1961). Similarly, Daft (2008) defines “need for affiliation” as a desire which drives individuals to establish close relationships/friendship and avoid conflict.

Psychoanalytic Motivation Theories. Toman (2013, p. 3) defines the term Psychoanalytic theory as “a theory of the mind or the psyche or of personality in a technical sense. More specifically, it is a theory of man's psychic or psychological forces and of the ways in which these forces come about and interact with each other as well as with the givens of the world, whatever they are.” There are many leading figures in the field of Psychoanalytic Theories. Sigmund Freud is one of them. In his book 'Beyond the Pleasure Principle,' Freud (1920) introduced the "Life and Death Theory."

According to him, all human actions or behaviors are motivated by instincts and drives. In other words, all actions and behaviors of individuals result from internal, biological instincts, which are categorized into two categories, that is, life instincts (or sexual instincts) and death instincts (or aggressive instincts).

The interpersonal theory suggested by Harry Stack Sullivan (1953) is one of the psychoanalytic motivation theories. According to Sullivan (1953), individuals' personalities are shaped within a social context, which means that individuals would have no personality without other individuals. In his book, “The Interpersonal Theory of Psychiatry” he stated that “a personality can never be isolated from the complex of interpersonal relations in which the person lives and has his being” (Sullivan, 1953, p. 10). He also claimed that knowledge of individuals' personality could be obtained through a scientific investigation of individuals' interpersonal relationships. The interpersonal theory indicates some crucial developmental stages, which are infancy, childhood, the juvenile era, preadolescence, early adolescence, late adolescence, and adulthood.

This theory asserts that the development of healthy individuals depends on intimacy with other individuals, but anxiety can negatively affect interpersonal relationships at any age. Sullivan (1953) believed that individuals' main motivation is to minimize pain while maximizing satisfaction. Therefore, he came up with the idea that there are two motivation sources, which are the pursuit of satisfaction and the pursuit of security for individuals.

Erikson's (1950) “Theory of Socioemotional Development” is another psychoanalytic motivation theory which differs from other theories as it takes individuals' entire lifespan into consideration instead of only childhood and

adolescent development of them. Erikson (1950) argued that the social environment of individuals, when it is combined with biological maturation, possesses certain "crises," which has to be solved for individuals. The sensitive period is a term that refers to a time span in which individuals have to solve the current crisis before a new crisis occurs. Depending on whether or not individuals have successfully overcome the crisis, it is moved to a new crisis or the failing effects of the current crisis shape the new crisis (Huitt, 2008).

Humanistic Motivation Theories. The term humanistic psychology was defined by Cartwright (1979, pp. 5-6) as a branch of psychology that is "concerned with topics that are meaningful to human beings, focusing especially upon subjective experience and the unique, unpredictable events in individual human lives." Abraham Maslow and Carl Rogers are the leading names in this field. The most important characteristics of humanistic theories are that they deal with the conscious experiences of individuals rather than their observable behaviors. Humanistic psychologists give a great deal of importance to personal responsibility, personal fulfillment, free will, and the personal experiences of individuals. Humanistic theories claim that individuals can take responsibility for their own behaviors due to their free will (Sammons, 2009). Humanistic theories are, in fact, positive because they regard the human being as trustworthy, with personal fulfillment and growth potential, under the appropriate conditions (Rogers, 1958). Some of the important humanistic theories are Abraham Maslow's (1943) "Hierarchy of Human Needs" and Alderfer's (1972) "Hierarchy of Motivational Needs."

Maslow's "Hierarchy of Needs" is a theory of motivation in psychology, which includes an eight-stage human needs model, generally hierarchical levels are shown within a pyramid. In the beginning (Maslow, 1954), his theory was including five-stage needs, then Maslow (1970a, 1970b) expanded his theory to include aesthetic and cognitive needs and transcendence needs. In this theory, Maslow (1943) stated that lower needs must be met in the hierarchy before individuals can achieve higher needs. The needs from the bottom to upwards are physiological, safety/security, belongingness and love, esteem, cognitive, aesthetic, self-actualization, and transcendence.

Maslow (1943) categorized the needs as "deficiency needs" and "growth needs." The first four stages from the bottom are named as "deficiency needs," and the last four stages are named as "growth needs." Deprivation is the main cause of arising "deficiency needs," and it motivates individuals to fulfill these needs if they stay unmet. The more they stay unmet, the stronger they become. For instance, the longer an individual goes without water, the thirstier he/she will become. As a deficit need is satisfied, individuals tend to move towards satisfying the next set of needs. Once an individual starts to meet "growth needs," the desire to satisfy these needs might become stronger in time, and accordingly, when an individual satisfies his/her own growth needs adequately, he/she reaches the highest level (McLeod, 2018).

Each individual has the capacity to reach the highest level of the hierarchy. However, on some occasions, the progress of individuals may be disrupted because of a failure, which is caused by the inability to meet lower-level needs (Maslow, 1943). Consequently, individuals cannot move forward every time; instead, they move back or forth between various types of needs (McLeod, 2018).

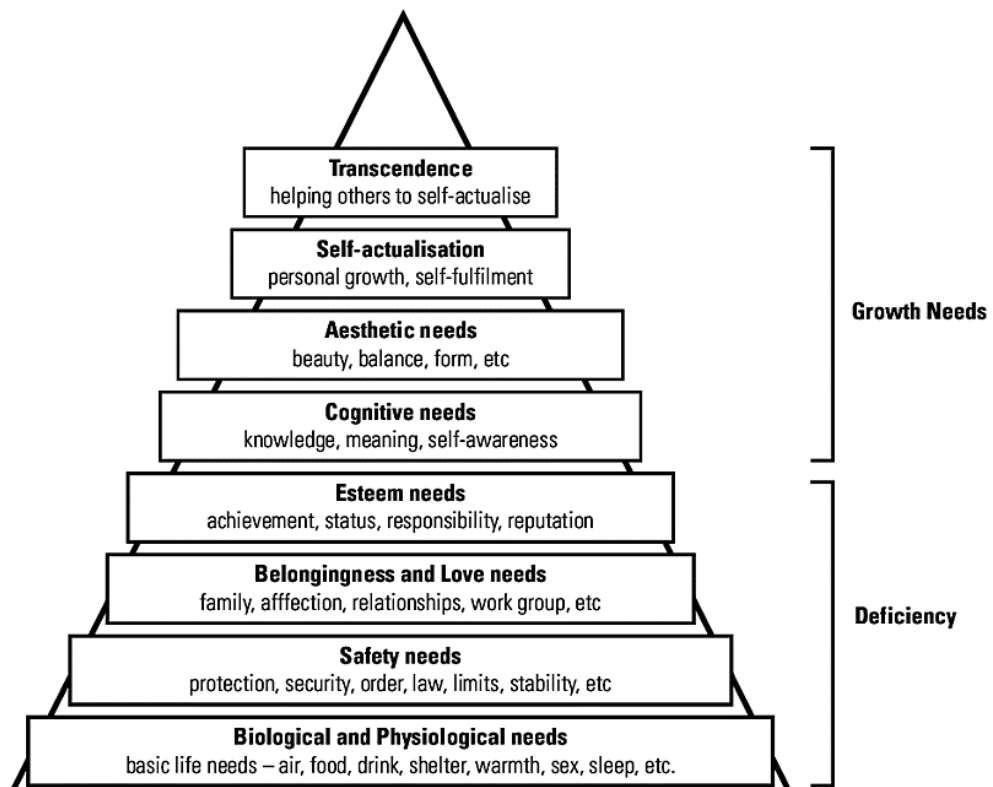


Figure 4. Abraham Maslow's Hierarchy of Human Needs (Stilwell, 2011).

Maslow (1943, 1954) believed that human motivation is based on fulfillment and change through personal growth. In his perspective, individuals are not static, and they always become something. Therefore, he put forward the term 'self-actualization,' which means 'a desire to become the most that one can be.' Maslow (1964, p. 64) explains the term self-actualization need as a desire "to become everything one is capable of becoming." According to Maslow (1970), although every individual is capable of self-actualizing, only two percent of them can reach the self-actualization level. In his study, Maslow (1970) focused on 18 individuals that he considered as self-actualized, and accordingly, he identified the characteristics of self-actualized individuals. Regarding this issue, Dyer (1999, p. 207) stated that "the traits of these self-actualizers included appreciation for beauty, a sense of purpose, resistance to enculturation, welcoming the unknown, high enthusiasm, inner-directedness, detachment from outcome, independence of the good opinion of others, and absence of a compelling need to exert control over others."

ERG (Existence-Relatedness-Growth) is another humanistic motivation theory proposed by Clayton Alderfer. Alderfer's ERG theory (1972) is the extension of Maslow's hierarchy of needs theory. Unlike Maslow, he categorized needs as "existence needs, relatedness needs, and growth needs." The existence needs include the physiological and safety/security needs of individuals. The relatedness needs, on the other hand, refer to the social needs of individuals to establish relationships with others. These needs cover Maslow's social needs and partly esteem needs. The growth needs, which influence individuals to discover their potentials in their environment, cover the self-actualization and esteem needs of Maslow.

Humanistic motivation theories emphasize the importance of intrinsic motivation rather than extrinsic motivation in language learning and claim that the source of motivation is actually a sense of achievement. In terms of language learning, humanistic motivation theories assert that teachers should pay attention to the individual needs and interests of learners by creating a humanistic learning environment and treating learners as individuals.

Social Cognition Motivation Theories. Social cognitive motivation theory, which emphasizes the importance of learning from the social environment, is another motivation theory suggested by Albert Bandura in reaction to behaviorism and psychoanalysis. Bandura (1977) criticized behaviorism and psychoanalysis as they ignore the importance of cognition in motivation. Social Cognitive Theory claims that individuals do not respond to environmental influences; instead, they try to seek and interpret information actively (Nevid, 2009). According to Bandura (1999, p. 169), individuals “function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences.” The Social Cognitive Theory consists of four main components that are interrelated and have an effect on motivation. These components are self-efficacy, self-evaluation, self-observation, and self-reaction (Redmond, 2010). Albert Bandura's Social Cognition Theory claims that in order to determine behavior and motivation, behavioral, cognitive, environmental, and personal factors interact with each other (Crothers, Hughes, & Morine, 2008). In this sense, the Triadic Reciprocal Determinism Model was put forward by Albert Bandura (1989).

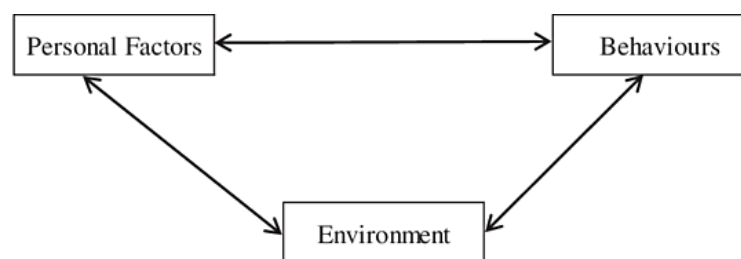


Figure 5. Bandura's Triadic Reciprocal Determinism Model (Bandura, 1989).

Self-observation is one of the main components of Social Cognitive Theory. Zimmerman & Schunk (2001) defines the term self-observation as “the cognitive process of a person observing and monitoring them as they work towards their goal.” Observing oneself may motivate behavior changes and inform individuals as well as assessing their own progress towards goal attainment. Self-evaluation is another component of this theory, which refers to the comparison of individuals' potential performance and their desired performance. Bandura (1991) defined the term self-evaluation in detail as “the process of a person cognitively comparing their performance to the desired performance needed to achieve their goal.” In terms of self-evaluation, it is important to emphasize that goals must be clear and

specific; otherwise, they do not have any impact on motivation. Regarding this issue, Zimmerman & Schunk (1994) asserted that “specific goals specify the amount of effort required for success and boost self-efficacy because progress is easy to gauge.” As individuals gain satisfaction by achieving their goals, they tend to continue to put high-level effort as their current potential will not provide enough satisfaction for them (Bandura, 1989). The term self-reaction was defined by Bandura (1991) as “the cognitive process a person goes through in which they modify their behavior based on their evaluation of their progress towards their goal.” In other words, if an individual's progress towards his/her target is acceptable, then he/she will have the 'self-efficacy' feeling leading to motivate him/her towards the achievement of his/her goals. Bandura (1989), concerning the self-reaction term, alleged that individuals might have a chance to re-evaluate their goals thanks to self-reaction. In other words, if they achieve their goals, they may raise their goal, or if they fail while achieving their goals, they may lower the standard.

One of the most important concepts regarding the Social Cognitive Motivation Theory is the concept of self-efficacy. Bandura (1997) defined the self-efficacy term as “an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments.” Individuals' self-efficacy beliefs are important as they have an influence on motivation and behaviors. Snyder & Lopez (2007), from a similar point of view, defined the self-efficacy term as one's belief in his/her own capacity to accomplish something under specific circumstances. In other words, the basic principle is that if an individual has high self-efficacy, he/she is inclined to engage in such activities; however, if he/she has low self-efficacy, he/she tend to avoid participating in them (Shortridge-Baggett, 2002). Besides, it is important to indicate that self-efficacy has an influence on individuals' motivation, performance, and ability to learn (Lunenburg, 2011). In his study, Bandura (1977) outlined the information sources which individuals utilize to judge their efficacy. These sources are performance outcomes, vicarious experiences, physiological feedback, and verbal persuasion. In terms of performance outcomes, Bandura (1977) stated that “Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent

and perform well at a similarly associated task.” Vicarious experiences are another important concept in self-efficacy. Regarding this issue, Bandura claimed that “people can develop high or low self-efficacy vicariously through other people’s performances. A person can watch another perform and compare their own competence with the other individual’s competence.” The term verbal persuasion was defined by Redmond (2010) as “Self-efficacy is influenced by encouragement and discouragement pertaining to an individual’s performance or ability to perform.” Physiological feedback, on the other hand, is that “people experience sensations from their body and how they perceive this emotional arousal influences their beliefs and efficacy” (Bandura, 1977).

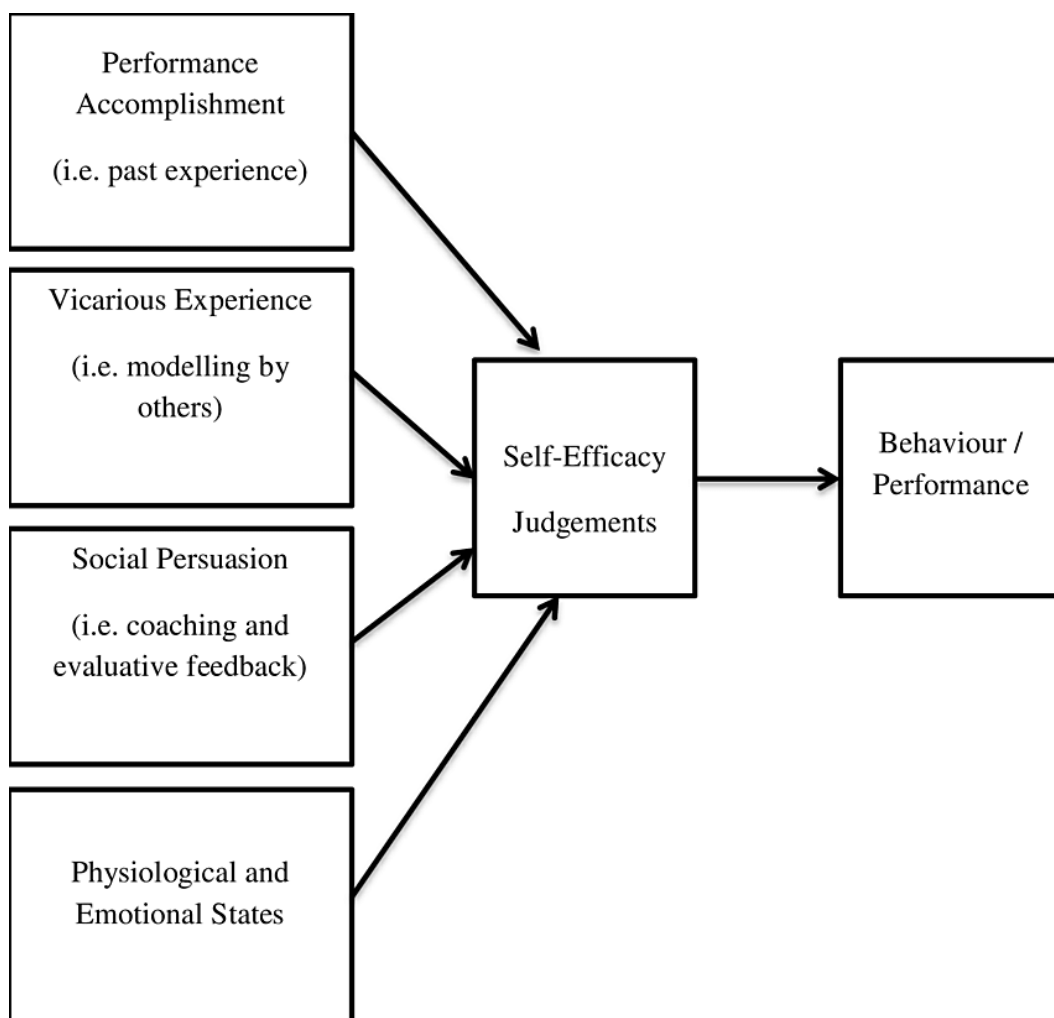


Figure 6. Albert Bandura’s Self-Efficacy Theory (Bandura, 1989).

Transpersonal (Spiritual) Motivation Theories. Transpersonal or (spiritual) motivation theories mainly concern with the ultimate meanings or meaningfulness of an individual's life. There have been many prominent figures in the field of transpersonal motivation theories (Allport, 1955; Frankl, 1998; James, 1997; Jung, 1953, 1997; Maslow, 1954). Transpersonal theories, based on humanistic theories, examine the concept of motivation in a larger context.

These theories claim that motivation and emotions are the basis of individuals as a requirement of human nature. Spontaneously and naturally, motivating impulses move the body into guided action in line with our conscious mind's goals and objectives and guide the choices we make in our everyday life (Cunningham, 2014).

Motivation Models

Gardner & Lambert (1959, 1972): Socio-Educational Model. The relationship between language learning and motivation was firstly mentioned by social psychologists, which led them to conduct studies on this area, owing to the cultural and social effects of foreign language learning (Dornyei, 1994; Gardner, 1985). The term motivation in terms of language learning was defined by Gardner (1985, p. 10) as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.” In the 1960s, Gardner began his studies to investigate the role of motivation and attitudes in second language learning. As a result of his extensive studies, Gardner developed a model known as "Socio-Educational Model" and presented in 1978 (Gardner, 1978). The model was revised in 1985 and 2001 (Lovato & Junior, 2011).

Socio-Educational Model asserts that there are two main individual differences in language learning: ability and motivation, which means that individuals with a higher level of ability to learn a new language (in terms of intelligence and language skills) tend to be more successful than other individuals. It is because of the fact that individuals with higher skills are likely to put more effort, to be more persistent and attentive, to enjoy and experience more, to be goal-directed, and to want to learn more (Lovato & Junior, 2011). To provide an extensive understanding of language learning, the socio-educational model

included several individual factors such as cognitive and affective factors. Gardner, in his model, presented the four variables which are interrelated in second language acquisition. The first variable, social milieu, involves the social environment, including individuals' culture; the second variable, namely, individual differences, involves sub-variables such as aptitude, motivation (desire, effort and affect), and anxiety; second language acquisition context is the third variable which involves setting of the language (formal or informal) which is being learnt; and the fourth variable, outcomes includes language skills, non-linguistics skills and linguistic knowledge. In his perspective, these four variables are the most important things while acquiring a new language (Gardner, 1978).

Gardner, in his revised model in 1985, within the individual differences' variable, presented the concept of "integrative motive" which is divided into two components: integrativeness and attitudes towards the learning situation, namely, attitudes towards school, teacher, language course, and material (Gardner, 1985). It can be inferred that attitudes towards these factors will affect individuals' motivation, such as highly skilled teacher, a good language coursebook and well-designed curriculum will promote individuals to have positive attitudes and higher motivation level in language learning. Integrativeness, on the other hand, was defined as individuals' interests in the target language group, their openness, and identification with the target language community and its culture (Lovato & Junior, 2011, p. 3).

Socio-Educational Model also asserts that individuals have two main reasons to learn a new language: instrumental orientation, integrative motive (Gardner & Lambert 1959, 1972). Integrative motive refers to an interchange of "self-concept, attitudes and motivation" between an individual and a target language community, while instrumental orientation in language learning addresses to learn a target language for specific purposes or practical reasons such as getting a job. Last but not least, it should be noted that these two concepts should not be perceived as "antagonistic" (Lovato & Junior, 2011).

Schumann's (1978, 1986) Acculturation Model. Success in learning a second or foreign language depends on many factors. These factors have been the subject of many studies. The culture of the target language is one of these factors. A foreign language environment provides language learners a better opportunity to learn the new language better (Culhane, 2004). Therefore, it is impossible to consider the culture and the environment separately. One of the studies examining the relationship between language and culture is Schumann's study, in which he put forward a model known as the 'acculturation' model (Schumann, 1978). In his prominent work, 'Acculturation Model,' Schumann claimed that success in second language acquisition depends on the rate of acculturation as he states.

“...second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language” (Schumann, 1978, p. 34).

In this model, from the point of view of individuals learning a foreign language, there are basically two kinds of acculturation. In the first type, individuals are willing to integrate with the target culture, whereas in the second type, they do not want to be integrated with the target culture. However, both types lead to social acculturation (Schumann, 1986). Social and psychological factors play a crucial role in the determination of the social and psychological distance levels of individuals (Schumann, 1978).

The term social distance can be defined as affective and cognitive proximity of two cultures (individual's own culture and target culture) that come into contact with a learner. In terms of language learning, Brown (1980, p. 133) stated that “Schumann's hypothesis is that the greater the social distance between two cultures, the greater the difficulty the learner will have in learning the second language...” There are eight social factors affecting and controlling social distances: Social Dominance, Integration pattern, enclosure, cohesiveness, size, cultural congruence, attitude, Intended length of residence, and four psychological variables: language shock, culture shock, motivation, and ego permeability. The term social dominance means that effective language learning can be achieved when there is economic, political, or cultural equality between the target language group and the first language group. If the first language group is superior to the

target language group, effective language learning cannot be achieved. Integration pattern is another term in the acculturation model, deals with the assimilation preferences of the first language group, whether they want to assimilate the culture of the target language and reject their identity or not. The term enclosure, on the other hand, indicates that if both groups share the same social facilities (school, clubs, canteen, etc.), language learning occurs in the more suitable conditions. The term cohesiveness concerns with the socialization preferences of the first language group, whether or not they want to mix/socialize with the target language group. The term size focuses on the issue that the size of the first language group is an important factor while learning the target language. The fewer the first language group, the more likely they are to communicate in the target language. The term cultural congruence means that language learning is more facilitated between two countries with similar characteristics. The term, attitude indicates that the positive attitude towards the target language makes language learning easier. The term intended length of residence refers to the period in which the first language group plans to stay in the target language; namely, the longer the first language group stays in the target language, the more effective learning is provided (Yuca, 2015).

In addition to social factors, psychological variables play an important role in this model. The term language shock, a psychological variable, refers to the level to which language learners are afraid of looking silly while using the target language. On the other hand, the term culture shock addresses to the level to which language learners feel confused as a result of differences in the culture. The term motivation refers to the level to which language learners are instrumentally or integratively motivated to learn the target language. Another term, ego permeability, addresses to the level to which language learners give up their own differences in favor of the foreign language group (Yuca, 2015).

To sum up, the degree of acculturation determines the level of language learning; in other words, as individuals prefer to acculturate and experience the feeling of success, the motivation towards learning the target language will be increased naturally (Oxford & Shearin, 1994).

Gardner's (1985) Four Motivational Orientations. Many studies involving the relationship between motivation and language learning have been conducted by researchers over the years. One of the important studies in this field is Gardner's study conducted in 1985. Gardner believed that there was a direct relationship between language learning and motivation. In his study, he defined the term 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" (Gardner, 1985, p. 10). According to him, motivation includes four basic elements; these are:

- a) reason for learning
- b) desire to attain the learning goal
- c) positive attitude toward the learning situation
- d) effortful behavior (Gardner, 1985, p. 50).

In this sense, Gardner claimed that a highly motivated individual would want to learn the language, have fun while learning the language, and make an effort to learn the language (Liuoliene & Metiūniene, 2006). Besides all these, Gardner believed that integrative motivation was more effective in language learning (Dörnyei & Schmidt, 2001). For him, a successful language learner is an "integratively oriented learner" who "have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language" (Gardner, 1985).

Dornyei's (1990) Motivational Construct. In foreign language learning, the concept of motivation has been examined by numerous researchers in many different ways. Zoltán Dornyei, one of the prominent professors in the field of psycholinguistics, described the components of motivation in foreign language learning in one of his studies (Dornyei, 1990). As a result of his long-term studies on motivation, Dornyei (1990) suggested a motivational construct consisting of these elements:

- a) instrumental motivational subsystem
- b) integrative motivational subsystem
- c) need for achievement
- d) attributions about past failures (Dörnyei, 1990, p. 45).

In his study, Dörnyei (1990, p. 67) emphasized the importance of instrumental motives as they significantly contribute to motivation in foreign language learning. He also indicated that the Instrumental Motivational Subsystem includes some extrinsic motivations, such as the desire to integrate into the new community. Therefore, he claimed that integrative motivation plays a crucial role while learning a foreign language

According to him, another effective factor in foreign language learning is the need for success. Dornyei (1990) argued that the success of the students while learning a foreign language had an effect on the motivation of the students. Accordingly, he stated that individuals who 'need for achievement' are highly motivated and that their past experiences of failure also affect their motivation while learning a foreign language learning (Dornyei, 1990, p. 69).

Crookes & Schmidt's (1989) Four Areas of SL Motivation. There have been plenty of studies concerning the effectiveness of motivation in foreign/second language learning. Crookes & Schmidt (1989), in their study, examined the four areas of motivation;

- a) Micro-level (Crookes & Schmidt (1989, p. 230) claimed that conscious awareness of second language stimuli always occurs with learning. It was also asserted that noticing and attending in foreign language learning are cognitive processes mediated by both affective and motivational factors, namely, when individuals have stimuli (or a motive), a reward is expected, and it naturally leads their attention to increase, and subsequently, their achievement increases).
- b) Classroom level (It is mainly about the techniques and activities used in the classroom in motivational terms. Crookes & Schmidt (1989, pp. 232-237) examined the different aspects related to classroom level such as preliminaries (learners' need for socialization), materials (appropriateness to the age of the learners), activities (collaborative/group work activities for learners' need for affiliation/need for achievement), feedback and effects of student evaluation in order to maintain and to increase motivation).
- c) Syllabus level (Crookes & Schmidt (1989, p. 238) asserted that the content preferences employed in the classroom may influence motivation by stimulating learners' curiosity and interest level, in other words, a well-designed program which meets learners' needs will be more effective/motivating thus leading learners to be more successful).
- d) Outside the classroom or informal learning (Crookes & Schmidt (1989, p. 239) stated that in informal learning, the basic motivational issues are the same as in formal classroom learning, even though their relative weights may differ, there is no difference in learning processes).

Oxford & Shearin (1994): Six Factors That Impact Motivation in Language Learning. In the process of learning a foreign language, the attitudes and motivation of the students towards the target language greatly affect the students' willingness to participate in the foreign language learning process. Besides, many researchers agree that in the formation of motivation whilst learning a language, there are many effective factors rather than one single factor. In many studies, it has been emphasized by many researchers that the concept of attitude and motivation is a multifaceted phenomenon (Al-Bustan, 2009 as cited in Akhmadjonov & Altun, 2019). In this sense, Oxford & Shearin (1994) examined twelve models or theories covering socio-psychological, cognitive development, and socio-cultural psychology and identified six factors that influence motivation while learning a foreign language. These factors:

- a) attitudes (emotions/feelings towards a learning environment and target language)
- b) beliefs about the self (learners' expectancies about their attitudes to succeed, self-efficacy, and anxiety)
- c) goals (objectives for perceived causes of learning)
- d) involvement (The extent to which learners actively and consciously participate in learning environments)
- e) environmental support (support of teachers and others, adaptation of cultural elements to learning environments)
- f) personal attributes (aptitude, age, gender, and previous learning experiences) (Çiftçinar, 2011).

As mentioned above, in foreign language learning, there are many factors that affect learners' motivation. In their study, Oxford & Shearin (1994) indicated that it is important to examine these factors in the foreign language learning process in order to determine the effect of motivation on learners' achievement.

Dornyei (1994): Framework of L2 Motivation. Motivation, as in various fields, has been studied for many years in educational settings. Zoltan Dornyei, one of the most prominent figures in the field of language learning, studied motivation in educational settings and suggested that studies on motivation should be more “educational-friendly” (Dornyei, 1994, p. 283). According to him, motivation is an important component in second language learning. In his one study, Dornyei (1994) conceptualized a second language (L2) motivation framework consisting of three levels shown in the following table.

Table 1

Components of FL Motivation (Dornyei, 1994, p. 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 the most general level of the framework. It focuses on orientations and motives related to various aspects of the second language, such as culture or community. Not only the learning goals but also the choice of language are explained by these motives. The language level can be classified into two broad motivational subsystems, namely, instrumental motivational subsystem and integrative motivational subsystem. The instrumental motivational subsystem is centered on learners' future career endeavors, while the integrative motivational subsystem is centered on learners' L2-related affective dispositions (cultural, social, and ethnolinguistic components included) (Dörnyei, 1994, p. 279).

Learner level, the second level of the L2 motivation framework, includes a complex of effects and cognitions, which form pretty stable personality traits. In this level, there are two motivational components, namely, the need for achievement and self-confidence (Language use anxiety, perceived L2 competence, causal attributions, and self-efficacy) (Dörnyei, 1994, p. 279).

The third level, the Learning Situation Level, consists of intrinsic and extrinsic motives and three main motivational components: Course-Specific Motivational Components are related to materials, teaching methods, learning tasks, and syllabus. Teacher-specific motivational component involves an affiliative drive, authority type, and direct socialization of student motivation (task presentation, feedback, modeling, etc.). The group-specific motivational component consists of goal-orientedness, norm and reward system, group cohesion, and classroom goal structure (Dörnyei, 1994, p. 280).

Dörnyei (1998): Seven Main Motivational Dimensions. Studies on motivation in second/foreign language learning have led many researchers to suggest different frameworks and models (Clément, Dörnyei, & Noels, 1994; Crookes & Schmidt 1991; Dörnyei, 1994; Gardner, 1985; Schumann, 1978). Dörnyei (1998), based on the studies on motivation, claimed the existence of further conceptualizations of motivation by synthesizing 13 different constructs and tabulating the basic motivational domains underlying these constructs. As a result of his study, he concluded that nearly all selected motivational models/frameworks' constructs could be mainly classified into seven broad dimensions shown in the following table (Dörnyei & Schmidt 2001; Kym, 2008).

Table 2

Main Motivational Dimensions Underlying 13 Motivations Constructs

Affective/integrative dimension: refers to a basic affective core of the second language motivation complex, such as attitudes towards the target language, beliefs or values associated with the target language.

Instrumental/pragmatic dimension: refers to extrinsic factors such as learning for the future, learning for financial benefits.

Macro-context-related dimension: refers to the broad, societal, and sociocultural factors such as multicultural, ethnolinguistic relations).

Self-concept-related dimension: refers to learner-specific variables such as the need for achievement, self-esteem/confidence, anxiety.

Goal-related dimension: includes different goals of second language learning such as mastery, performance, and specific-goal realization.

Educational context-related dimension: refers to the characteristics as well as the appraisal of the learning environment and the school context.

Significant others-related dimension: refers to the motivational effects of the family (parents) and friends.

Demotivation in Foreign Language Learning

The term demotivation refers to “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dörnyei, 2001, p. 143). In the language learning process, demotivation can affect learners’ attitudes towards the target language in a negative way, and it may cause an obstacle for learners (Crooks & Schmidt, 1991). Even though the term “demotivation” may be perceived as “no motivation,” in fact, it refers to the lack of motivation (Dörnyei, 2001).

In language learning, there is a term for “no-motivation” called as “amotivation,” refers to “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 face with the activity” (Deci & Ryan, 1985, p. 144).

There are various factors/sources which demotivate learners in the language learning process, shown in the following table (Kim & Kim, 2016).

Table 3

Different Demotivating Factors in Foreign Language Learning

a) learner-related demotivating factors (difficulty while learning a language, negative attitudes towards the target language.) Related works: (Christophel & Gorham, 1992, 1995; Falout & Maruyama, 2004; Gorham & Millette, 1997; Kikuchi & Sakai, 2009; Kojima, 2004; Ikeno, 2002; Tsuchiya, 2004, 2006).
b) teacher-related demotivating factors (language competence and performance of teachers.) Related works: (Arai, 2004; Christophel & Gorham, 1992, 1995; Falout & Maruyama, 2004; Gorham & Millette, 1997; Ikeno, 2002; Kikuchi, 2009; Kikuchi & Sakai, 2009; Kojima, 2004; Tsuchiya, 2004; Zhang, 2007).
c) demotivating teaching methods (activities employed for learners in the language learning process.) Related works: (Arai, 2004; Falout & Maruyama, 2004; Gorham & Christophel, 1992, 1995; Falout & Maruyama, 2004; Gorham & Millette, 1997; Kikuchi & Sakai, 2009; Kojima, 2004; Ikeno, 2002; Tsuchiya, 2004, 2006).
d) demotivating learning environment (lack of opportunities, crowded classrooms, etc.) Related works: (Arai, 2004; Christophel & Gorham, 1992, 1995; Falout & Maruyama, 2004; Gorham & Millette, 1997; Kikuchi, 2009; Kikuchi & Sakai, 2009; Kojima, 2004; Ikeno, 2002; Tsuchiya 2004, 2006).

Research on Demotivation in Foreign Language Learning

The concept of demotivation in foreign/second language learning has been studied by many researchers, particularly to reveal the factors causing demotivation in different contexts. For example, in order to understand Japanese learners' demotivation to study English, Kikuchi & Sakai (2009) conducted research and classified demotivating factors as a) teaching materials, b) inadequate learning environment facilities, c) test scores, d) non-communicative methods, e) teachers' competence and teaching styles. Falout, Elwood, & Hood (2009) investigated demotivating factors by conducting study on 900 Japanese learners, and as a result of this study, demotivating factors were grouped into

three main categories: a) external conditions of the learning environment, b) internal conditions of the learner, and c) reactive behaviors to demotivating experiences.

Trang & Baldauf (2007), in their study, investigated the reasons underlying demotivation among Taiwanese learners, and listed demotivating factors as a) teacher-related factors, b) learning environment, c) others. In a similar study in Taiwan, Chang & Cho (2003) collected data from Taiwanese learners and reported eight demotivating factors in foreign language learning: a) learning difficulties, b) threats to self-worth, c) monotonous teaching, d) poor teacher-student relationship, e) punishments, f) general and language-specific anxiety, g) lack of self-determination, and h) poor classroom management.

In the US context, Gorham & Christophel (1992) categorized 2404 motivators and demotivators and listed three main demotivating factors: a) context factors, b) structure/format factors, c) teacher behavior factors. The results also showed that teacher behavior is the most demotivating factor among foreign language learners.

In the Chinese context, Zhou & Wang (2012) studied on demotivating factors of Chinese EFL learners and listed five demotivators: a) lack of intrinsic interest, b) lack of effective learning strategy, c) teachers' competence and teaching style d) curriculum and learning material e) defective teaching attachments. Hu & Cai (2010) focused on the demotivating factors of Chinese EFL learners and identified six demotivators: a) learning interest, b) learning goal, c) valence, d) anxiety, e) attribution, f) learning environment. Another study focusing on demotivating factors is Li & Zhou's (2017) "A Questionnaire-Based Study on Chinese University Students' Demotivation to Learn English," in which they determined two main demotivating factors: a) internal factors "(lack of intrinsic interest, the experience of failure and lack of confidence, and unclear study goal)", and external factors "(teaching material, teaching process, and teaching content, significant others, teachers' teaching competence and attitude of teachers, the relationship between teachers and students, teaching facilities and teaching environment)." The results of the study showed that external demotivating factors are more influential than internal factors.

In a similar study, Kim (2015) interviewed Korean college students who have demotivation towards learning English and obtained three basic demotivating factors: a) lack of meaningful purpose, b) lack of improvement and success experiences, c) lack of self-determination.

In the Iranian context, Tabatabaei & Molavi (2012) identified demotivating factors such as teaching style, inadequate class time, problems in understanding spoken language, and inadequate practice in a real situation. In a similar study, Sahragard & Alimorad (2013) claimed that “reduced self-confidence” is a leading demotivator in language learning. In their study, Ghadirzadeh & Hashtroudi & Shokri (2012), in order to investigate demotivating factors, collected data from 260 university students and listed five demotivation factors as follows; (a) lack of perceived individual competence, (b) lack of intrinsic motivation, (c) inappropriate characteristics of teachers’ teaching methods and course contents, (d) inadequate university facilities and (e) focus on difficult grammar.

In the Turkish Context, Çankaya (2018) investigated motivation and demotivation in foreign language learning and classified demotivating factors in six main groups and argued that class characteristics and class environment are strong causes of demotivation among the vocational school students compared to teacher factor. Ünal & Yelken (2014), in their study, “Turkish students’ demotivation to study English: A scale development,” collected data from 454 university preparatory class students, and identified four demotivating factors: 1) teacher characteristics, 2) lack of interest in English and English classes, 3) class environment and class materials, and 4) experience of failure. In a similar study, Aygün (2017) developed a demotivation scale with the participation of university preparatory class students for EFL learners and reported that there are four demotivating factors: a) personal reasons, b) past experiences, c) features of the prep school program, d) the form of instruction.

Despite the fact that there are various studies focusing on demotivation and language learning in the literature, due to differences between cultures and student profiles, such studies yield different results from time to time. Therefore, it is not possible to generalize the obtained results to all language learners.

When the Turkish context is examined, it is seen that the issue of demotivation in language learning is a highly neglected field. The studies conducted in this context could not provide a better investigation of demotivation in language learning as they focus merely on preparatory classroom students (Aygün, 2017; Ünal & Yelken, 2014) or highschool students (Çankaya, 2018). Furthermore, it is seen that these studies are mostly quantitative, in other words, they were not supported with qualitative data such as a comprehensive literature review, interviews, or compositions.

Considering the gap in the literature, it was seen that a detailed study focused on a different research group and supported by various data is needed. Therefore, this study aims to investigate the concept of demotivation in depth by combining theory and practice. In addition to examining theoretical studies conducted in this field, in this study, both teachers' and learners' views and comments regarding the reasons for demotivation will be taken into account. At the end of the study, with the participation of university students from different departments, a foreign language demotivation scale will be developed in order to understand the reasons for demotivation in the language learning process.

Chapter 3 Methodology

This research is a scale development study adopting a sequential exploratory mixed research design in which the researchers explore qualitative data and use this data in the quantitative research dimension (Creswell, 2013, p. 226). The qualitative data collection tools (comprehensive literature review, semi-structured teacher interviews, student essays) were employed to create the item pool of the five-Likert scale (from 1 to 5, indicating 1- strongly disagree, 2- disagree, 3- neither disagree nor agree, 4- agree and 5- strongly agree) and 54 items within the 6 factors in total were written by the researcher based on the qualitative data collected from students and teachers.

After the creation of the items of the scale, the content validity of the items on the scale was ensured by consulting two experts in the field of language teaching and educational sciences, and the scale items were rearranged, and four items were removed based on expert opinions. After that, the quantitative data for the implementation of the scale was collected online through Google Forms from university students in Turkey.

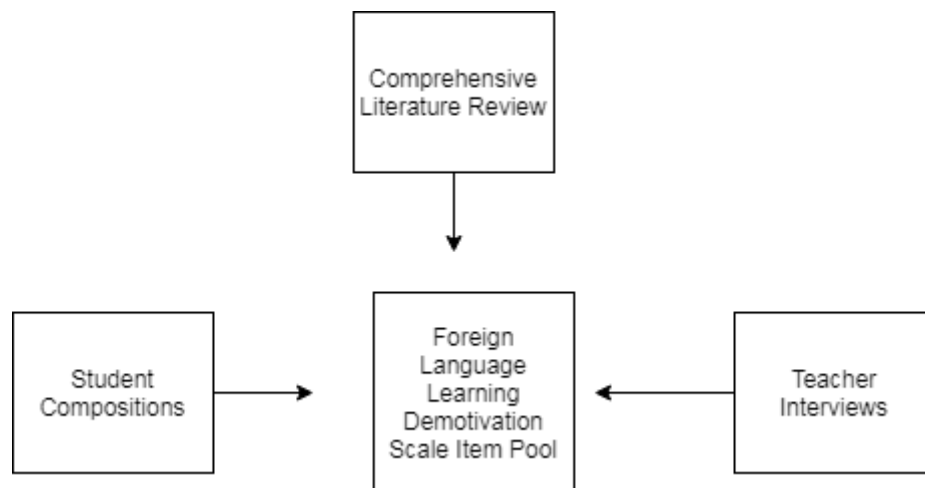


Figure 7. The Process of Creating the Item Pool of the Scale

In this context, it can be said that the research consists of three stages. The first stage, creating the items of the scale based on the qualitative data and taking expert opinion, the second stage, pilot study (validity and reliability analysis of the scale), and the third stage, main study (confirmation of the findings and final arrangements). This section includes information about the setting and

participants, data collection procedure, instruments, and data analysis of the research in detail.

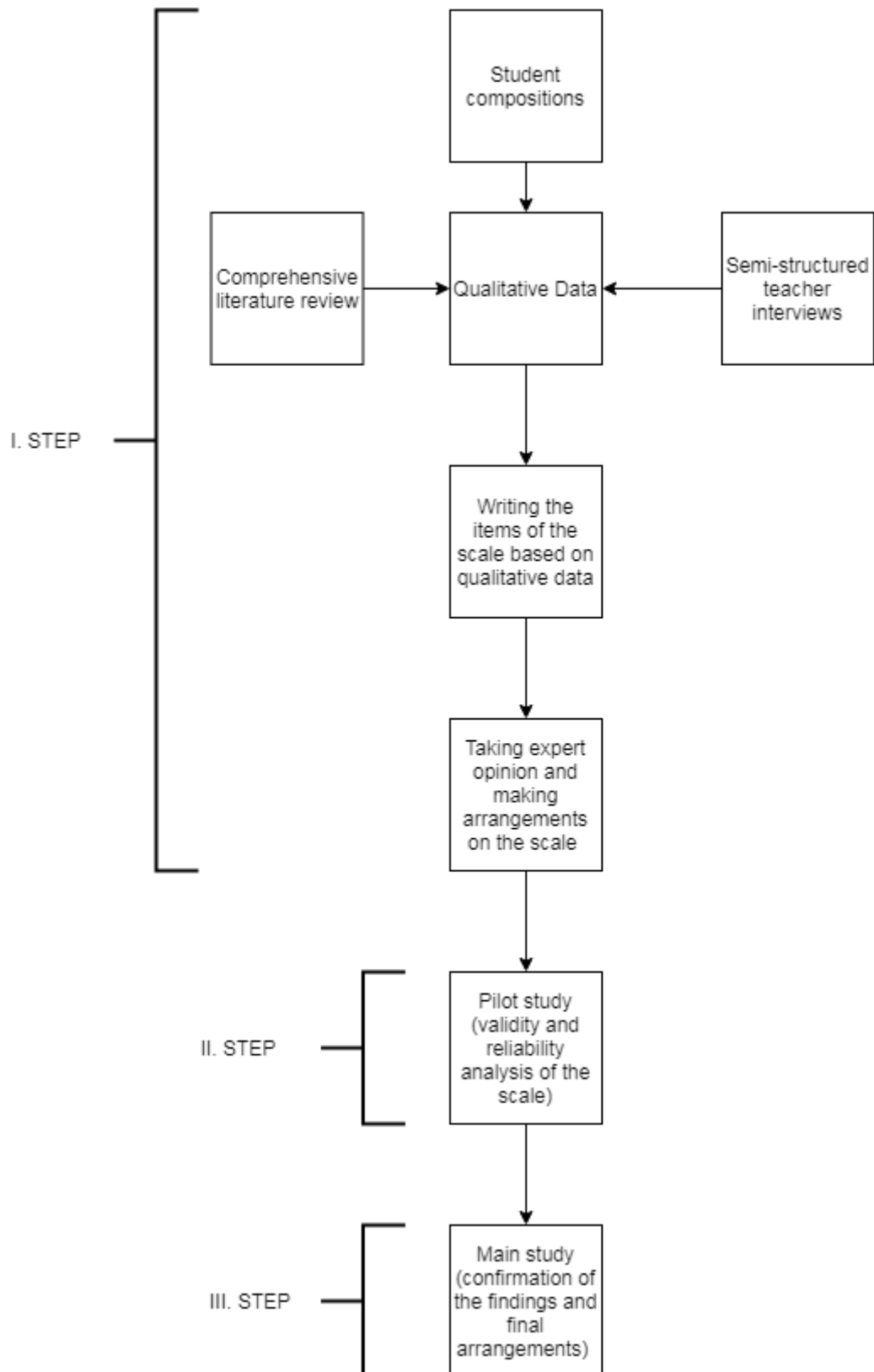


Figure 8. The Process of Developing Foreign Language Demotivation Scale

Setting and Participants

In the process of creating the item pool of the demotivation scale, the following qualitative research data collection tools have been used by the researcher:

- a) comprehensive literature review
- b) semi-structured teacher interviews

The teachers who participated in semi-structured interviews were selected according to the purposive sampling method from the university preparatory classroom teachers working in public and private universities in Turkey. In total, three male (17.6%) and 14 female (82.4%) participant teachers were involved in this study. The following table includes detailed information about the teachers who attended this study.

Table 4

Descriptive Statistics of the Participant Teachers

Teacher	Gender	Workplace	Experience	University
1	Female	Ankara	3	Public
2	Female	Ankara	3	Public
3	Female	İstanbul	4	Public
4	Male	Ankara	26	Private
5	Female	Ankara	8	Public
6	Female	Kahramanmaraş	9	Public
7	Female	Samsun	5	Public
8	Female	Mersin	3	Private
9	Female	Ankara	9	Private
10	Female	Ankara	3	Public
11	Male	Düzce	10	Public
12	Male	İstanbul	26	Public
13	Female	Ankara	7	Public
14	Female	Ankara	1	Public
15	Female	İstanbul	4	Private
16	Female	Ankara	1	Public
17	Female	Ankara	5	Public

c) student compositions

Having conducted semi-structured interviews with the teachers, in order to make the research much more reliable, student compositions, as another qualitative research data collection tool, has been used in this research. Hence, in the 2019-2020 spring semester, university preparatory class students studying in a public university in Ankara were asked to attend the research by taking their consent. As a result, 23 (92%) males and 2 (%8) females, in total 25 students who were chosen according to the purposive sampling method, agreed to participate in this study.

In the second stage of the research, for the 54 items and six factors which were written by the researcher based on the qualitative data, two experts in the field of language teaching and educational sciences were consulted, and four items were eliminated from the scale, and some minor changes were made. After that, in order to determine the reliability and validity of the developed scale, a pilot study has been conducted. In total, 250 university students, of which 83 (33,2%) males and 167 (66,8%) females were chosen according to the random sampling method. The following table indicates the detailed information about the participant university students.

Table 5

Gender Distribution of the Students Participating in the Pilot Study

		Frequency	Percent
Valid	Male	83	33,2
	Female	167	66,8
	Total	250	100,0

Table 6

Age Distribution of the Students Participating in the Pilot Study

		Frequency	Percent
Valid	18	1	,4
	19	20	8,0
	20	39	15,6
	21	26	10,4
	22	20	8,0
	23	30	12,0
	24	30	12,0
	25+	84	33,6
	Total	250	100,0

In the third stage of the research, confirmatory factor analysis (CFA) part, to confirm the second stage's findings, 544 participant university students were involved in the study. Because of the missing values in students' responses, 11 participant university students were excluded from the research. The following table shows detailed information about the participant students.

Table 7

Gender Distribution of the Students Participating in the Main Study

		Frequency	Percent
Valid	Male	157	29,5
	Female	376	70,5
	Total	533	100,0

Table 8

Age Distribution of the Students Participating in the Main Study

		Frequency	Percent
Valid	18	8	1,5
	19	55	10,3
	20	102	19,1
	21	50	9,4
	22	42	7,9
	23	60	11,3
	24	56	10,5
	25+	160	30,0
		Total	533

Table 9

Hometown Distribution of the Students Participating in the Main Study

		Frequency	Percent
Valid	Aegean Region	76	14,3
	Black Sea Region	100	18,8
	Central Anatolia Region	111	20,8
	Eastern Anatolia Region	40	7,5
	Marmara Region	109	20,5
	Mediterranean Region	50	9,4
	Southeastern Anatolia Region	47	8,8
	Total	533	100,0

Table 10

University Distribution of the Students Participating in the Main Study

		Frequency	Percent
Valid	Public	491	92,1
	Private	42	7,9
	Total	533	100,0

Table 11

Faculty Distribution of the Students Participating in the Main Study

		Frequency	Percent
Valid	Associate Degree	76	14,3
	Bachelor's Degree	354	66,4
	Master's Degree	80	15,0
	Doctoral Degree	23	4,3
	Total	533	100,0

Data Collection

In the first part, having determined the qualitative data collection tools to be used in this research, in order to ensure that the research is ethically appropriate, an application was made to the Ethics Committee of Hacettepe University. Having received the approval from the Ethics Committee (see Appendix H), the data of this research were collected in the spring semester of 2019-2020 from the students and the teachers of public and private universities in Turkey.

Before starting the data collection, the participants were informed about the study, and it was stated by the researcher that participating in the study is voluntary, and the data for this research will not be used for any other purposes without participants' permission. It was also stated by the researcher that participants might leave whenever they want, and if they want, the research results will be shared with them.

Because of the fact that the data collection process coincided with the COVID-19 pandemic, and universities were closed down during this period, the teacher interviews in this study were carried out through ZOOM (an online video chat program) by the researcher with the participation of volunteer teachers. The participant teachers were reached and informed about the research via their e-mail on the webpages of the universities.

In order to make the research much more reliable and detailed, student compositions as a qualitative data collection tool were used by the researcher. For this reason, 51 preparatory class students of a public university in Ankara were contacted via e-mail and informed about the research, and asked to write a composition about 'demotivation in foreign language learning.' A total of 27 students volunteered to participate, and 25 of them were selected for the study.

In the second part of the study, the quantitative data collection tool, that is, the five-Likert foreign language demotivation scale, which consists of 50 items and six factors, prepared by the researcher based on the qualitative data, was sent to the university students in Turkey through Google Forms. After conducting reliability and validity analysis of the scale in the second part, 15 items were excluded from the scale, and the second version of the scale was sent again to university students in Turkey through Google Forms.

Instruments

The instruments used while creating the item pool within the scope of this study are comprehensive literature review, semi-structured teacher interviews, student compositions as well as a foreign language demotivation scale, which was developed at the end of the study. The following section describes the instruments used in detail.

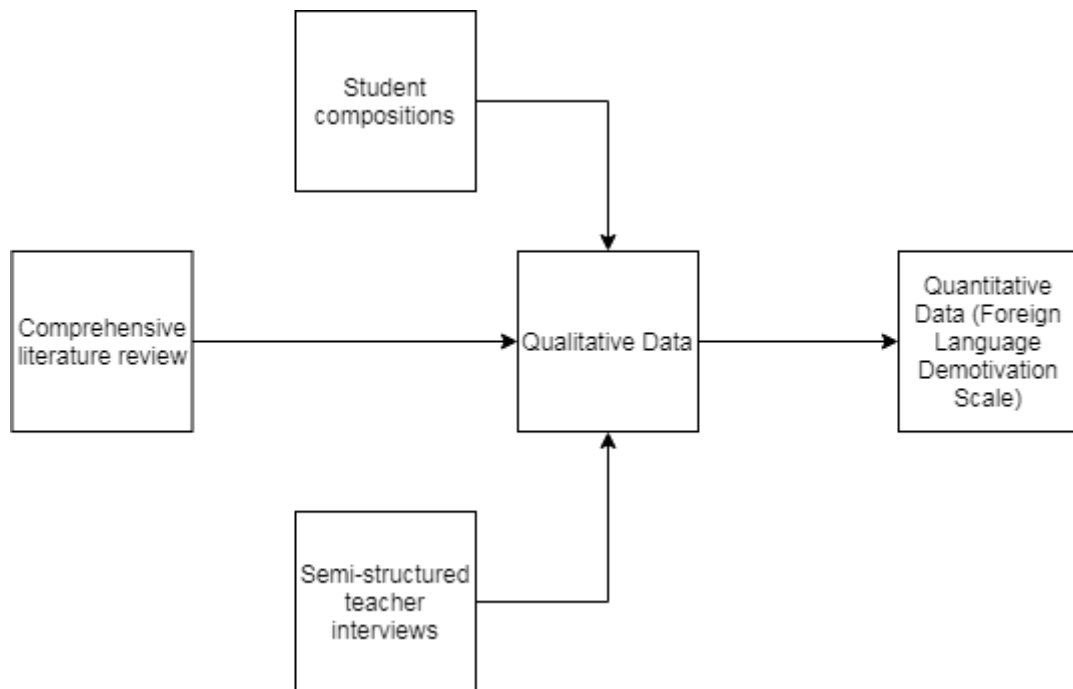


Figure 9. The Data Collection Tools Employed in the Research

Comprehensive Literature Review: Before writing the factors and the items of the foreign language demotivation scale, similar studies were examined in detail (Arai, 2004; Aygun, 2017; Çankaya, 2018; Chang & Cho, 2003; Christophel & Gorham, 1992, 1995; Falout & Maruyama, 2004; Falout, Elwood, & Hood, 2009; Gorham & Millette, 1997; Hu & Chai, 2010; Ikeno, 2002, 2003; Kikuchi & Sakai, 2009; Kikuchi, 2009; Kim, 2015; Kojima, 2004; Li & Zhou, 2015; Sahragard & Alimorad, 2013; Tabatabaei & Molavi, 2012; Trang & Baldauf, 2007; Tsuchiya 2004, 2006, Ünal & Yelken, 2014; Zhou & Wang, 2012). Having examined similar studies in the literature, document analysis, a qualitative research technique in which articles and documents are examined and interpreted by the researcher, was employed (Bowen, 2009). Based on the document analysis, six factors were formed in this context. The names of these factors are as follows:

- I. Negative attitudes towards the target language and its culture
- II. Teaching methods and teaching process
- III. Teaching material, teaching environment, and teaching facilities
- IV. Teacher competence and teacher attitudes
- V. Learner interest
- VI. Failure experiences and lack of self-confidence

Teacher Interviews: In this scale development study, in order to determine the reasons for foreign language demotivation, semi-structured interviews with the participation of teachers working in public and private universities in Turkey were conducted through ZOOM (an online video chat program) by the researcher. “A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions. They will ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format” (Doyle, 2019, p. 1).

In these interviews, participants were informed about the study, and it was stated that the study is based on voluntariness (see Appendix A). After receiving participants' approval, within the scope of the study, 7 open-ended questions about the reasons for student demotivation in the language learning process was asked by the researcher. The questions in the interview were formed objectively based on expert opinion (see Appendix B). Interview notes were also kept by the researcher during the interviews.

Student Compositions: In an attempt to investigate the reasons for demotivation for foreign language learning among the learners, student compositions were also employed by the researcher. A number of 27 university students were volunteered to participate, and 25 of them were selected for the study. Before collecting the data, participants were informed about the study and it was stated that the study is based on voluntariness (see Appendix C). After receiving participants' approval, within the scope of the research, participants were asked to write a composition (at least 350 words) in which they express their opinions about the reasons for demotivation in the language learning process among the learners (see Appendix D).

Foreign Language Demotivation Scale: Having collected and analyzed the qualitative data, the five-Likert foreign language demotivation scale (from 1 to 5, indicating 1- strongly disagree, 2- disagree, 3- neither disagree nor agree 4- agree and 5- strongly agree), consisting of 54 items were written under the six factors by the researcher. 4 of the 54 items were excluded from the scale after the examination of two experts in the field of language teaching and educational sciences. After conducting exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), 15 items and 1 factor were excluded from the developed

scale. In this regard, the foreign language demotivation scale consists of 35 items (see Appendix F) under the following five factor names:

- I. Teaching methods and teaching process
- II. Teaching material, teaching environment, and teaching facilities
- III. Teacher competence and teacher attitudes
- IV. Failure experiences and lack of self-confidence
- V. Negative attitudes towards the target language

The foreign language demotivation scale developed within the scope of this research adopted the Attribution Theory of Motivation, introduced by Fritz Heider (1958) and later developed by Bernard Weiner (1972). Fritz Heider (1958) asserted that individuals have an innate desire to understand the causes of behaviors and outcomes. Therefore, Attribution theory tries to understand people's perceptions of the underlying causes of their success and failure.

This research aimed to investigate the source of demotivation in the foreign language learning process. For this reason, the scale items were formed based on the individuals' "attributions" (causal explanations) about the reasons for demotivation in the foreign language learning process.

Data Analysis

In this foreign language demotivation scale development study, to conduct a comprehensive literature review, similar studies were examined. In the analysis of the collected articles and theses, the document analysis technique was used. The document analysis technique refers to analyzing written documents containing information about the facts and events related to the subject examined within the scope of the research (Yıldırım & Şimşek, 2008, p. 188).

The qualitative data (student compositions and semi-structured teacher interviews) that was used in the creation of the item pool of the foreign language demotivation scale was analyzed by descriptive analysis technique in which the data are summarized and interpreted under previously determined titles/themes.

The descriptive analysis consists of the following four stages:

1. Creating a framework for descriptive analysis
2. Processing data according to the thematic framework
3. Identification of findings
4. Interpretation of findings (Yıldırım & Şimşek, 2008, p. 224).

Having created the items of the scale, the content validity of the items on the scale was ensured by consulting two experts in the field of language teaching and educational sciences. The term content validity refers to “the extent to which the items of a measure reflect the content of the concept that is being measured.” (Polit & Beck, 2006).

After the consultation process, the scale items, based on expert opinions, were rearranged, and 4 out of 54 items were excluded from the scale, and minor changes were made. In order to ensure the validity and reliability of the scale, a pilot study was conducted with the participation of university students in Turkey. “A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study” (Kraemer, Mintz, Noda, Tinklenberg & Yesavage, 2006; Lancaster, Dodd, & Williamson, 2004 as cited in Hassan, Schattner, & Mazza, 2006, p. 70). The number of participants in the pilot study was 250, namely, five times bigger than the number of items on the scale (50), because, in the factor analysis procedure, the number of the sample size has to be at least five times higher than the number of the items on the scale (Bryman & Cramer, 2002).

In the second stage of the research, after the implementation of the scale, item analysis, total item correlation analysis, item discrimination analysis, and reliability analysis were conducted respectively by using the SPSS 21.0 program (Statistical Package for Social Sciences). To determine the factor structure of the scale, exploratory factor analysis (EFA) was conducted.

In order to confirm the data obtained from the exploratory factor analysis (EFA), new data from 533 university students in total were collected for the main study, and confirmatory factor analysis (CFA) was conducted using LISREL. The

population of this research consists of university students in Turkey. The following table indicates the number of university students in Turkey (Yükseköğretim Bilgi Yönetim Sistemi, 2020).

Table 12

The Number of University Students in Turkey

		Number
Valid	Associate Degree	3002964
	Bachelor's Degree	4538926
	Master's Degree	297001
	Doctoral Degree	101242
	Total	7940133

The following table, on the other hand, indicates the required sample size for the research has to be 384 with the 95% confidence interval and 5% margin of error (Krejcie & Morgan, 1970, pp. 607-610). In this regard, it can be said that the number of university students who participated in the main study (533) is adequate for the research.

Table 13

Required Sample Size for the Research

Population size	Confidence level = %95			Confidence level = %99		
	Margin of error			Margin of error		
	5%	2,5%	1%	5%	2,5%	1%
100	80	94	99	87	96	99
500	217	377	475	285	421	485
1.000	278	606	906	399	727	943
10.000	370	1.332	4.899	622	2.098	6.239
100.000	383	1.513	8.762	659	2.585	14.227
500.000	384	1.532	9.423	663	2.640	16.055
1.000.000	384	1.534	9.512	663	2.647	16.317
10.000.000	384	1.536	9.594	663	2653	16.560

Chapter 4

Findings

Comprehensive Literature Review

In the process of creating the item pool of the foreign language demotivation scale, after a comprehensive literature review and examining similar scale development studies (Arai, 2004; Aygun, 2017; Çankaya, 2018; Chang & Cho, 2003; Christophel & Gorham, 1992, 1995; Falout & Maruyama, 2004; Falout, Elwood, & Hood, 2009; Gorham & Millette, 1997; Hu & Chai, 2010; Ikeno, 2002, 2003; Kikuchi & Sakai, 2009; Kikuchi, 2009; Kim, 2015; Kojima, 2004; Li & Zhou, 2015; Sahragard & Alimorad, 2013; Tabatabaei & Molavi, 2012; Trang & Baldauf, 2007; Tsuchiya 2004, 2006, Ünal & Yelken, 2014; Zhou & Wang, 2012) by document analysis technique, six factors were formed by the researcher. The names of these factors were listed below:

- I. Negative attitudes towards the target language and its culture
- II. Teaching methods and teaching process
- III. Instructional material, teaching environment, and teaching facilities
- IV. Teacher competence and teacher attitudes
- V. Learner interest
- VI. Failure experiences and lack of self-confidence

Teacher Interviews

Having determined the names of the factors (categories of the foreign language demotivation scale), semi-structured interviews were conducted by the researcher with the participation of volunteer teachers. The semi-structured interviews were conducted in Turkish so that the participants could express themselves more easily. The data obtained from the teachers were analyzed by descriptive analysis method. In the following table, the descriptive analysis results have been displayed in detail.

Table 14

Descriptive Analysis Results of Teacher Interviews

Themes/Categories	Codes	Frequency
Negative attitudes towards the target language and its culture	culture	9
	religious	2
	foreigners	2
	attitudes	2
Teaching methods and teaching process	teaching	13
	methods	7
	process	5
	curriculum	4
Teaching material, teaching environment, and teaching facilities	materials	8
	technology	7
	course books	5
	classrooms	4
Teacher competence and teacher attitudes	teacher	25
	authoritarian	3
	Incompetent	2
	attitudes	2
Learner interest	students	9
	unwillingness	2
	purpose	2
	interested	1
Failure experiences and lack of self-confidence	experiences	6
	failure	7
	afraid	4
	confidence	4

Negative attitudes towards the target language and its culture

Some of the participant teachers, based on their observations, expressed that the learners feel demotivated because of cultural, religious, and political reasons.

“In the foreign language learning process, when cultural elements are involved in the subjects, learners who have a traditional way of thinking, sometimes resist learning and feel demotivated. Especially, learners with negative attitudes towards foreign countries such as the UK or the US cannot accept that language and culture are inseparable. Even though

there is no competition between those countries, they are trying to prove that their country is superior, and sometimes religious and political factors cause learners to be demotivated.” (Teacher #1).

“As far as I have observed, some students think that by learning a foreign language, they will forget their own culture and will be assimilated over time. Sometimes, they criticize foreign people because of their behaviors, habits, or even their nationality. Moreover, under the influence of their families, some students have a hostile attitude towards individuals who are not from their own countries or who have different beliefs. Sometimes they refuse to learn a foreign language to protect their own culture.” (Teacher #3).

Attitudes and behaviors of English-speaking people and their lifestyle or even sometimes their feasts (such as New Year's Eve, Halloween), for some teachers, are some of the reasons for demotivation in language learning.

“Sometimes, learners react to texts reflecting alcohol consumption or an overly positive and full lifestyle. Due to the differences between cultures, learners who develop a critical perspective, think that they are facing a very strange situation and feel demotivated while learning the target language.” (Teacher #2).

“Based on my experiences, I can say that special occasions such as Thanksgiving or New Year's Eve in the target culture are sometimes criticized by learners because of religious reasons, which makes them feel demotivated to learn a new language.” (Teacher #5).

“During my lessons, I have observed that some learners feel demotivated while talking about holidays such as Halloween, Easter, or New Year's Eve. Particularly, students who come from a conservative family are not in favor of learning about the target culture.” (Teacher #13).

“In terms of culture, I cannot say anything; however, sometimes religious factors cause learners to show negative attitudes in the learning process.” (Teacher #6).

Some of the participant teachers also indicated that the fear of being assimilated is another reason that makes learners demotivated in the language learning process.

“I often hear from the students that it is unfair to learn a foreign language for them, as foreigners do not learn Turkish. Besides, some students claim that foreign language harms their own language, culture, and assimilate people.” (Teacher #10).

For some participant teachers, the difficulty of learning a new language is another reason for learners. The fact that English is an opaque language which is not pronounced as it is written, and it is based on memorization are some of the reasons that learners stated to teachers.

“In terms of language, due to the fact that English is a language that is not pronounced as it is written, students who have difficulties in pronunciation often feel demotivated while learning.” (Teacher #6).

“It is a common belief among many students that English is a difficult language to learn and it is based on memorization. I can say that many of them have biases towards learning a new language.” (Teacher #11).

“I think learners generally have biases about the language itself rather than the culture. Instead of learning a foreign language, they want a foreigner to learn their own language.” (Teacher #15).

“I suppose, because of the differences between cultures and languages, they often feel demotivated, especially when they cannot find the equivalent of some phrases.” (Teacher #17).

Teaching methods and teaching process

For many teachers, ignoring learners' needs, old-fashioned/ineffective teaching methods, teacher-centered classrooms, demanding unrealistic language tasks, teaching the language just for passing the exams were found to be the reasons that make learners feel demotivated.

“The information which is given above the readiness level of learners may cause learners to feel demotivated. In a similar way, learners who already know the subject may lose their motivation if the new information is below their level. In addition to that, too many lesson hours, and the old teaching methods used in the teaching process cause learners to feel demotivated.” (Teacher #1).

“Group work activities in the lessons reduce the motivation level of students who have adopted the individual learning style. In addition, the fact that the teacher plays a role as the dominant and single source of information during the lessons decreases the participation level of the students, which reduces the motivation of the students who want to participate in the lesson and express themselves.” (Teacher #2).

“If the teacher cannot teach the language effectively in the classroom, sees learning as giving more homework, and thinks the best way to learn is to know grammar, learners will feel eventually demotivated. Methods to be used in the teaching process are very important as they may increase or decrease the motivation level of learners. For instance, if you do not use visual materials in your teaching process as a teacher, you may demotivate visual-learners in your classroom; in a similar way, if you do not give importance to speaking or focus on grammar too much, you may demotivate some of your learners who think that speaking is more important than learning grammar.” (Teacher #3).

“The inconsistency between the distribution of exam questions and the skills or subjects taught in the course, giving irrelevant or unrealistic language

tasks, the lack of feedback for the given tasks, teacher's repetitive and old-fashioned teaching methods, such as grammar-translation method, and too much teacher authority in the classroom environment may demotivate foreign language learners. Additionally, ignoring learners' needs and interests and forcing them to share their opinions all the time during the lesson may be problematic sometimes for learners who adopt an intra-personal learning style; in the same way, strict discipline and teacher authority may hinder student participation and thus results in lack of learner motivation.” (Teacher #5).

“Language is a very active and dynamic structure. If this is forgotten and focused only on exams, the language learning process does not take place effectively. Another factor is undoubtedly the teaching methods. Old-fashioned teaching methods are ineffective while teaching a new language.” (Teacher #10).

Focusing too much on grammar rather than the language itself is one of the mistakes in foreign language teaching, for many teachers.

“Many students no longer want to learn grammar and memorize words. For this reason, it is of great importance to use various teaching methods. Furthermore, the authenticity of the materials is very crucial in increasing student motivation, as well. Because authentic materials make learners feel that they are indeed learning something useful.” (Teacher #7).

“In my opinion, teaching English as a lesson, rather than a language itself, evaluating learners' performances based on grammar; result in learner demotivation.” (Teacher #16).

The number of exams and assignments, weekly course hours, an intensive curriculum program are another reasons for learner demotivation.

“In my opinion, what makes learners demotivated in the language learning process are those weekly course hours, too many assignments, and exams.” (Teacher #6)

“The number of exams and weekly course hours, prescriptive grammar teaching, and the fact that the teacher constantly uses native language in the classroom, not giving learners an opportunity to use the language, lack of teacher competency in terms of classroom management can easily demotivate learners.” (Teacher #8).

“I think an intensive curriculum causes motivation loss among learners. In addition, it is very important to keep students' performances in balance, namely, giving everyone in the classroom the chance to participate in the lesson is of great importance.” (Teacher #11).

“Giving learners too many writing assignments and asking them to memorize words may seem tedious for those who learn the foreign language compulsorily.” (Teacher #14).

“An intensive curriculum program, compulsory attendance to the courses, teacher-centered classroom, and strict teacher authority are among the reasons.” (Teacher #12).

“If learners' needs are not taken into consideration, and the curriculum demands a lot of things from learners, they may face with demotivation. Besides, dull teaching methods, focusing on too much grammar, are among the other reasons. Keeping learners active and teaching them to explore, use, and live the language make them motivated.” (Teacher #15).

“In my opinion, one of the biggest factors reducing learners' motivation is the curriculum, which aims to overload information to learners in a short period of time. In addition to this, during the lessons, the fact that the teacher does not encourage learners to speak and does not give the

opportunity to practice causes motivation loss among foreign language learners.” (Teacher #4).

Some of the participants stated that using the target language or the main language too much makes learners feel demotivated. Therefore, there should be a balance between them.

“I suppose, the fact that I speak English constantly during the lesson demotivates some of my students who perceive this as if I do not care about their learning.” (Teacher #13).

“The constant usage of the target language, as well as using too much main language, can demotivate learners. Therefore, teachers should keep them in balance.” (Teacher #17).

Teaching material, teaching environment, and teaching facilities

For the participant teachers, the location of the classrooms, the number of students in these classrooms, physical conditions, lack of technological equipment, and even the seating plan have a great importance in the language learning process.

“Physical factors such as the location of classrooms, lighting, and high number of students are the factors causing demotivation in language learning.” (Teacher #1).

“I guess the biggest problem is crowded classrooms which do not have technological facilities.” (Teacher #9).

“Crowded classrooms, lack of technological opportunities, and inability to integrate technology into teaching process may affect them in a negative way.” (Teacher #17).

“Teaching materials which are not suitable for students' levels or interests, lack of classroom facilities (such as lighting, temperature, and seating arrangement) might cause a loss of motivation.” (Teacher #5).

“Teaching materials have a great role in this regard. In terms of content and subject, miscellaneous materials should be used by the teachers. Student participation should be prioritized. The seating plan should be arranged so that students can participate more actively. In today's world, technology has an important role in everyone's life. Therefore, the integration of technology will affect the teaching and learning process positively. I think that teaching activities carried out through technology will greatly increase student motivation.” (Teacher #15).

Up-to-dateness and authenticity of the materials to be used in the teaching process were seemed crucial for many teachers as they affect learners' participation.

“Using irrelevant, old-fashioned materials can challenge learners in the language learning process. The technological opportunities and the use of visual elements can promote learners to participate in lessons more actively.” (Teacher #2).

“The quality, up-to-dateness, and availability of the resources employed by the teacher can be motivating or demotivating. The lack of using authentic materials may accelerate the process of losing motivation among learners.” (Teacher #4).

The participant teachers also highlighted the importance of course books, as they are primary resources for learners. They indicated that the coursebooks to be used must be well-designed and include miscellaneous activities to encourage learners.

“The course books, especially the ones without pictures, boring ones, cause learners' attention to disappear in a short time. Likewise, in a crowded classroom where the technological opportunities are limited, learning as well as teaching is quite challenging.” (Teacher #3).

“Using the same book does not attract learners' interest as they predict the next activity once they get used to the book. As a teacher, I am fond of using various sources and integrating technology into the teaching process. In addition, the student's exposure to the target language outside the classroom is also of great importance in increasing his/her motivation.” (Teacher #7).

“I think if the course books used in the classroom do not appeal to learners, the level of participation might decrease, and the motivation loss can occur.” (Teacher #8).

“A good coursebook in terms of content can be above the level of students, a coursebook that includes the same activities can cause students to lose their interest, and a simple coursebook can make students feel like they are not learning anything. Therefore the quality of the book to be used is very important. Another issue is technology. Student motivation can easily be lost in classrooms where technology is not used effectively.” (Teacher #10).

The fact that the coursebooks and materials should be appealing, affordable, functional, and accessible for learners are the other things which were emphasized by the participants.

“Teaching materials which do not include any cultural elements of learners' own culture, which constantly focus on foreign cultures, and, which do not promote learner performance, are the biggest reason for the loss of motivation.” (Teacher #11).

“If the materials to be used are not appealing for learners, learners can feel demotivated.” (Teacher #12).

“The fact that course books to be used are expensive, and the difficulty to access them for those who live in rural areas or have financial problems may demotivate learners easily.” (Teacher #14).

“Many students easily lose their motivation because they think that they are not going to use the language in their department, or they will not have an opportunity to use it in the city where they live. Besides, the level of course books which is not compatible with the learning outcomes becomes a problem.” (Teacher #6).

“I can say that on this subject, listening texts and multiple-choice questions used in textbooks can demotivate students because they do not contain real-life communication elements. For this reason, those materials should be avoided to use. Also, the classroom environment, irrelevant course books, and grading learners' performances based on their grammar usage can negatively affect their motivation.” (Teacher #16).

Teacher competence and teacher attitudes

The effect of 'teacher competence' on students' academic performance and their motivation was emphasized by many participant teachers. For them, an ideal teacher should be 'competent' so that he/she can be a model for his/her students. Therefore teachers who have a lack of competence in their fields may cause motivation loss among the learners.

“Many students use their teacher as a dictionary when they get used to asking the meanings of the words. When they do not get an answer, or if the teacher wants them to look up in the dictionary, they feel demotivated.

Moreover, when their teachers use the dictionary, they start questioning the 'competence' of their teachers." (Teacher #1).

"If students' language level is high, and the teacher is not 'competent' enough in the classroom, the students will surely notice this, and they will start asking questions to test their teacher. They will think that their teacher is 'incompetent.' In such a classroom, the course cannot be expected to be effective." (Teacher #3).

"The teacher may be 'incompetent,' but he/she can compensate for this with the teaching methods and with the positive attitudes towards the students. If the students realize this effort, it will not be a problem, but an incompetent and aggressive teacher figure may cause students to lose their respect for the teacher. Another important thing is that as a teacher, you should show that you believe in and trust your students. If you encourage them and see their progress, you can easily motivate them." (Teacher #4).

"If the teacher speaks in his/her main language too often, students may perceive this situation differently. If he/she cannot explain the subject sufficiently and cannot speak fluently, students start to feel reluctant, and eventually, they think that the teacher is not proficient enough to teach. Unfortunately, one of my colleagues has encountered such a problem in an institution where I have worked before." (Teacher #5).

"I think learners should rely on teacher's knowledge (competence) and academic career to be successful. This allows them to take the language learning process seriously, and they believe that the assignments given by the teacher are very helpful." (Teacher #7).

"In my opinion, if the teacher is not competent enough, the student may feel insecure and demotivated." (Teacher #8).

“Students rely on their teacher, who is their primary source of learning. Therefore, if their expectations are not met properly, learning does not take place, and demotivation occurs among the learners.” (Teacher #10).

“The foreign language teacher must be absolutely proficient. Otherwise, the teacher cannot establish the necessary authority over the students, and the students start to feel insecure. Many of my students often complain about the attitudes of their previous teachers, which is another reason for their demotivation.” (Teacher #11).

“Due to the accents of some non-native teachers, students lose their motivation in the process easily. In addition, it is very important that teachers have sufficient vocabulary so that students rely on them.” (Teacher #14).

“I think it is very important for the teacher to be prepared for the lesson. The teacher should be prepared for questions that students can ask. A good teacher should have crisis management skills. Besides, I think the teacher does not have to know the answer to each question, but should be able to guide the student, should encourage the student to explore the new information. Also, in terms of student motivation, it is very important to show a positive attitude to students in the classroom.” (Teacher #15).

“In my opinion, the teacher, as a model and as the source of information, has an important role in student motivation. A teacher who can use the language correctly and fluently can easily provide student interaction in the classroom. However, an authoritarian teacher who never cares about students, and gives low marks every time to students affect students' motivation negatively.” (Teacher #16).

Besides all the above, participants expressed that the attitudes of the teacher play an important role in students' motivation in the language learning process.

“Exhibiting an attitude that will offend the learners may cause loss of learner motivation in this process. Therefore, the teacher should be supportive and encouraging when the learners make a mistake.” (Teacher #6).

“I suppose authoritarian language teachers, who always follow the rules, are one of the sources of student demotivation. If the students have come across an incompetent or an authoritarian teacher before, they can also be biased towards you.” (Teacher #12).

“Based on my experiences, I can say that teachers should not be either too strict or too friendly in courses as both ways cause learner demotivation.” (Teacher #13).

Learner interest

In the interviews, some of the teachers pointed out the demotivation resulted from a lack of student interest. In their perspective, the fact that learners' unwillingness to learn, inability to understand the importance of English are among the reasons for demotivation in foreign language learning.

“Demotivation is quite common among the students who think that they will not need English in the following years. For instance, I have observed active participation and high motivation in the lessons of the International Relations Department of Hacettepe University. However, I did not observe such a thing in the Classroom Teaching Department.” (Teacher #2).

“If a student does not want to learn anything, no matter what is done, it is really challenging to teach. Besides, Unwillingness is also common among those who try to pass the exams rather than learning the language itself.

Once, one of my students told me that he was just studying for the exams as he thought that he would not need English in the future.” (Teacher #3).

“In my opinion, it is essential to mention the importance of the subject/skills to be taught when teaching something. Many students, as they do not have any idea about what they are learning, think that the things they learn will be useless, which is the main reason behind the unwillingness among the students.” (Teacher #4).

“I suppose, the main reason is that the student thinks learning English is not necessary for him/her. They think the intermediate level of English is enough and there is no need to be perfect.” (Teacher #5).

“Many of my students state that they do not need a foreign language, they only study to pass the course/exams, and can attend courses if they need in the future.” (Teacher #7).

“The fact that students are not interested in English and do not have sufficient language aptitude are the two biggest obstacles to learning the language. The students with no purpose sometimes resist learning and feel demotivated.” (Teacher #10).

“Based on my experiences, many students, unfortunately, have not been able to understand the importance of learning English.” (Teacher #11).

“If a student does not have any purpose and does not know exactly why he/she is learning English, he/she is likely to fail and feel demotivated in a short time.” (Teacher #15).

“Since English is taught as a foreign language in our country, students cannot find inner motivation while learning the language. English remains a lesson taught only in schools and studied for a grade. This affects students' motivations negatively.” (Teacher #16).

Failure experiences and lack of self-confidence

For many participants, learners' failure experiences in the past, having a poor language background, not believing in themselves in the language learning process, being reluctant, or afraid of failure are the most common reasons for demotivation.

“Poor exam results are another source of demotivation. Students who do not get enough grades from exams/tests start to lose their interest after a while because they think that they will never succeed. In addition, students who are biased towards the lesson feel 'incompetent' when they fail or cannot get enough feedback or when their peers learn faster than them.” (Teacher #1).

“The most frequent problem of many students is failure experiences in the past. If a student has experienced such a thing, he/she does not believe in himself/herself.” (Teacher #6).

“What demotivates learners most is the failure experiences they have had in the past. They never believe that they can learn and speak English. This causes them to be reluctant in the lessons and be afraid of trying again when they make mistakes.” (Teacher #7).

“Experiencing failure many times leads to motivation loss among the learners, makes them believe that they will always fail and naturally results in giving up learning.” (Teacher #8).

“I think failure experiences and self-confidence are two interrelated concepts. Because, for example, when a student fails in an exam or receives negative feedback from his/her teacher, he/she starts losing his/her self-confidence, starts participating less in the lessons, and this ends up with more failure experiences and low self-confidence.” (Teacher #15).

“If a student does not have a good language background, and his/her English level is not that good, he/she thinks that he/she will never learn; never succeed no matter how hard he/she works.” (Teacher #5).

“If students have difficulty learning a new language, they naturally lose their interest anyway. They believe that they cannot somehow learn this language, has no talent. In the end, they give up. For instance, they avoid speaking in the classroom or use the same structures in their homework. When they see a better student, they also give up participating in lessons.” (Teacher #10).

“Many of my students do not believe that they can learn this language as they could not learn until this time although they have been studying since the fourth grade of primary school.” (Teacher #11).

“I often see unwillingness among the students who think that they will never speak English as fluent as their teachers. Some of these students think that language learning is a talent. Once, one of my students told me that he felt desperate as he had not been able to speak English even though he had been studying for twelve years.” (Teacher #14).

Based on their experiences and observations, participants indicated that the 'learned helplessness' factor, afraid of being ridiculed, having a lack of self-confidence, or having a more successful friend in the classroom are the other reasons for learner demotivation.

“Students who have experienced 'learned helplessness' do not want to participate in lessons effectively, afraid of expressing their opinions and being ridiculed, and finally, be biased towards the lesson and the language. Besides, having a poor language background is another factor that affects learners' motivation.” (Teacher #2).

“My students are university preparatory students. When they start university, I see that most of them have a lack of self-confidence. They also think that they will not be able to learn English at the end of the semester, as they could not learn until this time.” (Teacher #9).

“Some students, as they cannot speak accurately and fluently or as they have no courage to speak, lose their hopes and feel demotivated. Another important thing is that if there is a better student in the classroom, some students are afraid to make mistakes, and they cannot understand that mistakes while learning is quite normal. Moreover, some students, as they get lower marks from the exams, think that they will never speak this language.” (Teacher #13).

“The phenomenon called learned helplessness, which is defined as the student thinking that he/she will never succeed in a particular subject, is the result of failure experiences in the past. Therefore, students' failure experiences in the past affect the language learning process and their motivation negatively. Especially the students, who start learning from the beginning (A1), think that they will never learn this language.” (Teacher #16).

“I think 'peer factor' is of great importance. A student who wants to learn English often avoids speaking in the classroom because of the fear of being ridiculed by his/her peers. Many students are afraid of making mistakes as they think their friends will laugh at them.” (Teacher #3).

Student Compositions

Having conducted semi-structured interviews, in order to make the research much more reliable, student compositions were also employed by the researcher. A number of 27 university students were volunteered to participate, and 25 of them were selected for the study. The data obtained from the students were analyzed by descriptive analysis method. The following table indicates the descriptive analysis results in detail.

Table 15

Descriptive Analysis Results of Student Compositions

Themes/Categories	Codes	Frequency
Negative attitudes towards the target language and its culture	differences	3
	culture	2
	attitudes	2
	biases	2
Teaching methods and teaching process	learning	7
	teaching	4
	methods	4
	activities	3
Teaching material, teaching environment, and teaching facilities	course books	4
	materials	3
	classrooms	2
	courses	2
Teacher competence and teacher attitudes	teachers	10
	aggressive	2
	proficient behaviors	1
Learner interest	learning	5
	interested	3
	unnecessary	1
	reluctance	1
Failure experiences and lack of self-confidence	afraid	5
	mistakes	4
	confidence	3
	failure	2

Negative attitudes towards the target language and its culture

The participant students, as the source of demotivation, pointed out the negative attitudes of students. For them, having biases towards the target language is an obstacle in the language learning process, and therefore, the learner should be eager and ready if he/she wants to learn a new language.

“I think the first problem is students' negative attitudes towards the language. Instead of studying the language itself; they always find an excuse.” (Student #2).

“Another important factor is students' attitudes towards a new language because I do not think that the education system will be effective if the student has a negative attitude towards the language itself. In this regard, the student should be encouraged to learn the target language by both his/her family and the environment, and the student should think that a new language will benefit him/her in many fields in the future. We must tell them a new language is a new culture and a new environment.” (Student #3).

“Many students do not want to learn a foreign language because they think that it is difficult and time-consuming.” (Student #7).

“To me, people should be eager and ready to learn a new language in order to be successful. Because it is easier to learn something you love and something you want. On the other hand, if you have biases towards a language, you can never learn it.” (Student #9).

“People think that learning a new language is hard or demanding. I can say that they have biases towards learning a new language and a new culture.” (Student #22).

For some students, the differences between languages and language families make learning more challenging and lead to the loss of motivation among the learners in foreign language learning.

“Because of the fact that there are too many differences between the two languages (Turkish and English), no matter how hard we study, we cannot be successful. For instance, there are differences between the alphabets, and it makes it harder to pronounce some words and learn them.” (Student #14).

“In my opinion, as there is no close connection between the language families of Turkish and English, learning English is quite difficult for a Turkish person.” (Student #15).

“The Turkish language comes from the Altaic language family, which is quite different from other language families. English, on the other hand, comes from the Germanic language family. Due to differences between these two language families, English is rather hard to learn.” (Student #20).

“When we look at European students, we are able to see that they are mostly multilingual. However, we are not like them. I think the reason is mostly that the Turkish language belongs to the Turkic languages family (Japan, Korean, Thunguz, etc.). On the other hand, English belongs to Indo-European languages. This main difference makes learning one of these two languages quite hard for a person who knows one of them.” (Student #21).

Teaching methods and teaching process

In terms of teaching methods and teaching process, one of the participants stated that instead of learning new things, they are learning the same things every year.

“In my opinion, the second problem is the teaching process; every year, students learn the same things instead of new things; hence, they feel demotivated.” (Student #2).

Some of the participant students complained about the teaching methods used in foreign language teaching. In their perspective, a good teacher should be able to use miscellaneous teaching methods in an effective way.

“I think there are two important factors in foreign language learning. The most important of these is the education system because, in order for learners to be successful, the education system must be very good. In this sense, learners' progress should be followed, and various teaching methods should be employed by their teachers.” (Student #3).

“In this regard, I would say that teachers should use different activities, and students should be kept more active via miscellaneous activities.” (Student #8).

“English teachers should use many different teaching methods and activities to make the lesson more appealing to learners.” (Student #11).

“I studied at public schools in secondary and high school. Teachers in those schools did not use appropriate teaching methods, which caused me to feel as if I will never learn this language. That is to say, if teachers use various methods and teach in a good way, learners will have no problem.” (Student #23).

To other participants, long lesson hours, focusing too much on grammar rather than using the functional language, and lack of listening and speaking activities in the teaching process, make learners feel demotivated.

“In my opinion, another problem is lesson hours, which are rather long in our country. What is more, during the lessons, many teachers focus on grammar rather than speaking or listening; therefore, students cannot find an opportunity to express their opinions, which leads to failure in language learning.” (Student #19).

“Instead of focusing on speaking and becoming fluent, we are focusing on grammar, which makes us unsuccessful in this process.” (Student #4).

“I think one of the reasons is learning English starting from the wrong place. It is a big mistake to start learning grammar at first. As we did not start learning grammar rules while learning our mother tongue, it should be the same for English as well. We should start with listening and speaking instead of focusing on grammar.” (Student #6).

Teachers' or students' using the main language too much was seen as a problem for some participants as they think that the best way of learning a foreign language is to be exposed to it all the time.

“In order for students to learn a foreign language, it is crucial for teachers to speak English all the time. However, both teachers and students speak Turkish from time to time during the lessons.” (Student #12).

To some participants, the current education system is one of the other reasons for learner demotivation in foreign language learning. Therefore it should be replaced with an effective one and teachers should be able to choose the activities to use in their lessons freely.

“I think that the education system should be replaced with a good one in order to achieve success in language learning. Unless these are done, it is impossible for students to learn even their own language, not a foreign language.” (Student #18).

“Unfortunately, due to the education system in our country, teachers cannot freely choose what to teach and how to teach; this makes us unsuccessful language learners.” (Student #22).

Teaching material, teaching environment, and teaching facilities

Many participants emphasized the importance of supportive materials in the foreign language learning process. To them, finding and using high-quality course books as well as accessibility and affordability of these supportive materials are crucial to be successful in this process.

“I firmly believe that we should support the teaching process with well-designed sources like course books, dictionaries, technological devices, or qualified teachers.” (Student #5).

“Finding a high-quality coursebook is important for learning a language. It is easy for students living in large cities to access such books, but not for students living in rural areas. In addition, I think the best way to learn English is to go and live abroad for a while. As we do not have such an opportunity, learning is really challenging.” (Student #10).

“A lot of students do not have enough opportunities to learn a new language. Many of them think that it is impossible to learn without supportive materials, which are either too hard to reach or too expensive. What is more, there are different learner types in each classroom. Some of

them learn by speaking, some of them learn by writing. So to learn and teach something is really hard in a crowded classroom.” (Student #11).

“I think the biggest factor is the possibilities that students have or not. To learn a language effectively, numerous materials such as course books, dictionaries, electronic devices (laptops, tablets, etc.) are necessary.” (Student #16).

“If learners have financial problems, there may be some problems in the learning process. For instance, to be able to learn the language properly, they need to join courses and buy materials such as course books, which are generally expensive than ordinary books. Another issue is that private schools, unlike public ones, provide one year extra preparatory courses that contribute to students' language development in a positive way. That is to say, families should provide enough opportunities for students.” (Student #17).

The opportunity to go abroad and having education there seemed the most effective way of learning a new language for some learners.

“I think the most important thing is that every student should be able to go abroad because as the number of English speakers increases, it becomes easier to learn. The thing is that you cannot escape from English.” (Student #12).

“From my point of view, the best way to learn any language is to go abroad and live there for a while. If we are exposed to English, we can learn quickly and better.” (Student #13).

“To me, the best way to learn a language is to live abroad. If I lived in a country where English is spoken widely, I would speak English like my mother tongue.” (Student #20).

From the point of some participants' view, crowded classrooms, long lesson hours, the lack of technological equipment are among the other reasons for demotivation.

“Great numbers of families in our country send their children to public schools rather than private ones, due to financial problems. The fact that public schools are crowded, lesson hours are limited, and there are a lot of older teachers who do not care about their profession makes language learning harder for students. Therefore, the number of students in classrooms should be decreased, and exchange programs should be provided for many students.” (Student #18).

Teacher competence and teacher attitudes

For many students, 'proficiency' of a language teacher is of great importance, as they are the main source of learning a new language. Therefore, a good teacher should be competent enough to teach effectively.

“Teachers' behaviors can make learning English difficult, for example; if the teacher does not know English very well, or if he/she does not know how to teach English properly, students cannot learn English. In addition to these, aggressive teachers may demotivate students who cannot complete the given tasks.” (Student #2).

“The reason why we cannot learn English properly is because of incompetent teachers in terms of language. These teachers are not capable of teaching English as well.” (Student #4).

“The teacher factor is of great importance because we learn from them, so they are basically our main resource. If a student has a good teacher, it is very easy to learn anything.” (Student #10).

“Teaching skills of a teacher are of great importance as language is not learned by reading books. For that reason, it is necessary for teachers to be 'proficient enough' in terms of language and capable enough to prepare various teaching activities.” (Student #12).

“In my view, teachers do not give the necessary importance to students who have difficulty while learning. Another factor is that teachers are not experienced enough in the field of language teaching.” (Student #23).

“I believe that students' success depends on the teacher. To me, this is the most important factor. For instance, when I was in primary school, I loved my teacher; he was a perfect man. He would prepare different activities and teach the subjects very well. But, in high school, I had a terrible teacher who affects me in a negative way. Therefore I felt demotivated most of the time.” (Student #25).

In a surprising way, one of the participants suggested that in order to be successful in foreign language learning, a language teacher should be a native speaker.

From my point of view, as teachers are not native speakers of English, they cannot teach effectively, which causes problems in the language learning process (Student #21).

Besides all of the mentioned above, some participants indicated that a language teacher should be friendly and thoughtful, follow students' progress and

trust them, as aggressive teachers may put pressure on students and lead to motivation loss.

“I believe that teachers play an important role for students in the learning process. Aggressive teachers put pressure on students, and they cannot learn the language.” (Student #6).

“Language teachers should be more thoughtful, follow students' progress, speak carefully with students about their mistakes, give enough feedback, and trust them.” (Student #11).

Learner interest

Some of the participant students stated that reluctance is a big factor that hinders language learning development in this process.

“In my opinion, many students are not interested in English and its culture. As we are not interested in, we do not pay attention and make an effort for English lessons. However, English language is very important around the world, but some people think that English is unnecessary. In fact, it is a world language and quite useful to communicate with people around the world.” (Student #4).

“There are many reasons that make English hard to learn for students. From my point of view, people are not interested in English because they think that there is no need for learning English as they live in Turkey.” (Student #8).

“The biggest obstacle to learn something is reluctance. Students, who are willing to learn, somehow create a possibility for themselves.” (Student #10).

“The reason for failure in language learning depends on many factors, but for me, the most important thing is willingness. If you really want, you can learn anything by creating a possibility for yourself. However, if you do not want to learn, everything seems like a challenge, and you start finding excuses.” (Student #24).

To others, the reason why many students cannot learn the language properly is that they study the subject only to pass the course that eventually ends up forgetting what they have learned.

“We learn the language not because it is useful, but to be successful in exams. Namely, we learn it not for speaking but for passing the exams.” (Student #1).

“In our country, plenty of students study English just to pass the course/exam. As they do not give enough importance to the language, they quickly forget what they have learned in a short time. Students who have this perspective cannot be successful because what they do is called as temporary learning.” (Student #13).

“In our country, the compulsory education period is twelve years, and English education is provided for ten years. Even though it is enough period of time to learn any language, many students try to pass the course rather than learning.” (Student #19).

“Many students in our country think that other courses are more important compared to English. Because of that, students study only to pass the course rather than learning.” (Student #20).

Failure experiences and lack of self-confidence

For many language learners, failure experiences, fear of making mistakes, and being ridiculed by their classmates are the factors that demotivate learners.

“In my opinion, negative experiences such as failure may demotivate learners while learning the language. Those students will always be afraid of English lessons.” (Student #2).

“I have been learning English since primary school, but I was not able to form an English sentence until I started university. Maybe the reason behind that is either we are too shy to speak, or we are afraid to make mistakes. To be successful in English, peers should help each other. Namely, when a student makes a mistake, his/her friends should support him/her rather than laughing.” (Student #8).

In the student compositions, some participants highlighted the importance of self-confidence. To them, 'trusting themselves' is the key factor for success in language learning.

“People do not trust themselves while speaking English, and therefore they cannot learn English. We are not focusing on speaking; instead, we rely on translating, which makes it difficult for us to learn English. That's why we should focus on speaking without fear. The best learners of English are those who speak the language without fear.” (Student #1).

“It is really difficult to learn English for someone who thinks that he/she is not capable enough. Besides, as we are also afraid to make mistakes, it is really hard for us to be fluent while speaking.” (Student #4).

“I believe that if we force ourselves to speak, we will see that we are actually able to form sentences. But we are afraid to make mistakes, so we do not speak English.” (Student #6).

“From time to time, students do not trust and believe in themselves, which ends up with failure and lack of self-confidence. If they really want to do it, they can make it.” (Student #11).

“In some cases, students' shyness may lead to problems in terms of understanding the subject. As there is no response from the learners, it is not likely for a teacher to be sure whether the subject was understood or not.” (Student #16).

“The lack of self-confidence affects learners badly. Most of the learners, while speaking in public, as they strive for perfection, feel uncomfortable and think that they cannot learn the language. The reason behind that is the opinion that foreigners will make fun of them when they mispronounce a word.” (Student #17).

“I believe that some learners have a self-confidence problem. When they speak a language, which is not their mother tongue, they feel like they are doing something wrong. They are afraid to make mistakes as they think that they will look silly, and their friends will make fun of them.” (Student #21).

To some of the participants, the problem is not knowing the main language very well. A learner should know his/her main language very well first if he/she wants to master a second language.

“If we want to learn a new language, we should know our native language very well, but unfortunately, as we do not even know our native language properly, we cannot be successful in English.” (Student #9).

“A student who wants to learn another language should know his/her own language very well. As we do not know our language very well, we cannot learn another language.” (Student #22).

The Development of Foreign Language Demotivation Scale

Having collected and analyzed the qualitative data, 54 items within the six factors were written for the scale. The content validity of the prepared scale was ensured by consulting two experts in the field of foreign language teaching and educational sciences. Based on their opinions, four items were excluded from the scale, and some minor changes were made. After that, in order to determine the reliability and validity of the developed scale, a pilot study and the main study were conducted, respectively. The following part includes the validity and reliability results of the pilot study.

Validity and Reliability Analysis Results of Foreign Language Demotivation Scale

Having conducted the pilot study with the participation of 250 university students, the item analysis results of the foreign language demotivation scale are shown in the following table. At this stage, items with corrected item-total correlation lower than 0.30 should be excluded from the scale (Büyüköztürk, 2009).

Table 16

The Item Analysis Results

Item Number	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	139,629	719,655	0,140	0,924
Item 2	140,094	723,179	0,177	0,923
Item 3	140,728	714,898	0,209	0,923
Item 4	139,208	698,849	0,407	0,921
Item 5	139,068	710,225	0,286	0,922
Item 6	138,814	702,212	0,413	0,921
Item 7	138,863	718,840	0,174	0,923
Item 8	139,143	714,660	0,248	0,923
Item 9	138,893	706,148	0,386	0,921
Item 10	137,674	704,348	0,445	0,921
Item 11	138,300	695,692	0,541	0,920
Item 12	137,773	701,134	0,479	0,921
Item 13	137,694	708,156	0,406	0,921
Item 14	137,933	695,702	0,585	0,920
Item 15	137,743	696,184	0,560	0,920
Item 16	137,687	703,452	0,445	0,921
Item 17	138,310	688,158	0,604	0,919
Item 18	110,987	561,588	0,283	0,929
Item 19	139,762	718,896	0,228	0,922
Item 20	137,818	697,845	0,491	0,920
Item 21	138,370	695,978	0,496	0,920
Item 22	138,163	697,242	0,498	0,920
Item 23	138,056	697,929	0,498	0,920
Item 24	138,206	692,202	0,584	0,920
Item 25	137,933	688,492	0,596	0,919
Item 26	137,938	696,754	0,560	0,920
Item 27	138,066	693,400	0,538	0,920
Item 28	137,503	728,690	0,046	0,924
Item 29	138,296	702,495	0,469	0,921
Item 30	137,919	690,822	0,572	0,920
Item 31	139,105	699,933	0,474	0,921
Item 32	139,090	700,142	0,464	0,921
Item 33	139,160	700,273	0,473	0,921
Item 34	139,178	699,978	0,439	0,921
Item 35	139,724	705,565	0,478	0,921
Item 36	139,612	700,294	0,526	0,920
Item 37	140,253	724,408	0,125	0,923
Item 38	113,160	577,875	0,270	0,929
Item 39	138,353	691,732	0,553	0,920
Item 40	140,259	722,354	0,217	0,922
Item 41	117,865	608,512	0,236	0,928
Item 42	117,803	604,200	0,279	0,927
Item 43	140,400	721,579	0,280	0,922
Item 44	138,762	701,020	0,383	0,921
Item 45	138,681	702,800	0,362	0,922
Item 46	139,130	684,207	0,610	0,919
Item 47	139,540	698,380	0,508	0,920
Item 48	138,816	691,620	0,509	0,920
Item 49	139,615	700,812	0,454	0,921
Item 50	138,751	696,943	0,420	0,921

Cronbach's Alpha = 0,922

Having examined the Table 16, the items numbered 1, 2, 3, 5, 7, 8, 18, 19, 28, 37, 38, 40, 41, 42, and 43 were excluded from the scale. The new statistical information after the items were excluded from the scale was given in Table 17.

Table 17

The New Statistical Information after the Items were Excluded

Item Number	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 4	108,501	536,709	0,343	0,929
Item 6	108,107	538,780	0,357	0,929
Item 9	108,186	542,227	0,326	0,929
Item 10	106,966	535,206	0,489	0,927
Item 11	107,593	528,452	0,567	0,926
Item 12	107,066	532,016	0,529	0,927
Item 13	106,987	539,757	0,427	0,928
Item 14	107,225	526,776	0,647	0,926
Item 15	107,036	527,580	0,613	0,926
Item 16	106,979	533,028	0,514	0,927
Item 17	107,602	521,857	0,628	0,926
Item 20	107,111	527,027	0,575	0,926
Item 21	107,662	526,438	0,559	0,926
Item 22	107,456	528,076	0,553	0,927
Item 23	107,349	528,104	0,565	0,926
Item 24	107,499	523,318	0,648	0,925
Item 25	107,225	520,882	0,642	0,925
Item 26	107,231	527,997	0,615	0,926
Item 27	107,358	524,978	0,587	0,926
Item 29	107,589	532,979	0,525	0,927
Item 30	107,212	522,754	0,621	0,926
Item 31	108,398	532,330	0,496	0,927
Item 32	108,383	532,094	0,494	0,927
Item 33	108,452	532,357	0,500	0,927
Item 34	108,471	533,062	0,447	0,928
Item 35	109,017	539,753	0,450	0,928
Item 36	108,904	533,842	0,527	0,927
Item 39	107,645	525,263	0,572	0,926
Item 44	108,054	536,627	0,349	0,929
Item 45	107,974	538,811	0,318	0,929
Item 46	108,422	523,019	0,559	0,926
Item 47	108,833	535,700	0,443	0,928
Item 48	108,109	528,428	0,474	0,927
Item 49	108,908	537,990	0,388	0,928
Item 50	108,043	532,970	0,388	0,929
Cronbach's Alpha = 0,929				

Having examined the Table 17, it was decided that there was no need to remove items from the scale since it was determined that the relationship between the items in the scale and other items was not below 0.30.

In order to determine the internal consistency of the scale, Cronbach's alpha reliability analysis was performed, and when the value was examined, it was determined that the reliability level of the scale increased from 0.922 to 0.929 after

the item extraction was made. This value shows that the reliability of the scale is high.

Table 18

The Item Total Correlation Statistics

Item Number	r	p	Item Number	r	p
Item 4	0,405	0,000**	Item 27	0,615	0,000**
Item 6	0,412	0,000**	Item 29	0,552	0,000**
Item 9	0,382	0,000**	Item 30	0,649	0,000**
Item 10	0,521	0,000**	Item 31	0,532	0,000**
Item 11	0,597	0,000**	Item 32	0,529	0,000**
Item 12	0,559	0,000**	Item 33	0,535	0,000**
Item 13	0,459	0,000**	Item 34	0,49	0,000**
Item 14	0,668	0,000**	Item 35	0,485	0,000**
Item 15	0,636	0,000**	Item 36	0,559	0,000**
Item 16	0,541	0,000**	Item 39	0,606	0,000**
Item 17	0,659	0,000**	Item 44	0,408	0,000**
Item 20	0,603	0,000**	Item 45	0,376	0,000**
Item 21	0,594	0,000**	Item 46	0,609	0,000**
Item 22	0,584	0,000**	Item 47	0,493	0,000**
Item 23	0,594	0,000**	Item 48	0,528	0,000**
Item 24	0,67	0,000**	Item 49	0,442	0,000**
Item 25	0,669	0,000**	Item 50	0,447	0,000**
Item 26	0,639	0,000**			

**p<0.01

Since the item-total correlation value is above 0.30 for all items, it has been determined that the measuring accuracy of the items is good enough, and it can be said that it contributes enough in determining the level of the structure to be measured. In this context, the (r) value of the items on the scale is greater than 0.30 ($r > 0.30$) indicates the suitability of the data set for factor analysis. Table 18 indicates that the total item correlation values of the items on the scale meet this criterion. In Table 18, item-total correlation values of the items ranged from 0.376 to 0.670, and the relationships were found to be statistically significant ($p < 0.01$). In light of this information, it was determined that the items did not cause a problem in terms of consistency.

In order to determine whether the data obtained within the scope of the present research were suitable for factor analysis, Kaiser-Meyer-Olkin (KMO), which is used to determine the sampling adequacy of the obtained data, and Bartlett's Test, has been performed. The fact that the KMO value is greater than 0.60 indicates that factor analysis can be performed on the data (Büyüköztürk, 2009).

Table 19

KMO and Bartlett's Test Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0,924
Bartlett's Test of Sphericity	Approx. Chi-Square (χ^2)	12893,721
	df	595
	Sig. (p)	0,000

In Table 19, the KMO value was found significant at $0.924 > 0.60$ and the Bartlett Sphericity Test at $p < 0.01$ significance level. These values show that the sample size is suitable for factor analysis and that the data were obtained from a multivariate normal distribution (Kan & Akbaş, 2005).

Varimax Rotation Method, one of the orthogonal rotation methods of the Principal Components Factor Analysis, was used to determine the Exploratory Factor Analysis (EFA) results. Factor load values of 0.45 or more were taken as a criterion in deciding whether or not to include the items on the scale (Büyüköztürk, 2009). As a result of the factor analysis, it was determined that the foreign language demotivation scale consists of 35 items and 5 factors that explain 64,207% of the total variance and free from the overlapping items.

Table 20

Eigenvalues and Explained Variance Percentages of the Dimensions

Components	Total Variance Explained					
	Initial Eigenvalues			Loads After Rotations		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,892	31,120	31,120	6,110	17,457	17,457
2	4,086	11,674	42,795	5,131	14,660	32,118
3	3,439	9,826	52,621	4,615	13,185	45,303
4	2,338	6,679	59,301	4,333	12,379	57,683
5	1,717	4,906	64,207	2,284	6,524	64,207

The eigenvalue is a coefficient taken into account in calculating the variance explained by the factors and deciding the number of important factors. In factor analysis, factors with an eigenvalue of 1 or greater than 1 are considered as "significant factors" (Büyüköztürk, 2009).

Table 20 indicates that the foreign language demotivation scale consists of a 5-factor structure (dimensions) with an eigenvalue greater than 1. The first dimension explains 17,457% of the total variance, the second dimension explains

14,660% of the total variance, the third dimension explains 13,185% of the total variance, the fourth dimension explains 12,379% of the total variance, and the fifth dimension explains 6,524% of the total variance.

It was determined that five factors together explained 64.207% of the total variance. It is considered sufficient if the explained variance is between 40% and 60% (Scherer, Wiebe, Luther, & Adams, 1988). Therefore, it can be said that the total variance of the scale having 5 factors is adequate (64,207%).

Another criterion to be taken into account while determining the number of factors of the scale is the scree plot graph. In the following figure, the number of factors with an eigenvalue greater than 1 is displayed.

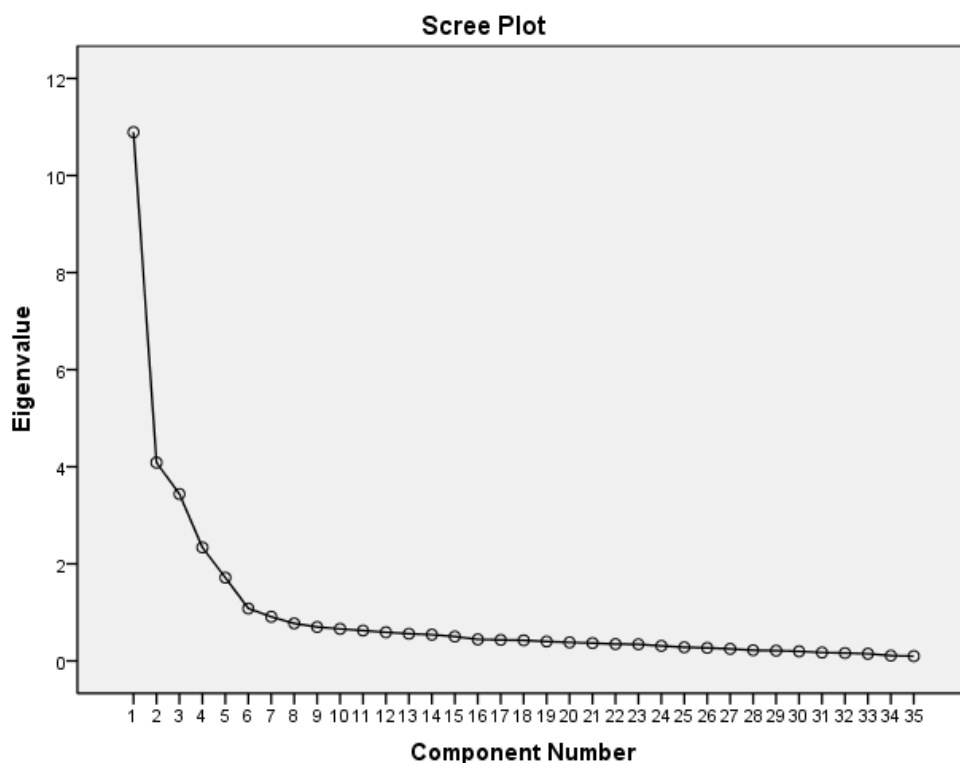


Figure 10. Eigenvalue Line Graph of Foreign Language Demotivation Scale

In the scree plot graph, it is seen that there is a decrease in the slope of the line and the breakpoint is five where the eigenvalues begin to descend to a more balanced position.

Table 21

Factor Load Values of the Items

Items	Factors					Reliability
	1	2	3	4	5	
M17	0,552					
M21	0,555					
M13	0,584					
M39	0,589					
M11	0,631					
M10	0,685					0,901
M16	0,708					
M12	0,711					
M20	0,712					
M15	0,776					
M14	0,786					
M23		0,471				
M26		0,507				
M22		0,770				
M27		0,803				
M29		0,822				0,931
M24		0,826				
M25		0,853				
M30		0,883				
M35			0,675			
M34			0,815			
M33			0,852			
M36			0,881			0,930
M31			0,883			
M32			0,887			
M47				0,604		
M46				0,617		
M45				0,664		
M49				0,700		0,881
M44				0,847		
M50				0,858		
M48				0,864		
M9					0,683	
M4					0,880	0,827
M6					0,892	

Table 21 contains common factor load values of the scale, results of the factor structure formed after rotation. When evaluating the findings in the table, it was taken into account that the factor load value should be $>,45$ (Çokluk, Şekercioğlu, & Büyüköztürk, 2016) and the difference between the two-factor load values should be at least $>,10$ (Büyüköztürk, 2009). Factor load values of the foreign language demotivation scale vary between 0,471 and 0,892, and it was determined that there is no overlap between factor loads.

Having examined the items gathered under the first factor, it was decided that it would be appropriate to name the first factor as "*Teaching methods and teaching process.*" It was determined that the reliability coefficient ($\alpha = 0,901$) of the first factor was at a high level.

When the items under the second factor were examined, it was decided that it would be appropriate to name the second factor as "*Teaching material, teaching environment, and teaching facilities.*" It was determined that the reliability coefficient ($\alpha = 0,931$) of the second factor was at a high level.

After examining the items under the third factor, it was decided that it would be appropriate to name the third factor as "*Teacher competence and teacher attitudes.*" It was determined that the reliability coefficient ($\alpha = 0.930$) of the third factor was at a high level.

The items under the fourth factor, after they were examined, it was decided that it would be appropriate to name the fourth factor as "*Failure experiences and lack of self-confidence.*" It was determined that the reliability coefficient ($\alpha = 0.881$) of the fourth factor was at a high level.

After the items under the fifth factor were examined, it was decided that it would be appropriate to name the fifth factor as "*Negative attitudes towards the target language.*" It was determined that the reliability coefficient ($\alpha = 0.827$) of the fifth factor was at a high level.

In order to determine how sufficient the foreign language demotivation scale is in distinguishing individuals in terms of the characteristics it measures, item analysis was performed based on the difference between item-total correlations and the difference between the lower-upper 27% group averages determined according to the total score on the scale (Büyüköztürk, 2009). The Independent sample t-test method was used to determine whether the difference between the groups with lower-upper 27% was significant, and the analysis results were given in Table 22.

Table 22

Independent Samples T-test Results of the Lower-Upper 27% Groups

Item	t	sd	p	Item	r	sd	p
M4	-5,141	286	0,000**	M27	-16,419	286	0,000**
M6	-9,704	286	0,000**	M29	-13,247	286	0,000**
M9	-9,035	286	0,000**	M30	-17,609	286	0,000**
M10	-8,679	286	0,000**	M31	-12,343	286	0,000**
M11	-11,067	286	0,000**	M32	-12,793	286	0,000**
M12	-16,415	286	0,000**	M33	-12,458	286	0,000**
M13	-12,135	286	0,000**	M34	-11,158	286	0,000**
M14	-9,031	286	0,000**	M35	-10,947	286	0,000**
M15	-16,842	286	0,000**	M36	-13,894	286	0,000**
M16	-14,955	286	0,000**	M39	-15,787	286	0,000**
M17	-11,275	286	0,000**	M44	-9,993	286	0,000**
M20	-17,085	286	0,000**	M45	-8,224	286	0,000**
M21	-13,069	286	0,000**	M46	-17,054	286	0,000**
M22	-14,499	286	0,000**	M47	-11,564	286	0,000**
M23	-14,952	286	0,000**	M48	-13,423	286	0,000**
M24	-13,970	286	0,000**	M49	-9,862	286	0,000**
M25	-18,705	286	0,000**	M50	-11,483	286	
M26	-20,019	286	0,000**				

**p<0.01

When Table 22 is examined, it can be seen that the differences between the lower-upper 27% groups in terms of mean scores are statistically significant ($p<.01$). In light of the above information, it can be said that the items of the scale are sufficient in terms of distinguishing the features to be measured.

Confirmatory Factor Analysis (CFA) Results of Foreign Language Demotivation Scale

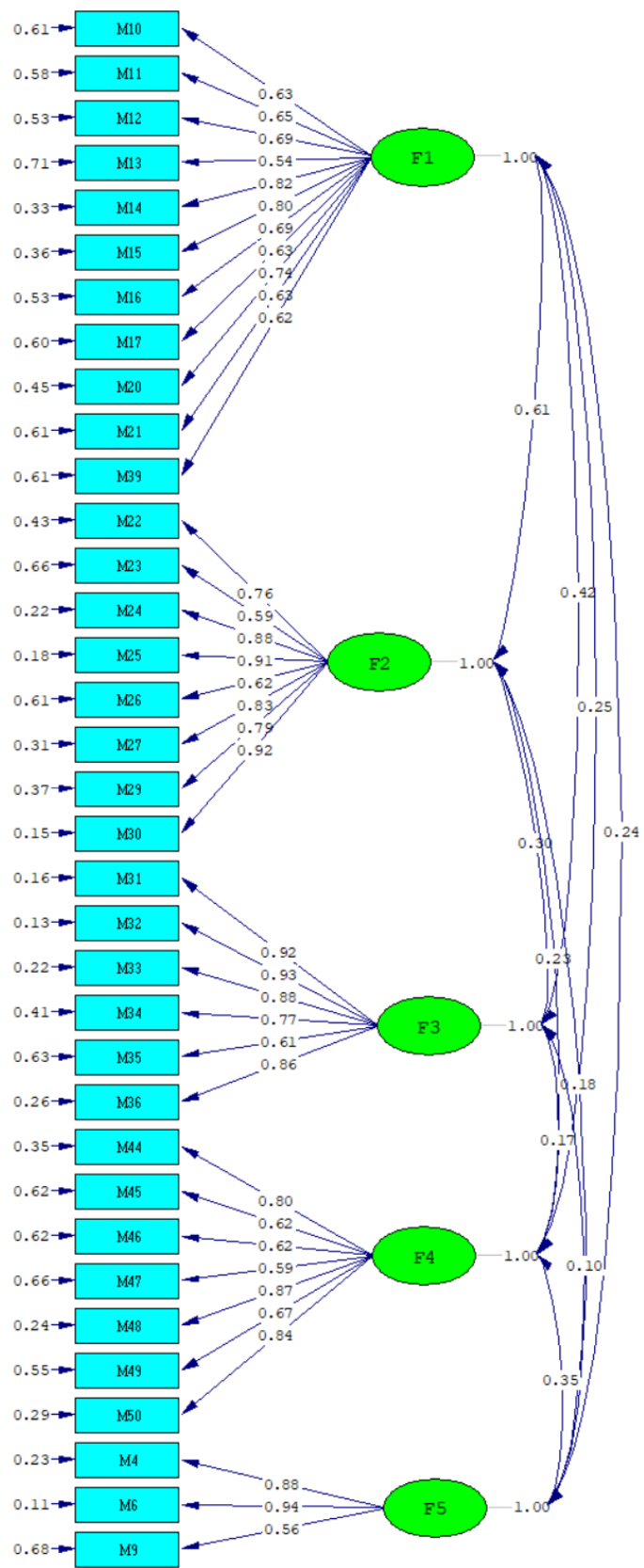
Within the scope of the foreign language demotivation scale development study, after conducting a pilot study, the main study was conducted with the participation of 533 university students to verify the findings of the pilot study. Table 23 contains the item statistics obtained as a result of the Confirmatory Factor Analysis (CFA) conducted to test the factor structure of the foreign language demotivation scale.

Table 23

Item Statistics on CFA Findings

Factor	Item	Factor Load Value	R ²		t
F1	M10	0,63	0,39	0,61	15,61**
	M11	0,65	0,42	0,58	16,22**
	M12	0,69	0,47	0,53	17,56**
	M13	0,54	0,29	0,71	13,06**
	M14	0,82	0,67	0,33	22,52**
	M15	0,80	0,64	0,36	21,66**
	M16	0,69	0,47	0,53	17,59**
	M17	0,63	0,40	0,60	15,62**
	M20	0,74	0,55	0,45	19,49**
	M21	0,63	0,39	0,61	15,55**
	M39	0,62	0,39	0,61	15,41**
F2	M22	0,76	0,57	0,43	20,32**
	M23	0,59	0,34	0,66	14,60**
	M24	0,88	0,78	0,22	25,86**
	M25	0,91	0,82	0,18	26,99**
	M26	0,62	0,39	0,61	15,72**
	M27	0,83	0,69	0,31	23,40**
	M29	0,79	0,63	0,37	21,71**
	M30	0,92	0,85	0,15	27,76**
F3	M31	0,92	0,84	0,16	27,42**
	M32	0,93	0,87	0,13	28,16**
	M33	0,88	0,78	0,22	25,68**
	M34	0,77	0,59	0,41	20,75**
	M35	0,61	0,37	0,63	15,20**
	M36	0,86	0,74	0,26	24,72**
F4	M44	0,80	0,65	0,35	21,80**
	M45	0,62	0,38	0,62	15,17**
	M46	0,62	0,38	0,62	15,19**
	M47	0,59	0,34	0,66	14,29**
	M48	0,87	0,76	0,24	24,62**
	M49	0,67	0,45	0,55	16,93**
	M50	0,84	0,71	0,29	23,47**
F5	M4	0,88	0,77	0,23	23,28**
	M6	0,94	0,89	0,11	25,69**
	M9	0,56	0,32	0,68	13,58**

When Table 23 is examined, it can be said that the factor structure of the foreign language demotivation scale obtained as a result of EFA was confirmed by CFA findings in terms of item statistics. Accordingly, the factor loading values of the items vary between 0.54 and 0.94. These values can be considered as an acceptable factor load (Büyüköztürk, 2009). The t values, which are the expressions of the statistical significance level of the relations between the items and the latent variables, were found to be significant at the $p < .01$ level, and all values were found to be greater than 2.59.



Chi-Square=2138.27, df=550, P-value=0.00000, RMSEA=0.074

Figure 11. Foreign Language Demotivation Scale Path Diagram

In the figure above (Figure 10), the path diagram obtained as a result of Confirmatory Factor Analysis (CFA) was presented. When the path diagram was examined, no modification was required since the fit indices of the model were at the desired level. Acceptable and perfect fit criteria, according to Schermelleh-Engel & Moosbrugger (2003), are given in the table below.

Table 24

Acceptable and Perfect Fit Criteria

Fitness Indexes	Criteria	Acceptable Criteria
χ^2/sd	≤ 3	≤ 5
RMSEA	$0 < RMSEA < 0.05$	$0.05 \leq RMSEA \leq 0.10$
RMR	$0 \leq SRMR < 0.05$	$0.05 \leq SRMR \leq 0.10$
SRMR	$0 \leq SRMR < 0.05$	$0.05 \leq SRMR \leq 0.10$
NFI	$0.95 \leq NFI \leq 1$	$0.90 \leq NFI \leq 0.95$
NNFI	$0.95 \leq NNFI \leq 1$	$0.90 \leq NNFI \leq 0.95$
CFI	$0.95 \leq CFI \leq 1$	$0.90 \leq CFI \leq 0.95$
GFI	$0.95 \leq GFI \leq 1$	$0.90 \leq GFI \leq 0.95$
AGFI	$0.90 \leq AGFI \leq 1$	$0.85 \leq AGFI \leq 0.90$

It has been determined that the goodness of fit index obtained as a result of CFA meets the acceptable fit criteria.

Table 25

Foreign Language Demotivation Scale Goodness of Fit Index

X²/df	p	RMSEA	CFI	GFI	AGFI	NNFI	NFI	RMR	SRMR
3,887	0,000	0,074	0,960	0,910	0,900	0,960	0,940	0,076	0,062

For a model to be accepted as a whole, the reported goodness of fit indices must be within acceptable limits. It is seen that the fit indices obtained as a result of CFA, are within acceptable or perfect fit indices. It was determined that X² / df value (3.887), which is the most important fit index, is within the acceptable fit index, and the RMSEA value (0,074) is within the acceptable fit index, and other fit indices are within acceptable fit indices. These results show that the explained factor structure was confirmed.

Chapter 5

Conclusion, Discussion, and Suggestions

This chapter presents a brief summary of the research and includes the conclusion, discussion parts as well as pedagogical implications and suggestions for further research.

Conclusion & Discussion

The concept of motivation, as an important factor for success in language learning, has been investigated by many scholars for years (Ditua, 2012; Dörnyei & Ushioda, 2009; Dörnyei, 1990, 1998; Gardner & Lambert, 1972; Lucas, Pulido, Miraflores, Ignacio, Tacay, & Lao, 2010; Oxford & Shearin, 1994; Schmidt & Watanabe, 2001; Ushida, 2005; Williams, 1994). The findings of these studies revealed that lack of motivation in the language learning process makes learners to become unwilling, thus eventually ends up with failure.

In order for learners to achieve better language proficiency, it is of great importance to investigate the reasons for lack of motivation and to eliminate these reasons. Despite the fact that there are various studies focusing on demotivation and language learning in the literature, due to differences between cultures and student profiles, such studies yield different results from time to time. Therefore, it is not possible to generalize the obtained results to all language learners.

The studies conducted in the Turkish context (Acat & Demiral, 2002; Akdoğan, 2010; Arslan & Akbarov, 2010; Aygün, 2017; Çankaya, 2018; Çelebi, 2006; Uztosun, 2017; Ünal & Yelken, 2014), in an attempt to reveal the underlying factors of failure in the language learning process, pointed out the existence of many factors, such as old-fashioned teaching methods, the education system, teacher competences and attitudes. However, these studies were limited as they are theoretical studies (Arslan & Akbarov, 2010; Çelebi, 2006) or they were conducted with the participation of instructors rather than language learners (Akdoğan, 2010; Uztosun, 2017) or they focus merely on preparatory classroom students (Aygün, 2017; Ünal & Yelken, 2014) and high school students (Çankaya, 2018). Considering the gap in the literature, it was seen that a detailed study focused on a different research group and supported by various data is needed.

For the reasons mentioned above, this research aimed to investigate the reasons for demotivation among the learners in the language learning process and attempted to develop a detailed foreign language demotivation scale. This study also aimed to investigate the concept of demotivation in depth by combining theory and practice. In addition to examining theoretical studies conducted in this field, in this study, both teachers' and learners' views and comments regarding the reasons for demotivation have been taken into account. Therefore, this study is unique in that it includes a variety of data from a variety of participants. It is believed that this study, which was conducted considering the gap in the literature, will contribute to a better understanding of demotivation in language learning.

Before starting the research, a detailed literature review has been employed by the researcher, and similar studies and scales in this field were examined (Arai, 2004; Aygün, 2017; Çankaya, 2018; Chang & Cho, 2003; Christophel & Gorham, 1992, 1995; Falout & Maruyama, 2004; Falout, Elwood, & Hood, 2009; Gorham & Millette, 1997; Hu & Chai, 2010; Ikeno, 2002, 2003; Kikuchi & Sakai, 2009; Kikuchi, 2009; Kim, 2015; Kojima, 2004; Li & Zhou, 2015; Sahragard & Alimorad, 2013; Tabatabaei & Molavi, 2012; Trang & Baldauf, 2007; Tsuchiya 2004, 2006, Ünal & Yelken, 2014; Zhou & Wang, 2012).

Having conducted a comprehensive literature review and analyzed the data by document analysis method, six factors/categories (dimensions) have been formed for the foreign language demotivation scale: (1) Negative attitudes towards the target language and its culture, (2) Teaching methods and teaching process, (3) Teaching material, teaching environment, and teaching facilities, (4) Teacher competence and teacher attitudes, (5) Learner interest, (6) Failure experiences and lack of self-confidence.

After determining the factors, in order to write the items of the foreign language demotivation scale, semi-structured teacher interviews have been conducted through ZOOM (an online video chat program) by the researcher with the participation of 17 volunteer teachers working at public and private universities in Turkey. The data obtained from the participant teachers were analyzed by descriptive analysis method.

During the interviews, some of the participant teachers, based on their experiences and observations, expressed that the learners feel demotivated because of cultural, religious, and political reasons, and some of them stated that the fear of being assimilated is another reason that makes learners demotivated in the language learning process. For some participant teachers, the difficulty of learning a new language is another reason for learner demotivation.

For many teachers, ignoring learners' needs, old-fashioned/ineffective teaching methods, teacher-centered classrooms, demanding unrealistic language tasks, teaching/learning the language just for passing the exams, focusing too much on grammar, using the target language or the main language too much, the number of assignments, and exams are the other reasons that make learners feel demotivated.

The participant teachers also indicated that the locations of the classrooms, the number of students in these classrooms, physical conditions (seating plan), technological devices, up-to-dateness, and authenticity of the materials to be used are of great importance. In addition to that, the effect of 'teacher competence' and teachers' positive character on students' academic performance and their motivation was also emphasized by many participant teachers. For them, an ideal teacher must be competent and tolerant.

For some of the participant teachers, unwillingness to learn, inability to understand the importance of the language, having a poor language background, not believing himself/herself in the language learning process, or afraid of failure are among the other reasons of demotivation.

In order to make the data much more reliable, after semi-structured interviews with teachers, new data was collected through student compositions from 25 volunteer students studying in a preparatory class at a state university in Ankara. The data obtained from the university students were analyzed by descriptive analysis method.

In these compositions, the participant students highlighted the importance of willingness to learn. For them, having biases towards the target language is an obstacle in the language learning process. In addition, for some of them, the differences between the first and second languages and language families were

another reasons for motivation loss. In terms of the teaching methods and teaching process, some participant students criticized the old-fashioned teaching methods and teaching activities used in classrooms. For them, long lesson hours, focusing too much on grammar rather than using the functional language and lack of listening and speaking activities in the teaching process, poor quality coursebooks, inadequate facilities, crowded classrooms, incompetent or aggressive teachers, being reluctant, studying the subject only to pass the course, experiences of failure, fear of making mistakes and being ridiculed by their classmates are the reasons for demotivation.

Having collected and analyzed the qualitative data of the foreign language demotivation scale, 54 items were written under the pre-determined six factors by the researcher, and two experts (one in the field of language teaching, one in the field of educational sciences) were consulted. Based on their comments on the items, four items were excluded from the scale.

In order to determine the reliability and validity of the foreign language demotivation scale, a pilot study has been conducted with the participation of 250 university students. In the beginning, the item-total correlation was calculated, and the 15 items whose corrected item-total correlation lower than 0.30 were excluded from the scale so as to increase the reliability of the scale. After the items with corrected item-total correlation lower than 0.30 were excluded from the foreign language demotivation scale, the internal consistency level (Cronbach alpha) of the scale increased from 0.922 to 0.929, which means that the reliability of the scale is quite high.

After that calculating the item-total correlation value, that is, measuring the accuracy of the items, it was revealed that the items on the scale contribute enough in determining the level of the structure to be measured. In order to determine whether the data obtained within the scope of the present research were suitable for factor analysis, Kaiser-Meyer-Olkin (KMO), which is used to determine the sampling adequacy of the obtained data, and Bartlett's Test, has been performed. The fact that the KMO value is greater than 0.60 indicates that factor analysis can be performed on the data (Büyüköztürk, 2009). The KMO value was found significant at $0.924 > 0.60$ and the Bartlett Sphericity Test at $p < 0.01$ significance level. These values showed that the sample size is suitable for factor

analysis and that the data were obtained from a multivariate normal distribution (Kan & Akbaş, 2005).

Having determined the suitability of the scale for factor analysis, Exploratory Factor Analysis (EFA) has been performed to determine the factor structure of the foreign language demotivation scale. Based on the findings of the Exploratory Factor Analysis (EFA), it was revealed that the foreign language demotivation scale consists of 35 items and five factors in total.

So as to test the factor structure of the scale, Eigenvalues and explained variance percentages of the dimensions of the foreign language demotivation scale were calculated. The eigenvalue is a coefficient taken into account in calculating the variance explained by the factors and deciding the number of important factors. In factor analysis, factors with an eigenvalue of 1 or greater than 1 are considered as “significant factors” (Büyüköztürk, 2009). After calculating eigenvalues, it was found that the foreign language demotivation scale consists of a 5-factor structure (dimensions) with an eigenvalue greater than 1. It was also determined that five factors together explained 64.207% of the total variance. It is considered sufficient if the explained variance is between 40% and 60% (Scherer, Wiebe, Luther, & Adams, 1988).

Based on the findings, the factors of the foreign language demotivation scale were named as the following: “(1) Teaching methods and teaching process”, “(2) Teaching material, teaching environment, and teaching facilities”, “(3) Teacher competence and teacher attitudes”, “(4) Failure experiences and lack of self-confidence”, and “(5) Negative attitudes towards the target language.”

To determine how sufficient the foreign language demotivation scale is in distinguishing individuals in terms of the characteristics it measures, item analysis was performed based on the difference between item-total correlations and the difference between the lower-upper 27% group averages determined according to the total score on the scale (Büyüköztürk, 2009). The Independent sample t-test method was used to determine whether the difference between the groups with lower-upper 27% was significant. Therefore, it was found that the items of the scale are sufficient in terms of distinguishing the features to be measured.

In the scope of the main study, new data were collected with the participation of 533 university students, and Confirmatory Factor Analysis (CFA) has been performed to confirm the findings of the pilot study. The factor structure of the foreign language demotivation scale obtained as a result of EFA was confirmed by CFA findings in terms of item statistics. Accordingly, the factor loading values of the items vary between 0.54 and 0.94. These values can be considered as an acceptable factor load (Büyüköztürk, 2009). The t values, which are the expressions of the statistical significance level of the relations between the items and the latent variables, were found to be significant at the $p < .01$ level, and all values were found to be greater than 2.59.

For a model to be accepted as a whole, the reported goodness of fit indices must be within acceptable limits. It was seen that the fit indices obtained as a result of CFA were within acceptable or perfect fit indices. It was determined that χ^2 / df value (3.887), which is the most important fit index, was within the acceptable fit index, and the RMSEA value (0,074) was within the acceptable fit index, and other fit indices were within acceptable fit indices. These results showed that the explained factor structure is confirmed.

When the factor analysis results were examined, it was revealed that the foreign language demotivation scale consisted of 5 factors instead of 6 factors. According to the results, it was revealed that the first factor, that is, "Teaching methods and teaching process," consisted of 11 items, the second factor, that is, "Teaching material, teaching environment, and teaching facilities," consisted of 8 items, the third factor, that is, "Teacher competence and teacher attitudes" consisted of 6 items, the fourth factor, that is, "Failure experiences and lack of self-confidence" consisted of 7 items, and the fifth factor, that is, "Negative attitudes towards the target language" consisted of 3 items. Compared to the factors created after the comprehensive literature review, it was seen that the factor named "Learner interest" did not exist in the scale. In this sense, it can be said that the items of the factor named "Learner interest" were not sufficient enough in terms of distinguishing the features to be measured. Besides, after the item-total correlation analysis, the items numbered 1, 2, 3, 5, 7, 8, were excluded from the scale. As these items include statements towards the target culture and excluded

from the scale, the related factor was renamed as "Negative attitudes towards the target language" and the phrase "culture" was removed from the factor name.

Compared to the foreign language demotivation scales, which consists of 4 factors developed by Aygün (2017) and developed by Ünal & Yelken (2014), it was seen that this foreign language demotivation scale, which was supported with the various qualitative data, includes a different factor called "negative attitudes towards target language." In this research carried out in the Turkish context, many participant students and teachers indicated that having negative attitudes towards the target language and its culture may be a demotivating factor in the language learning process, and supported this statement with different examples. Even though the first version of the scale which was designed based on the qualitative data, consisting of 50 items includes some statements about the target culture, at the end of the study, it was seen that these statements were excluded from the scale. Therefore, the factor named "Negative attitudes towards the target language and its culture" was changed to "Negative attitudes towards the target language." In light of this information, it can be said that having negative attitudes towards the target language is an indicator of demotivation among learners in the language learning process.

When similar foreign language demotivation scale development studies were examined, it was seen that the factors created within the scope of this study such as "teaching methods/process, teaching materials, teacher competences, failure experiences or lack of self-confidence" were similar to the factors in other scales (Chang & Cho, 2003; Çankaya, 2018; Falout, Elwood, & Hood, 2009; Gorham & Christophel, 1992; Hu & Cai, 2010; Kikuchi & Sakai, 2009a; Kim, 2015; Li & Zhou, 2017; Tabatabaei & Molavi, 2012; Trang & Baldauf, 2007; Zhou & Wang, 2012). Therefore, it can be inferred that regardless of the context, "teaching methods/process, teaching materials, teacher competence, failure experiences, or lack of self-confidence" are common factors, which may lead to motivation loss among the learners.

To conclude, it is believed that this foreign language demotivation scale developed within the scope of the study will be useful in understanding the demotivating factors encountered in the language learning process, and with the

elimination of these demotivating factors, there will be an improvement in learners' performances.

Pedagogical Implications

When the items under the factors of the foreign language demotivation scale developed within the scope of this research are examined, the following results were obtained.

In terms of teaching methods and teaching process, it can be said that learners' lack of opportunity to express themselves during the lessons, lack of focus on vocabulary teaching, dull teaching activities, ineffective teaching methods, using the native language too much during the lessons, lack of speaking and listening activities, teachers' teaching the same subject instead of new things for years, language exams which contain unrealistic language tasks, cause loss of motivation among the foreign language learners, making them unwilling to learn a new language. For this reason, it is of great importance to make a reform in teaching methods. Giving learners enough opportunities to express themselves, designing communicative and task-based activities in which learners can use the target language effectively, letting them use the language freely, assigning functional/realistic language tasks, bringing miscellaneous and enjoyable teaching activities, focusing on speaking, listening, and vocabulary teaching during the lessons, using the native language only in necessary cases are the essential things that should be considered in practice order to eliminate these factors.

Ineffective usage of technology during the lessons, inadequate facilities/materials, crowded classrooms, not having education abroad, poor quality coursebooks, not being exposed to the target language, not having the opportunity to use the language in daily life are the demotivating factors which are listed under the second factor, that is, teaching material, teaching environment and teaching facilities. Therefore, the teaching process should be supported with the use of technology, materials and coursebooks to be used in this process should be selected appropriately. In the selection of the coursebooks to be used, teachers are advised to use coursebook checklist. It is crucial that these materials and course books are affordable, functional, and accessible. If possible, it is highly recommended for institutions to provide exchange programs for learners who want

to go and study abroad. In addition to that, creating environments where foreign language learners can use the target language and practice may make them feel motivated in this process.

The teacher is an important factor to be taken into account in the foreign language learning process. The items under the third factor of the foreign language demotivation scale pointed out the fact that it is essential for a teacher to have good language proficiency and positive attitude towards students. Incompetent, aggressive, inconsiderate teachers and the difficulty of getting along with such teachers may cause motivation loss among the learners. Because of that, a language teacher needs to be qualified enough in his/her field; he/she should be considerate, tolerant and provide enough feedback to learners, and be friendly in this process.

Learned helplessness, not believing in himself/herself in the language learning process, failure experiences in the past, being too shy, lack of self-confidence, afraid of being ridiculed after making mistakes are the reasons written under the fourth factor: "Failure experiences and lack of self-confidence." In order to eliminate such demotivating factors, foreign language learners need to be encouraged. Teachers, in this process, are advised to be considerate and not to give negative reactions when foreign language learners make mistakes. Therefore, creating a peaceful classroom environment is one of the teacher's duties. It is also recommended for teachers to show that they believe in their students, and it should be emphasized by the teachers that making mistakes is natural in this process.

The last factor of the foreign language demotivation scale was named as "Negative attitudes towards the target language." It is quite common for learners to be biased towards the target language, causing them to be less motivated in the language learning process. In order to overcome such biases, the fact that each language is unique and should be accepted as it is must be emphasized by the teachers. It is essential to encourage learners that the differences between the languages are natural, and the difficulties in the language learning process can easily be overcome with effort and eagerness.

To summarize, determining the reasons for demotivation in the language learning process is quite challenging, needs effort and patience. Having determined such reasons, it is of great importance to eliminate them so as to make progress for learners in this process.

Suggestions for Further Research

This scale development study aimed to investigate the demotivating factors encountered by learners during the foreign language learning process. Within the scope of the study, a foreign language demotivation scale, which consists of 35 items under 5 factors, was developed.

For further research, in order to understand the concept of demotivation in foreign language learning in detail, it is recommended to extend the scope of the research. In other words, research in which participants were selected from different school types or in cases where the number of participants is bigger may yield different results and contribute to a better understanding of the concept of demotivation.

Besides that, by using the foreign language demotivation scale developed within the scope of this study, whether the concept of motivation differs in terms of various variables such as age or gender can be investigated. This kind of study will contribute to a better understanding of the concept of demotivation.

In a similar way, research in which the relationship between learners' demotivation level and their academic performance or their classroom participation level is investigated will contribute to this field.

In brief, the term "demotivation" is a highly neglected term in the field of language teaching, and more research should be conducted in this field in order to understand the nature of demotivation and to achieve success in the language learning process.

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APPENDIX A: Semi-Structured Teacher Interview Consent Form

YARI YAPILANDIRILMIŞ GÖRÜŞME GÖNÜLLÜ KATILIM FORMU (ÖĞRETMEN)

..../..../.....

Sevgili Meslektaşım,

Çalışmama gösterdiğiniz ilgi ve ayırdığınız zaman için çok teşekkür ederim. Yabancı dil olarak İngilizce öğrenen öğrencileri demotive eden faktörleri tespit etmek ve bu doğrultuda bir ölçek geliştirebilmek adına Prof. Dr. Hacer Hande UYSAL danışmanlığında hazırlanacak olan yüksek lisans tez çalışmamda, sizin sınıf içerisinde ve sınıf dışarısında karşılaştığınız, öğrencileri yabancı dil öğrenmeye karşı demotive eden faktörlerin tespit edilmesi ve bunların değerlendirmesi için sizinle görüşme yapmak istiyorum. Sağlıklı bir şekilde veri toplayabilmek için de yapacağımız yarı yapılandırılmış görüşmeyi kayıt altına almak ve gerektiğinde fotoğraf çekmek istiyorum. Bu çalışma kapsamında yapılacak olan görüşme için öngörülen süre 30 dakikadır. Sizin deneyimleriniz ve bu deneyimleri birlikte değerlendirmemiz, araştırmanın temelini oluşturacaktır. Amacı yukarıda açıklanmış olan bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

Yarı yapılandırılmış görüşmeler kapsamında, öğrencilerde gördüğünüz, onları yabancı dil öğrenmeye karşı demotive eden faktörleri değerlendireceğimiz görüşmemiz sırasında, verilerin kayba uğramaması amacıyla ses kaydı yapmak istiyorum. Kayda alınan tüm veriler sadece bilimsel bir amaçla kullanılacak ve kimse ile paylaşılmayacaktır. Araştırmada isminizin kullanılması gerektirecekse, takma bir isim kullanılacaktır. Verecek olduğunuz bilgilerden dolayı kendinizi rahatsız hissedeceğiniz bir durumla karşı karşıya bırakılmayacağınızı, rahatsız hissettiğiniz takdirde çalışmadan ayrılabileceğinizi taahhüt ediyorum. Uygulama sırasında merak ettiğiniz konular ve uygulama sonrasında sonuçlar ile ilgili tarafımdan her zaman bilgi alabilirsiniz. Dilediğiniz takdirde kayda alınan veriler sizinle paylaşılacaktır. Bu çalışma kapsamında veri toplanacak olan kurum ve kuruluşlardan gerekli izinler alınmıştır.

Yukarıdaki tüm açıklamaları okuyarak sizin bu çalışmaya gönüllü olarak katıldığınızı ve sahip olduğunuz hakları araştırmacı olarak koruyacağıma dair bir belge olarak bu formu imzalamanızı rica ediyorum.

Katılımcı öğretmen:

Adı, soyadı:

Adres:

E-posta:

İmza:

Sorumlu araştırmacı:

Prof. Dr. Hacer Hande UYSAL

Hacettepe Üniversitesi İngiliz Dili Eğitimi

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uysalhande@yahoo.com

İmza:

Araştırmacı:

Kenan ACAROL

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kenanacarol@hacettepe.edu.tr

İmza:

APPENDIX B: Semi-Structured Teacher Interview Questions

YARI YAPILANDIRILMIŞ GÖRÜŞME SORULARI (ÖĞRETMEN)

1- Sizce, İngilizce öğrenirken öğrencileri en çok demotive eden/onları olumsuz etkileyen unsurlar neler olabilir? Bu unsurlara örnek verebilir misiniz?

(In your opinion, what are the demotivating factors that affect students while learning English? Is it possible for you to give examples of them?)

2- Öğrencilerin İngilizce'ye ya da İngiliz/Amerikan kültürüne karşı sahip olduğu olumsuz tutumlara/inançlara örnek verebilir misiniz?

(Could you give an example of the negative attitudes / beliefs students have towards English or British / American culture?)

3- Yöntem, süreç ve ders işleyişi, İngilizce öğrenme sürecinde öğrencileri nasıl demotive edebilir? Örnek verebilir misiniz?

(Do you think that teaching methods and teaching process may demotivate students in the foreign language learning process? If yes, could you give an example?)

4- Öğretim materyalleri (kitap v.b.), çevre (sınıf/ortam v.b.) ve olanaklar (teknolojik v.b.) İngilizce öğrenme sürecinde öğrencileri nasıl demotive edebilir? Örnek verebilir misiniz?

(Do you think that teaching materials, teaching environment, and teaching facilities may demotivate students in the foreign language learning process? If yes, could you give an example?)

5- Öğretmenin sınıf içindeki tutumu ve/veya öğretmenin İngilizce yeterliliği öğrencileri nasıl demotive edebilir? Örnek verebilir misiniz?

(Do you think that attitudes of teachers or their language proficiency may demotivate learners in the foreign language learning process? If yes, could you give an example?)

6- İngilizce öğrenme sürecinde öğrencilerin sahip olduğu öğrenci kaynaklı (içsel/kişisel) demotive olma sebeplerine örnek verebilir misiniz?

(Could you give an example of the personal reasons that demotivate students in the language learning process?)

7- Geçmişte yaşanan başarısızlık tecrübesi veya özgüvensizlik İngilizce öğrenme sürecinde öğrencileri nasıl demotive edebilir? Örnek verebilir misiniz?

(Do you think that failure experiences in the past or lack of self-confidence may demotivate learners in the foreign language learning process? If yes, could you give an example?)

APPENDIX C: Student Compositions Consent Form

ÖĞRENCİ KOMPOZİSYONLARI GÖNÜLLÜ KATILIM FORMU (ÖĞRENCİ)

...../...../.....

Merhaba,

Yapacak olduğum çalışmaya gösterdiğin ilgi ve bana ayırdığın zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır. Araştırma, yabancı dil olarak İngilizce öğrenen öğrencileri demotive eden faktörlerin araştırılmasını, buna bağlı olarak bir ölçek geliştirilmesini amaçlayan, Prof. Dr. Hacer Hande UYSAL danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu sebeple de bu ölçek geliştirme çalışması kapsamında hazırlanan bu çalışmaya katılımın oldukça önemlidir.

Araştırmaya gönüllü olarak katılım esastır. Sorulara vermiş olduğun yanıtlar sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacaktır. Senin isteğin doğrultusunda vermiş olduğun cevaplar silinecek ya da sana teslim edilebilecektir. Adının araştırmada kullanılması gerekecekse, bunun yerine takma bir ad kullanılacaktır. İstediyin zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilirsin. Bu durumda sorulara vermiş olduğun cevaplar kullanılmayacaktır. Bu çalışma kapsamında veri toplanacak olan kurum ve kuruluşlardan gerekli izinler alınmıştır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanı ve sana verdiğim güvenceye dayanarak bu formu imzalamanı rica ediyorum. Sormak istediğin herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsin. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsin. Formu okuyarak imzaladığın için çok teşekkür ederim.

Katılımcı öğrenci:

Adı, soyadı:

Adres:

E-posta:

İmza:

Sorumlu araştırmacı:

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İmza:

APPENDIX D: Student Compositions

ÖĞRENCİ KOMPOZİSYONLARI SORULARI (ÖĞRENCİ)

1- Write a composition about the following topic (at least 300-350 words):

“What could be the factors that demotivate students in the foreign language learning process?”

You can mention the following topics as the source of demotivation in your composition;

Negative attitudes towards the target language and its culture.

Teaching methods and teaching process.

Teaching material, teaching environment, and teaching facilities.

Teacher competence and teacher attitudes.

Learner interest.

Failure experiences and lack of self-confidence.

APPENDIX E: Foreign Language Scale Development Consent Form

ÖLÇEK GELİŞTİRME ÇALIŞMASI ÖĞRENCİ GÖNÜLLÜ KATILIM FORMU (ÖĞRENCİ)

...../...../.....

Merhaba,

Yapacak olduğum çalışmaya gösterdiğin ilgi ve bana ayırdığın zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır. Araştırma, yabancı dil olarak İngilizce öğrenen öğrencileri demotive eden faktörlerin araştırılmasını, buna bağlı olarak bir ölçek geliştirilmesini amaçlayan, Prof. Dr. Hacer Hande UYSAL danışmanlığında hazırlanacak bir yüksek lisans tezidir. Bu sebeple de bu ölçek geliştirme çalışması kapsamında hazırlanan bu çalışmaya katılımın oldukça önemlidir.

Araştırmaya gönüllü olarak katılım esastır. Sorulara vermiş olduğun yanıtlar sadece bilimsel bir amaç için kullanılacak ve bunun dışında hiçbir amaçla kullanılmayacaktır. Senin isteğin doğrultusunda vermiş olduğun cevaplar silinecek ya da sana teslim edilebilecektir. Adının araştırmada kullanılması gerekecekse, bunun yerine takma bir ad kullanılacaktır. İstedığın zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilirsin. Bu durumda sorulara vermiş olduğun cevaplar kullanılmayacaktır. Bu çalışma kapsamında veri toplanacak olan kurum ve kuruluşlardan gerekli izinler alınmıştır.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanı ve sana verdiğim güvenceye dayanarak bu formu imzalamanı rica ediyorum. Sormak istediğin herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsin. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsin. Formu okuyarak imzaladığın için çok teşekkür ederim.

Katılımcı öğrenci:

Adı, soyadı:

Adres:

E-posta:

İmza:

Sorumlu araştırmacı:

Prof. Dr. Hacer Hande UYSAL

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İmza:

APPENDIX F: Acarol's (2020) Foreign Language Demotivation Scale (Turkish Version)

YABANCI DİL DEMOTİVASYON ÖLÇEĞİ

İngilizce öğrenmek için yeterli motivasyonum yok, çünkü ...		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Öğretim yöntem, süreç ve işleyişi kaynaklı demotivasyon						
1	İngilizce derslerinde kendimi ifade etme fırsatı bulamıyorum.	1	2	3	4	5
2	İngilizce derslerinde kelime bilgisi (vocabulary) öğretimine önem verilmiyor.	1	2	3	4	5
3	İngilizce sınavlarının gerçek bilgiyi ölçmediğini düşünüyorum.	1	2	3	4	5
4	Öğretilen İngilizce ihtiyaçlarımı karşılamıyor.	1	2	3	4	5
5	İngilizce derslerindeki aktiviteler oldukça sıkıcı.	1	2	3	4	5
6	İngilizce derslerinde kullanılan öğretim yöntemlerinin etkili olmadığını düşünüyorum.	1	2	3	4	5
7	İngilizce derslerinde sık sık Türkçe konuşuluyor.	1	2	3	4	5
8	İngilizce derslerinde sürekli dilbilgisi (grammar) öğretiliyor.	1	2	3	4	5
9	İngilizce derslerinde konuşma aktivitelerine (speaking) önem verilmiyor.	1	2	3	4	5
10	İngilizce derslerinde sürekli aynı şeyleri görüyoruz.	1	2	3	4	5
11	İngilizce derslerinde öğretici aktivitelere yer verilmiyor.	1	2	3	4	5
Öğretim materyali, çevre (ortam) ve olanak kaynaklı demotivasyon						
12	İngilizce derslerinde teknolojiyi çok etkili kullanamıyoruz.	1	2	3	4	5
13	Bize sunulan olanakların ve/veya materyallerin yetersiz olduğunu düşünüyorum.	1	2	3	4	5
14	Sınıflar çok kalabalık.	1	2	3	4	5

15	Bizlere yurtdışında eğitim imkânı sunulmuyor.	1	2	3	4	5
16	İngilizce derslerinde kullanılan içerikler (materyaller) güncellikten oldukça uzak.	1	2	3	4	5
17	İngilizce derslerinde kullanılan kitapların verimli olmadığını düşünüyorum.	1	2	3	4	5
18	Yaşadığım çevrede pratik yapma imkânım yok.	1	2	3	4	5
19	Bulduğum çevrede İngilizceye yeterince maruz kalamıyorum.	1	2	3	4	5
Öğretmen yeterliliği ve tutumları kaynaklı demotivasyon						
20	İngilizce öğretmenleri ile iyi anlaşamıyorum.	1	2	3	4	5
21	İngilizce dersini Türk öğretmenlerin vermemesi gerektiğini düşünüyorum.	1	2	3	4	5
22	İngilizce öğretmenlerinin derse iyi hazırlık yaparak geldiklerini düşünmüyorum.	1	2	3	4	5
23	İngilizce öğretmenlerinin öğrencilere karşı tavırları (tutumları) oldukça kaba/kötü.	1	2	3	4	5
24	İngilizce öğretmenlerini yetersiz buluyorum.	1	2	3	4	5
25	İngilizce öğretmenlerinin dil öğretimi konusunda başarılı olmadıklarını düşünüyorum.	1	2	3	4	5
Başarısızlık tecrübesi ve özgüvensizlik kaynaklı demotivasyon						
26	İngilizce sınavlarından sürekli düşük alıyorum.	1	2	3	4	5
27	İngilizce öğrenmeye başladığımdan beri İngilizce öğrenemedim.	1	2	3	4	5
28	Daha kendi ana dilimizi doğru dürüst öğrenemiyoruz / konuşamıyoruz.	1	2	3	4	5
29	Hiçbir zaman İngilizce konuşamayacağımı düşünüyorum.	1	2	3	4	5
30	Sınıf içerisinde İngilizce konuşurken utanıyorum.	1	2	3	4	5
31	İngilizce konuşurken gülünç duruma düşmekten ve dalga geçilmesinden korkuyorum.	1	2	3	4	5

32	Kendimi yetersiz gördüğüm için İngilizce konuşmak istemiyorum.	1	2	3	4	5
Öğrenilen dile ilişkin sahip olunan olumsuz tutum kaynaklı demotivasyon						
33	İngilizcenin farklı bir dil ailesinden olması öğrenmeyi oldukça zorlaştırıyor.	1	2	3	4	5
34	İngilizcenin konuşulduğu ortamlarda bulunmak beni rahatsız ediyor.	1	2	3	4	5
35	İngilizcenin, yazıldığı gibi okunmayan bir dil olması öğrenmeyi zorlaştırıyor.	1	2	3	4	5

APPENDIX G: Acarol's (2020) Foreign Language Demotivation Scale (English Version)

FOREIGN LANGUAGE DEMOTIVATION SCALE

I do not have enough motivation to learn English because ...		Totally Disagree	Disagree	Neither Agree Nor Disagree	Agree	Totally Agree
Teaching methods and teaching process						
1	I cannot find an opportunity to express myself in English lessons.	1	2	3	4	5
2	There is no emphasis on vocabulary teaching in English lessons.	1	2	3	4	5
3	I think English exams do not test the actual knowledge.	1	2	3	4	5
4	English which is taught do not meet my needs.	1	2	3	4	5
5	The activities in English lessons are very boring.	1	2	3	4	5
6	I think the teaching methods used in English lessons are not effective.	1	2	3	4	5
7	Turkish is spoken frequently in English lessons.	1	2	3	4	5
8	Grammar is constantly being taught in English lessons.	1	2	3	4	5
9	Enough importance is not given to speaking activities in English lessons.	1	2	3	4	5
10	We are learning the same subject every year.	1	2	3	4	5
11	There is no emphasis on educational activities in English lessons.	1	2	3	4	5
Teaching material, teaching environment, and teaching facilities						
12	We cannot use technology very effectively in English lessons.	1	2	3	4	5
13	I think teaching facilities and materials provided to us are insufficient.	1	2	3	4	5
14	Classrooms are too crowded.	1	2	3	4	5
15	We do not have an opportunity to study abroad.	1	2	3	4	5

16	Materials which are used in English classes are far from being modern.	1	2	3	4	5
17	I think coursebooks used in English lessons are not effective.	1	2	3	4	5
18	I do not have the opportunity to practice in the environment I live in.	1	2	3	4	5
19	I am not able to be exposed to English language in the environment I live in.	1	2	3	4	5
Teacher competence and teacher attitudes						
20	I cannot get along well with English teachers.	1	2	3	4	5
21	I think English lessons should not be taught by Turkish lecturers.	1	2	3	4	5
22	I do not think English teachers make enough preparations before lessons.	1	2	3	4	5
23	English teachers' attitudes towards students are rather negative.	1	2	3	4	5
24	I think English teachers are incompetent.	1	2	3	4	5
25	I think English teachers are not good at teaching a foreign language.	1	2	3	4	5
Failure experiences and lack of self-confidence						
26	I always get low marks from English exams.	1	2	3	4	5
27	I haven't learned English since I started learning English.	1	2	3	4	5
28	We cannot even learn and speak our own language properly yet.	1	2	3	4	5
29	I think I will never be able to speak English.	1	2	3	4	5
30	I feel embarrassed while I am speaking English in the classroom.	1	2	3	4	5
31	I am afraid of being ridiculed while speaking English.	1	2	3	4	5
32	I do not want to speak English because I consider myself incompetent.	1	2	3	4	5
Negative attitudes towards the target language						
33	The fact that English is from a different language family makes learning very difficult.	1	2	3	4	5
34	Being in environments where English is spoken makes me uncomfortable.	1	2	3	4	5

35	The fact that English is a language that is not pronounced as it is written makes learning difficult.	1	2	3	4	5
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APPENDIX-H: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük



Sayı : 35853172-300
Konu : Kenan ACAROL (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 27.03.2020 tarihli ve 51944218-300/00001066346 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitim Bilim Dalı tezli yüksek lisans programı öğrencisi **Kenan ACAROL**'un **Doç. Dr. Hacer Hande UYSAL** danışmanlığında yürüttüğü "**Yabancı Dil Olarak İngilizce Öğrenenleri Demotivasyon Faktörlerinin Araştırılması Üzerine Bir Çalışma**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **07 Nisan 2020** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

Evrakın elektronik imzalı suretine <https://belgedogrulama.hacettepe.edu.tr> adresinden b780df1b-1eb2-4f4f-90a0-ec32ef98061 kodu ile erişebilirsiniz. Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

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