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Faculty of Letters and Languages

Department of Letters and English



**A Cross-sectional Study of Contextual Causes of
Demotivation among Algerian University Students of English:
The Case of the Department of Letters and English at
Mohammed Seddik Ben Yahia University, Jijel**

Thesis Submitted in Partial Fulfilment of the Requirements for a Master Degree
in Language Sciences

Candidates:

Baka Seyfeddine
Kherbouche Brahim

Supervisor:

Dr. Mohammed Boukezzoula

Board of Examiners:

Chairperson: Loubna Kouira University of Mohammed Seddik Ben Yahia, Jijel

Examiner: Asma Benalileche University of Mohammed Seddik Ben Yahia, Jijel

Supervisor: Dr. Mohammed Boukezzoula University of Mohammed Seddik Ben Yahia, Jijel

Dedication

To my father, the source of my strength, happiness, and success,

To my dear mother whose support and prayers allowed me to move forward,

To all my brothers and their wives,

To my sisters “Nora and Yasmina” and their husbands,

To all my relatives, and my friends,

To all those who know me and love me,

I dedicate this work.

BRAHIM

This dissertation is dedicated to my mother, my father, my brother, my sisters, my relatives and my friends. I appreciate their everlasting love, patience, encouragement and support.

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Abstract

The present study seeks to identify those factors causing demotivation among students of English so as to raise teachers and administrators' awareness to those factors, and consequently, to render foreign language learning/teaching in the Algerian context more motivating to students. It is hypothesized that there are certain contextual factors that demotivate English learners, the identification of which is a first step towards rendering foreign language learning/teaching more motivating. In order to achieve the aim of this study, a questionnaire has been administered to sixty English students from the three license levels at Mohammed Seddik Ben Yahia University, Jijel. The results obtained from the analysis of the students' questionnaire revealed that some demotivating factors, particularly teachers' personality type, students' low self-confidence and administrative obstacles, are largely responsible for causing demotivation among students. Raising awareness to these factors will certainly contribute to rendering our context of the English language teaching at the university level more motivating to the students and hence more conducive to higher levels of proficiency in English among our students.

List of Abbreviations

CET: Cognitive Evaluation Theory

EFL: English as a Foreign Language

FL: Foreign Language

ICT: Information and Communications Technology

L2: Second Language

MA: Master of Arts

SDT: Self-Determination Theory

SLA: Second Language Acquisition

SLL: Second Language Learning

UK: United Kingdom

List of Figures

Figure 01: Maslow's (1943) Hierarchy of Needs.....18

Figure 02: Maslow's (1970) Extended Hierarchy of Needs.....20

List of Tables

Table 01: Ages of Students at the Different Levels.....	40
Table 02: Students' Gender.....	41
Table 03: Students' Proficiency Levels.....	42
Table 04: Students' Choice of Studying English at the University.....	43
Table 05: Students' Perception of Studies at the University.....	44
Table 06: Interest in Learning English.....	45
Table 07: Perceptions of Language Learning Difficulty.....	46
Table 08: Opportunities Given by Teachers to Practice English.....	47
Table 09: Loss or Decrease in Motivation to Study English.....	48
Table 10: Classmates as a Potential Source of Demotivation.....	49
Table 11: Students' Feeling of Inferiority in Terms of their English Proficiency.....	50
Table 12: Students' Anxiety of Speaking inside the Classroom.....	51
Table 13: Perceptions of Teachers' Personality Type.....	52
Table 14: Perceptions of Competence in Teaching.....	53
Table 15: Perceptions of the Teacher-Student Relationship.....	54
Table 16: Perceptions of Treatment of Learners' Errors.....	55

Table 17: Students' Reception of Encouragement from their Teachers.....	56
Table 18: Students' Perceptions of their Teachers' Evaluation.....	57
Table 19: Students' Opinions about their Teachers' Favouritism of Students with High Levels of Proficiency.....	58
Table 20: Students' Attitudes about the Techniques Used by Teachers during the Lesson....	59
Table 21: The Frequency of Receiving Negative Feedback from Teachers.....	60
Table 22: Perceptions of the Teaching Programs.....	61
Table 23: Students' Opinions about the Teaching Materials.....	62
Table 24: Frequency of Using the ICTs during Lessons.....	63
Table 25: The Level of Courses in the University.....	64
Table 26: The Weekly Intensity of the Number of Modules.....	65
Table 27: Students' Opinions about the Influence of the Courses' Workload on their Learning.....	66
Table 28: The Availability of Irrelevant Modules According to the Students.....	67
Table 29: Students' Specification of the Modules which are Considered Irrelevant.....	68
Table 30: Students' Opinions about the Time Allocated for Each Module.....	69
Table 31: Students' Perceptions of the Classroom Atmosphere.....	70
Table 32: Students' Consideration of the Number of Students in Classrooms.....	71

Table 33: Perceptions of Gender-bias in the Classroom.....	72
Table 34: Transparency of the Scoring Criteria.....	73
Table 35: Availability of References in the Library.....	74
Table 36: Access to the Internet inside the University.....	75

Table of Contents

Dedication.....I

Acknowledgements.....II

Abstract.....III

List of Abbreviations.....IV

List of Figures.....V

List of Tables.....VI

Table of Contents.....IX

General Introduction.....1

 1. Statement of the Problem.....1

 2. Aims of the Study.....2

 3. Hypothesis.....2

 4. Research Methodology.....2

 5. Structure of the Study.....2

Chapter One: The Study of Motivation in Second Language Learning

Introduction.....4

1.1. A Historical Overview on the Study of Motivation in Second Language Acquisition.....4

CONTEXTUAL FACTORS CAUSING DEMOTIVATION	X
1.1.1. Definition of Motivation.....	4
1.1.2. The Major Phases in the Study of Motivation in Second Language Acquisition.....	5
1.1.2.1. The Social Psychological Period (1959-1990).....	5
1.1.2.2. The Cognitive-Situated Period (during the 1990s).....	6
1.1.2.3. The Process-Oriented Period (in the Turn of the Century).....	6
1.2. Theories of Motivation in Second Language Learning.....	7
1.2.1. The Behaviourist Theory.....	7
1.2.2. The Cognitive Theories.....	8
1.2.2.1. Expectancy-Value Models of Motivation.....	8
1.2.2.2. Attribution Theory.....	10
1.2.2.3. Self-Efficacy Theory.....	10
1.2.2.4. Goal Theory.....	12
1.2.2.5. Self- Determination Theory (SDT).....	14
1.2.3. The Humanistic Theory.....	17
1.2.3.1. Maslow’s Theory of Growth Motivation.....	17
1.3. Integrative and Instrumental Motivation.....	20
1.3.1. Integrative Motivation.....	21

CONTEXTUAL FACTORS CAUSING DEMOTIVATION	XI
---	----

1.3.2. Instrumental Motivation.....	21
-------------------------------------	----

Conclusion.....	22
-----------------	----

Chapter Two: Demotivation in Second Language Acquisition

Introduction.....	23
-------------------	----

2.1. Definition of Demotivation.....	23
--------------------------------------	----

2.2. Studies of Demotivation.....	24
-----------------------------------	----

2.2.1. Chamber's (1993) Investigation	25
---	----

2.2.2. Oxford's (1998) Investigation	26
--	----

2.2.3. Ushioda's (1996) Investigation	27
---	----

2.2.4. Dornyei's (1998) Investigation	29
---	----

2.2.5. Muhonen's (2004) Investigation	31
---	----

2.2.6. Sakai and Kikuchi's (2009) Investigation	33
---	----

2.2.7. Hirvonen's (2010) Investigation	34
--	----

Conclusion.....	37
-----------------	----

Chapter Three: Practical Framework

Introduction.....	38
-------------------	----

3.1 The Sample.....	38
---------------------	----

3.2. Means of Research.....	38
-----------------------------	----

3.3. The Students' Questionnaire	39
3.4. Data Analysis and Discussion.....	40
3.4.1. Analysis of Students' Questionnaire.....	40
3.4.1.1. Section One: Background Information.....	40
3.4.1.2. Section Two: The Students.....	44
3.4.1.3. Section Three: The Teacher.....	52
3.4.1.4. Section Four: Materials and Teaching Programs.....	61
3.4.1.5. Section Five: The Course.....	64
3.4.1.6. Section Six: The Classroom.....	70
3.4.1.7. Section Seven: The Administration.....	73
3.4.1.8. Further Suggestions.....	76
3.4.2. Discussion of the Results.....	76
3.4.3. Limitations of the Study.....	78
3.4.4. Pedagogical Recommendations.....	79
Conclusion.....	81
General Conclusion.....	82
References.....	84

Appendices

Résumé

ملخص

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

General Introduction

1. Statement of the Problem
2. Aims of the Study
3. Hypothesis
4. Means of Research
5. Structure of the Dissertation

General Introduction

1. Statement of the Problem

The important role that motivation plays in foreign/second language learning is well referenced in the existing second language acquisition literature (Brown, 1981; Clement, Gardner, & Smythe, 1981; Dörnyei, 1990; Oxford, 1994; Schmidt, Boraie, & Kassabgy, 1996; Ushioda, 1994). Dörnyei (2005) put forth that motivation “provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process” (p. 65).

While the factors affecting language learners’ motivation have been probed with reasonable depth in second language acquisition, the contextual factors that inhibit learning and lead to learners’ demotivation have long been under-researched in those studies. This situation, however, has begun to change; some recent studies have been carried out in order to shed light on demotivating factors and the role they play in preventing learners from achieving high levels of proficiency in second language acquisition. Dörnyei (2001) defined demotivation as “Specific external forces that reduce or diminish the motivational basis of behavioural intention or an ongoing action” (P. 243). But, to the best of our knowledge, and as opposed to the study of motivation, despite its importance, studying the factors that cause demotivation among the Algerian university learners of English continues to be a neglected issue. This study seeks to answer the following research question:

What are the major contextual causes of demotivation among the Algerian students majoring in English as a foreign language?

2. Aims of the Study

The current study aims at identifying the possible factors that lead to demotivation among EFL undergraduate students in the Algerian context so as to raise teachers and administrators' awareness of those factors, and consequently rendering foreign language learning and teaching more effective.

3. Hypothesis

To answer the research question of the present study, it is hypothesized that, there are certain contextual factors that demotivate learners of English and that the identification of those demotives would render foreign language learning or teaching more conducive to higher levels of proficiency.

4. Means of Research

In this study, the sample is cross-sectional; the participants are (60) English learners (out of 732) who have been randomly selected from the three license levels (20 students from each level) at the University of Mohammed Seddik Ben Yahia, Jijel. Data collection is carried out through a 36-item questionnaire which is administered to an equal number of first, second, and third year license students of English in order to find out which factors demotivate them to learn English, to determine whether the demotivating factors are the same or differ across the three levels and to gauge the degree to which those factors increase or decrease as students advance in the curriculum.

5. Structure of the Dissertation

This dissertation is divided into three chapters: two theoretical and a practical one. The first chapter deals with motivation, its definitions, a historical overview on the construct and the most influential motivation theories. The second one is mainly concerned with demotivation, its definitions in addition to the most important studies that have dealt with the issue. The third chapter is devoted to the practical part; it explains the methodology of the study and discusses the data and results generated by the students' questionnaire.

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

Chapter One: The Study of Motivation in Second Language Learning

Introduction.....	4
1.1. A Historical Overview on the Study of Motivation in Second Language Acquisition.....	4
1.1.1. Definition of Motivation.....	4
1.1.2. The Major Phases in the Study of Motivation in Second Language Acquisition.....	5
1.1.2.1. The Social Psychological Period (1959-1990).....	5
1.1.2.2. The Cognitive-Situated Period (during the 1990s).....	6
1.1.2.3. The Process-Oriented Period (in the Turn of the Century).....	6
1.2. Theories of Motivation in Second Language Learning.....	7
1.2.1. The Behaviourist Theory.....	7
1.2.2. The Cognitive Theories.....	8
1.2.2.1. Expectancy-Value Models of Motivation.....	8
1.2.2.2. Attribution Theory.....	10
1.2.2.3. Self-Efficacy Theory.....	10
1.2.2.4. Goal Theory.....	12
1.2.2.5. Self- Determination Theory (SDT).....	14
1.2.3. The Humanistic Theory.....	17

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

1.2.3.1. Maslow's Theory of Growth Motivation.....	17
1.3. Integrative and Instrumental Motivation.....	20
1.3.1. Integrative Motivation.....	21
1.3.2. Instrumental Motivation.....	21
Conclusion.....	22

Chapter One

The Study of Motivation in Second Language Learning

Introduction

Motivation plays a determining role in foreign/second language learning. The more learners are Motivated to achieve their goals, the more successful they become in the task of language learning. On the basis of this assumption, a huge number of studies have been carried out to refract the construct of motivation and to foreground the role it plays in language learning. This chapter sketches and analyses the major issues evoked by motivation studies in foreign/second language acquisition literature. The aim of this presentation and analysis is to provide the necessary background for a better appraisal of the construct of demotivation which is the object of this study. In this chapter motivation is briefly defined, then a brief historical account is mentioned, and after that some influential motivation theories are introduced.

1.1. A Historical Overview on the Study of Motivation in Second Language Acquisition

1.1.1. Definition of Motivation

Motivation is a vital element for a successful learning. It increases students' willingness to learn and drive their desire to achieve intended goals such as passing an examination. Motivation is considered to be a very complex construct which is difficult to define. However, several definitions are offered in the literature. For Williams and Burden (1997) motivation is "a state of cognitive and emotional arousal which leads to a conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)" (p. 120). Hence, motivation according to this definition is responsible for "why people decide to do something, how hard they are going to pursue it and how long they are

willing to sustain the activity” (Dornyei & Ushioda, 2011, p. 4). In another definition offered by Loewen and Reinders (2011), motivation refers to “a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity” (p. 119). In an attempt to accentuate the role of psychological factors over contextual factors, Kanfer (1998) defined motivation as “psychological mechanisms governing the direction, intensity, and persistence of actions not due solely to individual differences in ability or to overwhelming environmental demands that coerce or force action” (p. 12). Moreover, Weiner (1992) stated that motivation is “triggering, direction, intensity, and persistence of a behaviour directed towards a goal” (p. 1). In few words, “the concept of motivation is very much part of our everyday personal and professional life and few would ignore its importance in human affairs in general” (Dornyei, 2001, p. 1).

1.1.2. The Major Phases in the Study of Motivation in Second Language Acquisition

The study of L2 motivation has been developed as an abundant and independent research field, dealing with the social, psychological, behavioural, and cultural requirements for acquiring a new language. The history of L2 motivation theory goes through phases. Dornyei (2005) has identified the following three distinct major phases:

1.1.2.1. The social psychological period (1959-1990)

This period is characterized by the work of Robert Gardner, Wallace Lambert, and their associates in Canada. They tried to understand the Canadian social context including the French and the English speaking communities. Gardner and Lambert (1972) (as cited in Dornyei, 2005) viewed second languages as mediating factors between different ethnolinguistic communities and thus regarded the motivation to learn the language of the other community as a primary force responsible for enhancing or hindering intercultural communication and affiliation.

1.1.2.2. The Cognitive-Situated Period (during the 1990s)

It is characterized by work drawing on cognitive theories in educational psychology. The publication of Graham Crookes and Richard Schmidt's (1991) influential article on "*Reopening the Motivation Research Agenda*" along with the need for alternative research perspectives to renew the field of L2 motivation and several other publications calling for change, have led to the emergence of cognitive-situated period. This period has two essential characteristics: the need to correlate language with the ongoing cognitive revolution in psychology, and the intention to make a move from the broad perspective of L2 motivation to a more situated analysis of motivation in specific learning situations (Dornyei, 2005).

1.1.2.3. The Process-Oriented Period (in the Turn of the Century)

This period is characterized by an interest in motivational change. According to Dornyei (2005),

When motivation is examined in its relationship to specific learner behaviours and classroom processes, there is a need to adopt a process oriented (approach) paradigm that can account for the daily ups and downs of motivation to learn, that is, the ongoing changes of motivation over time (...) looking at it from this perspective, motivation is not seen as a static attribute but rather as a dynamic factor that displays continuous fluctuation (p. 83).

1.2. Motivation Theories in Second Language Learning

Motivation is a relatively complex issue that has generated a wealth of theory and research over the last decades, evoked considerable debate and disagreement among scholars, and produced many theoretical models including different variables and different understandings of the construct of motivation (Dornyei & Ushioda, 2011, p. 3).

1.2.1. The Behaviourist Theory

The behavioural perspective linked motivation to external processes. Motivation is regarded as a change in the form of a behaviour, its rate and frequency of occurrence as triggered by external stimuli. Behaviourists like Pavlov, Skinner and Thorndike ignored mental abilities and attempted to understand the causes of a particular behaviour. Behaviourists believed that our behaviours are determined by rewards and punishments. In other words, an individual's behavior is likely to be repeated if it is followed by a reward, but when it is punished, it is likely to be weakened. As written by Thorndike (1913) (as cited in Boulfelfel, n.d., p. 121) "when a modifiable connection between a situation and a response is made and is accompanied or followed by a satisfying state of affairs, that connection's strength is increased. When made and accompanied or followed by an annoying state of affairs, its strength is decreased" (p. 4).

In general, the role of cognition in taking actions has been neglected by the behaviourists since their focus was specifically on the importance of external factors in controlling individuals' behaviours.

1.2.2. The Cognitive Theories

Cognitive theories, unlike behavioural theories, highlight the importance of mental structures, the processing of information and beliefs in determining individuals' behaviours. Motivation is seen as internal, it is within the individual and we can only observe its resulting behaviours. Although, there was a general consensus on the role of mental processes in shaping motivation among all cognitive approaches, there has also been a variation in the range of cognitive-mediational process considered to be the most important by various. Several different cognitive theories of motivation emerged (Dornyei & Ushioda, 2011, p. 13).

1.2.2.1. Expectancy-Value Models of Motivation

The expectancy-value models assume that motivation is the result of two key factors: the individual's expectancy of success in a particular task and the rewards that will be obtained for the successful performance of the task as well as the value the individual associate with success in that task. The more an individual expects success in a given task and the more the incentive value of the goal is, the more the degree of the individual's positive motivation increases (Dornyei & Ushioda, 2011, p. 13). Therefore, Dornyei and Ushioda (2011) stated that "expectancy-value frameworks theorise that individual's motivated decisions to engage in particular task and their performance and persistence can be explained by their expectations of how well they will do on the task and how much they value its achievement" (pp. 13-14).

Some early motivation theories such as Tolman's and Lewins theories have dealt with the expectancy and value concepts. In 1974 these constructs were reintroduced in Atkinson's achievement motivation theory. Atkinson believed that achievement behaviours determined by expectancy of success and incentive values. Then, two extra components, namely, need for

achievement and fear of failure have been added in the model. For Atkinson, need for achievement refers to the fact that individuals with high need for achievement are concerned with excellence more than external rewards it can bring. On the other hand, fear of failure means that the main impetus for individuals' good achievements is not their desire to reach positive outcomes but rather to avoid negative ones (Dornyei & Ushioda, 2011, p. 14).

Eccles et al. (1983) proposed an expectancy-value model of achievement performance and choice trying to understand adolescents' performance and choice in Mathematics achievement domain. They assume that task-specific beliefs (such as ability and task difficulty) influence children's expectancies for success on that task and the value attributed to success on that task (Wigfield, 1994, p. 50). The expectancy component in this model has been defined as "children's belief about how well they will do on an upcoming task" (ibid). While the construct of value has been defined as "beliefs about desired end states" (Rokeach, 1973, 1979, as cited in Wigfield, 1994, p. 52). Eccles et al. (1983) (as cited in Wigfield, 1994, p. 52) suggested four types of subjective values:

- **Attainment value:** it refers to the importance of one's good performance on a particular task.
- **Intrinsic value:** implies the pleasure obtained from the performance of the task.
- **Utility value or usefulness:** refers to how well a task fits into one's future plans and goals.
- **Cost:** refers to choices the individual has to give up to do a given task and the effort required for the achievement of the task.

1.2.2.2. Attribution Theory

This theory was based on the work of Bernard Weiner (1992) (as cited in Dornyei & Ushioda, 2011, p. 15). It is based on the idea that individuals attempt to understand the reasons of their past successes and failures and that these reasons have different effect on their future action (Dornyei, 2005, p. 79). For example, a student who failed his writing test may attribute his failure to lack of competence, insufficient preparation, task difficulty ...etc.

The perceived causal attributions can be classified along three different dimensions: locus, stability and controllability. The first dimension, locus of causality, refers to the perceived location of an attribution as internal or external. For instance failure can be attributed to an internal factor such as lack of ability or lack of efforts. On the other hand, it can be ascribed to external factors like luck and difficulty of the task. Another dimension of causal attributions is stability which concerns the potential changeability of a cause from time to time. For example, ability is regarded as stable although it may be perceived as unstable if learning is possible, even luck might be considered unstable though it may be thought of as a trait of a person (lucky or unlucky). The third dimension of causality represents the controllability of the cause. Controllable attributions are changeable whenever a person wants to do so. While, uncontrollable ones cannot be easily changed (Weiner, 1985, pp. 548-551).

1.2.2.3. Self-Efficacy Theory

Self-efficacy theory has been developed by Albert Bandura in the late 1970s. Perceived self-efficacy refers to people's beliefs in their abilities to successfully perform specific tasks. Efficacy beliefs determine the way people think, feel, motivate themselves and behave (Bandura, 1995, p. 2). A low sense of self-efficacy decreases people's confidence in their capabilities to

accomplish difficult tasks which are viewed as personal threats, consequently they are likely to fail. In contrast, people with a strong sense of self-efficacy believe they can accomplish even difficult tasks (Dornyei & Ushioda, 2011, p. 16). According to Bandura (1994, pp. 2-3) self-efficacy beliefs can be influenced by four main factors: mastery experiences, vicarious experiences, social persuasion, and somatic and emotional states.

- **Mastery experiences**

For Bandura (1994), they take place when individuals attempt to execute courses of actions and they succeed, in other words, they have a mastery of these actions. Self-efficacy is increased most effectively through mastery experiences because people tend to have an intuition that they can do a new task if it resembles an already accomplished one. So far, it would be thought that it is relatively easy to master something new through practice. However, if people experience only easy successes and avoid difficult tasks and obstacles, then a strong sense of efficacy would not be developed.

- **Vicarious experience**

It is another factor that affects self-efficacy. Observing people similar to oneself succeed by perseverant effort increases observers' beliefs that they are also able to achieve similar tasks. Conversely, seeing people who spent huge efforts to do something fail, decreases observers' self-efficacy and debilitate their motivation. In short, the way competent models deal with the encountered obstacles can teach observers effective skills to cope with every day situation.

- **Social persuasion or verbal persuasion**

It is also a factor that has a great influence on self-efficacy. People who are convinced verbally that they are capable to do a task, are more likely to work harder to

attain the desired goal. But people who have been convinced that they are incapable to do a task have a tendency to give up quickly when facing obstacles and challenging activities.

- **Somatic and emotional states**

It means that people's capabilities can be judged on the basis of their somatic and emotional states. Stress reactions and tension are interpreted as indications of weakness leading to poor performance. In challenging activities, fatigue, aches and pains are considered as signs of physical debility. Perceived self-efficacy is also affected by people's mood. That is to say, being in a good mood raises self-efficacy while being in bad mood weakens it. People's beliefs about their efficacy can be changed through reducing their stress reactions and modifying the wrong perception and interpretation of their emotional and physical states.

In a nutshell, self-efficacy theory assumes that mastery experiences, vicarious experiences and somatic and emotional states influence our self-efficacy and consequently our behaviour.

1.2.2.4. Goal Theory

The construct of "goal" has replaced that of *need* which was the basic component of Maslow's (1970) hierarchy of needs. This theory assumes that goals are the main incentive for human actions (Dornyei, 1998; Dornyei & Ushioda, 2011).

Two goal-theories, namely, goal setting theory and goal orientation theory have received special attention during the past decades.

1. Goal Setting Theory

It was advanced by Locke and Latham in 1990. Locke and Latham (2005) stated that “goal setting theory rests on the premise that goal-directedness is an essential attributes of human action and that conscious self-regulation of action, through volitional, is the norm” (p. 128).

According to Locke and Latham (2013, pp. 4-5) goals have two main properties, namely, content and intensity.

- a. **Goal content** refers to the desired outcome. Up to 1990, most research on goal setting theory concentrated on the influence of the specificity and difficulty of a goal on the performance of a task. It has been found that the more specific and difficult the goal is, the highest the achievement that can be attained.
- b. **Goal intensity** refers to the amount of effort required to reach a goal, the belief in the importance of the goal, and the commitment to attain it.

2. Goal Orientation Theory

It was specifically developed for the aim of explaining children’s learning and performance in classroom context. (Dornyei & Ushioda, 2011, p. 21).

As Ames (1992) summarizes, the theory outlines two types of goal orientation:

- **Mastery orientation** is also called “task performance goals” or “learning goals”. It includes the development of competence through gaining new skills and knowledge with a sense of mastery.

- **Performance orientation** (or 'ego-involvement goals') involves showing one's ability through demonstrating the superiority of performance (outperforming other students).

Thus, students with mastery goals look for gaining competence and improving it, however, learners oriented towards performance goals are interested in achieving a goal and gaining public judgement.

1.2.2.5. Self-Determination Theory

The self-determination theory (SDT) is one of the most influential theories in motivational psychology (Dornyei, 2003). This theory was developed by Deci and Ryan (1985). According to Deci and Ryan (2008), "self-determination theory addresses such basic issues as personality development, self-regulation, universal psychological needs, life goals and aspirations ,energy and vitality, nonconscious processes, relations of culture to motivation, and the impact of social environments on motivation, affect, behaviour, and well-being" (p. 182). SDT distinguishes two types of motivation:

A. Intrinsic Motivation

According to Ryan and Deci (2000),

Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequences. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external product, pressure or reward (p. 56).

For instance, a student who engages in an activity for his or her pleasure without any external pressure tends to have intrinsic motivation. Despite the fact that intrinsic motivation is found within individuals, it also exists in the relation between a person and an activity. Not all activities are intrinsically motivating to people and not all people are intrinsically motivated for a given activity (Ryan & Deci, 2000, p. 56). A subtheory of self-determination theory, namely, cognitive evaluation theory (CET) argues that intrinsic motivation will be undermined if an event is perceived to have a negative influence on an individual's feelings of autonomy and competence. In contrast, it will be enhanced supports someone's feeling of autonomy and competence (Ryan et al., 2009, p. 110).

Vallerand and Rattelle (2002) posit three subtypes of intrinsic motivation:

1. **Intrinsic motivation to learn** refers to the engagement in a specific activity for the purpose of getting the pleasure and satisfaction of discovering new things.
2. **Intrinsic motivation towards achievement** which means the engagement in a specific activity for the pleasure of challenging obstacles and achieving goals.
3. **Intrinsic motivation to experience stimulation** refers to the engagement in a given activity to please oneself.

B. Extrinsic Motivation

Extrinsic motivation is defined as:

A construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (Ryan & Deci, 2000, p. 60).

Thus, it means performing an activity to obtain an extrinsic reward such as good grades or praise from others. For instance, a student who does a homework to receive a reward (such as getting extra marks) or to avoid punishment from the teacher is considered to have extrinsic motivation.

According to SDT, extrinsic motivation has been placed on a continuum of three types depending on the extent to which goals are self-determined. The first type, *external regulation*, refers to individuals' engagement in activities which are determined by external sources such as rewards or threats. The second type of extrinsic motivation is *introjected regulation* which means that performing an activity can be due to a feeling of external pressure which is partially internalized; this pressure pushes the individual to act in order to avoid the feeling of shame or guilt. *Identified regulation* lies at the end of the continuum; it takes place when individuals pursue a particular activity because they think it is important and useful for achieving their goals (Deci & Ryan, 2000, p. 237).

Self-determination theory suggests that extrinsically motivated behaviours can differ in their relative autonomy. For example, a student who learns a language only to avoid feeling ashamed if he or she does not know it is extrinsically motivated. Similarly, a student who learns a language because he or she thinks it is important for his or her carrier is also extrinsically motivated because she or he is learning it for its value and not for their interest in the language itself. Both behaviours are intentionally performed, however the first example shows a purely external control of the behaviour while the second represents a self-endorsed and volitional behaviour (Ryan & Deci, 2000, p. 60).

To sum up, self-determination theory distinguishes two different categories of motivated behaviours: the first category represents those behaviours that emanate from the self, i.e., self-

determined behaviours; the second category encompasses behaviours that are governed by some interpersonal or intrapsychic force, i.e., controlled behaviours (Deci & Ryan, 1985).

1.2.3. The Humanistic Theory

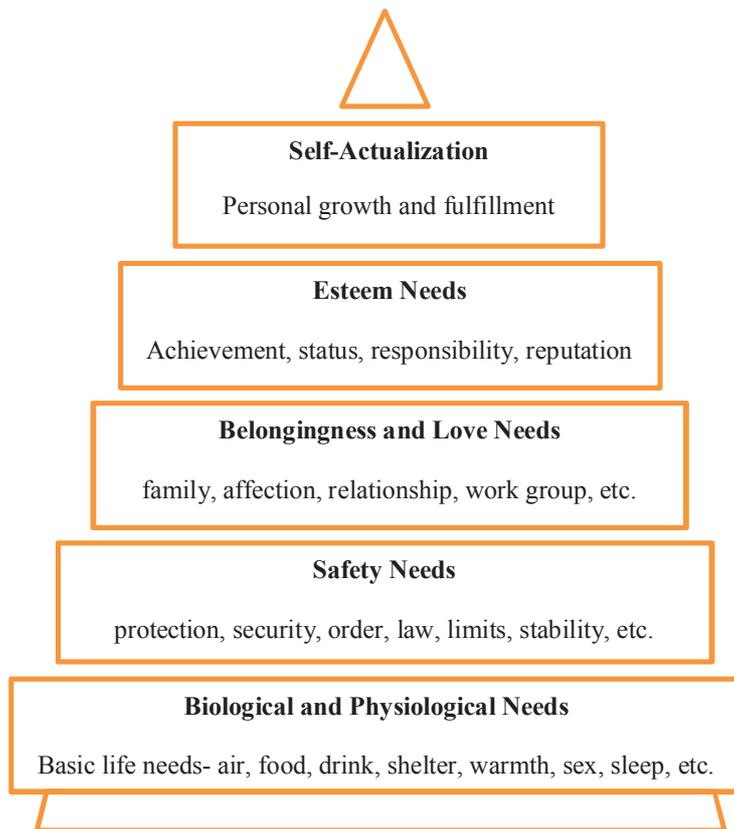
From a humanistic point of view, motivation means encouraging people's inner resources, that is, their sense of competence, self-esteem, autonomy, and self-actualization. One of the most influential humanistic theories is Maslow's (1943) theory of human motivation.

1.2.3.1. Maslow's (1943) Hierarchy of Needs

Maslow developed a five-level hierarchy of needs. Physiological needs and safety needs are located in the bottom of the hierarchy and considered to be low-level needs, followed in an ascending order by social, esteem and self-actualization needs which are considered high-level needs (McLeod, 2007). The hierarchical order of these needs reflects the differences between them in terms of strength and importance; low-level needs must be satisfied before higher-level needs are pursued (ibid.). For instance, if a person does not meet his or her physiological needs (such as food and sleep), he or she ceases trying to reach safety needs until physiological needs are fully satisfied.

Figure 01

Maslow's (1943) Hierarchy of Needs



Maslow's (1943) original hierarchy of needs includes:

Physiological needs refer to the basic body needs required for sustaining human life. These needs include food, water, air, sleep, and sexual satisfaction.

Safety needs refer to one's need to avoid physical and emotional harm such as living in a safe area, job security, protection from physical danger, etc.

Social needs are also referred to as love and belonging needs. These needs are related to a person's desire to be affiliated to a group and to interact with its members seeking the opportunity to love and to be loved.

Esteem needs include the need to gain people's respect and appreciation, and the need to have power and reputation. Satisfying these needs enables one to realize not only self-esteem but also others' esteem.

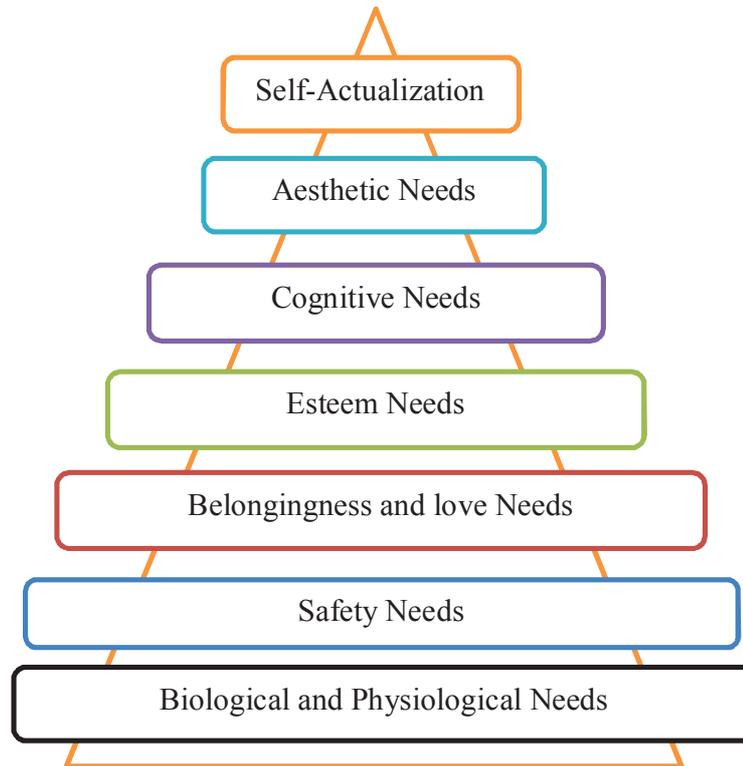
Self-actualization is the summit of Maslow's hierarchy of needs. It refers to the desire to fulfill one's potential as a person. Self-actualization needs include truth, justice, wisdom and meaning.

Maslow's five stage model has been extended to include cognitive and aesthetic needs (Maslow, 1970a) and later transcendence needs (Maslow, 1970b). According to Maslow cognitive needs are the needs to know and understand yet aesthetic needs has to do with appreciation and search for beauty, balance, form, harmony, etc. Transcendence needs are related to helping others to reach self-actualization.

Maslow (1968) referred to the first four needs (physiological, safety, social and esteem needs) as deficiency needs. When these needs are unmet, they increase people's motivation to fulfill them. Maslow called the three upper levels of needs (cognitive, aesthetic and self-actualization) being needs. Unlike deficiency needs, the achievement of being needs does not cease people's motivation, but rather pushes them towards further fulfillment.

Figure 02

Maslow's (1970) Extended Hierarchy of Needs



1.3. Integrative and Instrumental Motivation

Motivation is one of the most significant constructs in the field of second language learning. Gardner and Lambert's original work on attitudes and motivation posits two types of motivation, namely, integrative and instrumental motivation. The kind of motivation that a student may possess depends on his or her learning goals and the learning environment. It is also assumed that integrative and instrumental motivation have an impact on students' achievements.

1.3.1. Integrative Motivation

It is defined as “a sincere and personal interest in the people and culture represented by the other language group” (Lambert, 1974, p. 98). According to Gardner (2001),

Integrativeness reflects a genuine interest in learning the second language in order to come closer to the other language community. At one level, this implies an openness to, and respect for other cultural groups and ways of life. In the extreme this might involve complete identification with the community (and possibly even withdrawal from one’s original group). But more commonly it might well involve integration within both communities (as cited in Dornyei, 2010, p. 75).

Hence, the major aim of integratively motivated learners is to integrate in the culture of the target language and to communicate with L2 community members.

1.3.2. Instrumental Motivation

According to Dornyei (1994) instrumental motivation “is related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary” (p. 274). In other words, instrumental motivation drives students to learn the second language for the utilitarian benefits it brings for the learner (Gardner & Lambert, 1959).

Despite the importance of integrative and instrumental motivation in learning a second language, there was a debate among researchers about the most important kind for learners. For instance, Lambert (1974) considered integrative motivation to be of utmost importance particularly in classroom settings since it predicts students’ linguistic achievements. In contrast, Dornyei (1990) opposed Gardner, who put much of his emphasis on integrative motivation, by

pretending that instrumental motivation is more important with regard to students' achievements in learning foreign languages.

Though the opposing views of researchers concerning the importance of integrative and instrumental motivation, both types are considered to be equally important, a learner might be successful in learning an L2 with an integrative motivation or with an instrumental motivation, or indeed with both (Cook, 1991).

Conclusion

In a nutshell, the importance of motivation in second language learning has generated much research on the issue. Many scholars have attempted to explain and understand the concept of motivation from different perspectives. Therefore, the negative side of motivation which is demotivation has remained a neglected issue for years. This chapter has dealt with motivation including a brief historical overview of the construct which embraces three distinct phases through which the history of L2 motivation has moved. In addition, this chapter discussed the various motivation theories in reference to the different schools of thought: Behaviourism, Cognitivism, and Humanism. We also mentioned the two forms of motivation: intrinsic motivation and extrinsic motivation. We ended this chapter with a distinction between two types of motivation, integrative motivation and instrumental motivation.

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

Chapter Two: Demotivation in Second Language Acquisition

Introduction.....	23
2.1. Definition of Demotivation.....	23
2.2. Studies of Demotivation.....	24
2.2.1. Chamber’s (1993) Investigation	25
2.2.2. Oxford’s (1998) Investigation	26
2.2.3. Ushioda’s (1996) Investigation.....	28
2.2.4. Dornyei’s (1998) Investigation	29
2.2.5. Muhonen’s (2004) Investigation	31
2.2.6. Sakai and Kikuchi’s (2009) Investigation	33
2.2.7. Hirvonen’s (2010) Investigation	35
Conclusion.....	37

Chapter Two

Demotivation in Second Language Acquisition

Introduction

As we have seen in chapter one, motivation has been exhaustively studied over the past decades. While many researchers held that motivation is necessary in learning a second or foreign language focusing mainly on the positive forces that motivate L2 learners, little attention, however, has been paid to the other side of the issue of motivation, i.e. demotivation which concerns those factors which negatively affect L2 learning. This chapter aims at introducing the construct of demotivation, and summarising the most significant studies on demotivation in L2 learning.

2.1. Definition of Demotivation

Since the construct of demotivation is relatively new in the field of L2 motivation research, small amount of empirical literature is found on it. Dornyei and Ushioda (2011) defined the term demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action” (p. 139). For instance, a student may lose his motivation to study English if he or she makes a mistake and the teacher mocks him or her. Therefore, a demotivated learner is a person who used to be motivated but for some reasons lost his or her commitment and interest. These reasons which diminish the existing motivation are called demotives which are the opposite of motives. Whereas motives increase the tendency of an action, demotives de-energize it (ibid.).

It is worth noting that not all negative influences are considered to be demotives. According to Dornyei and Ushioda (2011) the following negative factors are not regarded as

demotives. First, powerful distractions such as playing video games instead of doing a homework are not demotives. Second, the gradual loss of interest in an ongoing activity does not involve demotivation. For instance, a runner may lose speed because of exhaustion or ageing rather than by a particular incident in a particular race. Third, demotivation is not involved in case of an internal process of deliberation without any particular external incentive, such as recognizing that it is too hard to attend a course of study in the early morning after keeping up late in the night. So, they believe that demotivation does not imply the total cancellation of the positive influences that made up motivation to behave, but some other positive motives may remain functional (pp. 138-139).

2.2. Studies of Demotivation

After defining the term demotivation, it is necessary to review some SLA studies which have attempted to study this phenomenon. The former studies conducted on demotivation are discussed thoroughly to provide a good understanding of this area of research and give a glance on how the practical part of this dissertation would be. Despite the central role demotivation plays in L2 learning, there have been only few studies which addressed students' demotivation. L2 demotivation has aroused the interest of instructional communicative researchers since it is an apparent problem in the field of education (teachers' interaction with the students) which is generally characterized by language learning failure (Dornyei & Ushioda, 2011, p. 142).

Below the findings of the studies on demotivation by Chambers (1993), Oxford (1998), Ushioda (1996), Dornyei (1998), Muhonen (2004), Sakai and Kikuchi (2009), and Hirvonen (2010) are presented.

2.2.1. Chambers's (1993) Investigation

Chambers (1993) was among the first researchers who were interested in demotivation in the field of education. In order to discover why students lose interest in learning German in the UK, Chambers visited four schools in Leeds and collected data through administering a questionnaire to 191 year nine pupils (age 13). Chambers wanted to investigate the issue from different perspectives particularly from the view of language teachers who are thought to be the main cause of demotivation. Therefore, another questionnaire was administered to 7 teachers who attributed causes of demotivation to a variety of reasons such as psychological, social, attitudinal, historical and geographical reasons, but without mentioning themselves.

The results obtained from the students' questionnaire have shown that only 14 percent perceive the modern language component of the curriculum as not essential or waste of time, but 50 per cent view language learning as not enjoyable or detestable for various reasons. Some students put the blame on their teachers for instance for not giving clear enough instructions, not providing enough explanations for things, criticizing students, using outdated teaching materials, shouting at students for not understanding, other students claim that the classroom where the lessons are held contains an excessive number of students compared to its small size. One student would like to have two language teachers. In fact, the results obtained were inconclusive, according to Chambers "what one pupil likes, the next pupil detests" (p. 14). On the basis of his data, Chambers has come out with only few conclusions about the influence of demotives on second language learning. Chambers found out that sometimes demotivation does not originate from the classroom or from pupils' past experience that they might have come across while learning the second language but rather from home. In addition, a lot of students were demotivated to learn an L2 since their native language was universal. Besides, he concluded that demotivation in some cases arose from the classroom and the teachers' perception. Chambers

noticed that demotivation learners tend to have very low levels of self-esteem and are in need for their teachers' encouragement. Chambers (1993) research on student demotivation has been carried out for satisfying his curiosity but unfortunately, he never felt satisfied. He said,

I started off with this little exercise to satisfy my curiosity. Far from being satisfied, I find that I am dealing not with a molehill but rather the mountain. There are so many aspects to the problem of motivation that I have not even started to do it justice, I have made a barely perceivable scratch on the surface (p. 16).

2.2.2. Oxford's (1998) Investigation

Oxford's study, (1998) (as cited in Dornyei & Ushioda, 2011, p. 143) is based on the analysis of 250 essays written by American high school and university students concerning the learning experiences they have gone through. The investigation aims at identifying those factors perceived as demotivating for the students. This study lasted for five years. During this period, students were asked to respond to various prompts, including "describe a situation in which you experienced conflict with a teacher" and "talk about a classroom in which you felt uncomfortable". When analysing students' essays, Oxford discovered four broad sources of demotivation. The first source was *the teachers' personal relationship with the students* (including carelessness, harsh criticism). The second source was *the teachers' attitude towards the course or the material* (messy management, lack of motivation, narrow-mindedness). The third source of demotivation was *style conflicts between teachers and students* (about the amount of structure or about the degree of closure of the classroom). The last source of demotivation that has emerged from the analysis of students' essays was *the nature of the classroom activities* (those activities which are irrelevant, overloaded, and repetitive).

Later, Oxford (2001) (as cited in Dornyei & Ushioda, 2011, p. 143-144) expanded her investigation to include 473 narratives written by students from a variety of language and cultural backgrounds. Oxford was mainly interested in students' metaphorical descriptions of their teachers as well as analysing these descriptive constructions of teachers whom students liked or disliked or with whom they accorded or disaccorded. Students' descriptions have been categorised within three main teaching approaches:

- 1- **The Autocratic Approach** gives the absolute authority to the teacher (e.g. as tyrant, hanging judge)
- 2- **The Democratic/Participatory Approach** involves the participation of both the teacher and the student in the learning process such as decision-making and responsibility (the teacher is viewed as family-member or a co-learner)
- 3- **The Laissez-faire Approach** undermines the authority of the teacher and his participation in making decisions (the teacher is considered as a blind eye or an absentee).

Oxford's investigation showed that teacher behaviour and attitudes are perceived to be one of the major sources of demotivation. These behaviours and attitudes were associated with the autocratic and laissez-faire approaches. So, absolute and minimal authority of the teacher has a negative effect on students' feelings, self-efficacy, and sense of control. Therefore, it was considered to be demotivating.

2.2.3. Ushioda's (1996) Investigation

Ushioda (1996) conducted a qualitative study on 20 Irish learners of French at Trinity College in Dublin aiming at exploring their effective motivational thinking. Ushioda carried out an interview with those students in order to find out what they consider to be demotivating in their L2 learning experience (as cited in Dornyei & Ushioda, 2011, p. 146).

Ushioda's study consisted of two phases. The first phase was conducted in 1991 and included 20 participants. The objective of this phase was to explore participants' perception of the factors that motivate them learn French. Therefore, loosely structured interviews of 15-20 minutes were used to collect genuine data. Since our main focus here is on the study of demotivation, this phase is not going to be discussed in details.

The second phase of the study was carried out in 1993 in order to analyse students' thinking in regard to aspects of motivational evolution and experience over time. In this phase, unlike the first one, Ushioda used a more structured interview. The interviewees focused on motivation with respect to four aspects of motivation: motivation evolution over time, motivational perspectives on L2 development over time, factors negatively affecting L2 motivation and motivational strategies (Ushioda, 2001, p. 109).

Among these aspects, we are going to deal only with the third aspect (factors negatively affecting L2 motivation) because it concerns demotivation studies. The data related to the third aspect showed that the majority of students linked the reasons behind their demotivation in L2 learning to external factors related to the learning environment such as teaching methods and learning tasks, only one student stated that motivation is negatively affected by internal factors, namely, the pressure of setting too high standards. The external factors associated with institutionalized L2 learning are classified into three categories: the first category, L2 classes with native speakers, includes demotives such as heavy schedule, crowded classes and boredom from listening to artificial prepared speeches. The second category, L2 coursework/ methods, were considered to be demotivating due to some factors such as extensive learning of grammar, studying literature, hiatus between exam questions and what have been studied. The last category, institutional policies and attitudes, were said to have a negative effect on students because of lack

of opportunities to speak L2, distraction due to the large number of students in the classroom, lack of teacher attention to students' motivation or progress.

Ushioda (as cited in Dornyei & Ushioda, 2011, p. 146) stressed that participants in her investigation developed a number of ways to regain their motivation in the face of negative experiences or setbacks. These ways are the following: setting immediate goals to achieve, positive talk with oneself, and taking part in an enjoyable L2 task such as taking a break from L2 studies by watching a film or listening to the radio.

2.2.4. Dornyei's (1998) Investigation

Unlike the previous studies; Chambers (1993), Oxford (1998), and Ushioda (1998); which have dealt with a general sample of students, Dornyei's study focused particularly on demotivated students or those who had experienced demotivation before. Dornyei was inspired by an MA student; Katalin Kohlmann (1996); and a dozen course papers as well as two MA theses by Rudnai (1996) and Halmos (1997) to conduct his project narrowing down its scope to include only demotivated learners (Dornyei & Ushioda, 2011, p. 147-148).

This study aimed at exploring factors which demotivate L2 learners and so it followed a qualitative approach. The participants were studying either English or German as a second language and had been known to be demotivated by their teachers or peers. Dornyei gathered data using one-to-one structured interviews, and a stepwise theme based content analytical procedure was followed to analyse the data. Firstly, all the prominent demotivating factors that participants had mentioned were marked, and common themes were established. Then, Dornyei identified the most important demotives for each student. Finally, only the primary demotivating factors mentioned by the students were arranged into a table according to the main categories

because Dornyei assumed that some types of negative influences might have only been reflections of already existing demotivation (Dornyei & Ushioda, 2011, p. 148).

The analysis of the data showed nine types of demotivating factors which were mentioned by at least two students as the primary source of their demotivation. *The teacher* was found to be the main source of students demotivation and accounted for 40 percent of the total frequency of occurrences. The interviewees mentioned several subjects related to the teacher including the teacher's personality, commitment to teaching, attention paid to students, competence, teaching methods, style and rapport with the learners. The second most common factor that demotivated 15 percent of the pupils was *the learner's reduced self-confidence*. This demotive was indirectly related to the teacher since it emanated from a classroom event within the teacher's control. The teacher and the learner's reduced self-confidence were found to be potent demotivating factors and accounted for more than half of the total demotives occurred in the transcripts. Then, two other factors, namely, *inadequate school facilities* and *negative attitudes towards the L2* were found to be the most demotivating factors for more than 10 percent of pupils. The former has to do with factors such as large groups, inadequate group level and frequent substitution of teachers. The latter emerged from the students' negative impression towards the target language and its functioning. In addition to the aforementioned influential demotivating factors, other less frequent demotives have been extracted from the data. These included *the compulsory nature of L2 study*, *interference of another foreign language being studied*, *negative attitudes towards L2 community*, *attitudes towards group members* and *coursebook* (Dornyei & Ushioda, 2011, pp. 148-149).

Although Dornyei's investigation differs from the previous studies through focusing only on demotivated learners, the use of an interview to collect data seems to be inadequate because

students might feel uncomfortable sitting face to face and discussing their demotivation experience with a researcher.

2.2.5. Muhonen's (2004) Investigation

Muhonen (2004) (as cited in Amemori, 2012, pp. 26-27) conducted a study in Finland to find out the factors that demotivate students to learn English. The main purpose of the investigation is to shed light on the negative influence of gender, and school achievement on students' motivation since this issue has not received researchers' attention in the previous studies of demotivation. Muhonen focused on three major issues: identifying factors demotivating EFL learners, their frequency and placement in reference to their importance and their relationship to gender and school achievement.

This study was carried out following a descriptive approach and using a mixture of both qualitative and quantitative methods. The data was gathered from a secondary school in Jyvaskyla using a writing task. The students were requested to write about the factors that discouraged them to learn English starting from the most to the least important ones. They were also asked to explain how these factors demotivated them.

The demotivating factors that have been derived from the analysis of 86 writing tasks (out of 91) were categorized into five issues: the majority of students considered the issue of *teacher* to be the main source of demotivation, they mentioned three negative aspects related to the teacher which are: lack of competence, teaching methods and personality. The second issue that arose from the data was *learning material*. For instance, the exercise book as well as the textbook were considered to include boring exercises and topics. The third important issue was *learner characteristics*. This issue has to do with the skills and potentials of the students. The lack of skills and the lack of confidence in one's potentials were found to be demotivating

because they made SLL difficult. However, students with good language skills found the learning of English language very easy and unvaried. Thus, they lost their motivation to learn it. The fourth issue emerged from the analysis of data was *school environments*. Three aspects related to this issue have been mentioned to be demotivating. First, the timetable of English courses was criticized since the students were obliged to study in the early morning or late in the afternoon. At these times, students felt deconcentrated. Second, the frequent change of teachers was considered to be a source of demotivation for some pupils. The third demotivating aspect related to school environments was the long absence of regular teacher. The last issue was *learner's attitudes towards the English language*. Some students were demotivated to learn English because they thought it is worthless and uninteresting.

Another aim of the study was to find out whether the factors causing demotivation among boys and girls as well as among pupils with lower and higher grades are the same or not. The results obtained from the study showed that there are little differences between boys and girls in relation to the issues of teacher and learning material. The teacher was considered to be more demotivating for boys than for girls. Boys also have a tendency to ascribe demotivation to themselves. On the other hand, girls viewed learning material to be demotivating twice more frequently than the boys. Considering demotivation in relation to students grades, the findings of the study indicated that pupils with lower grades regarded the learning of English more demotivating than those with higher grades. However, students with higher grades considered the teacher and learning material demotivating more frequently than those with lower grades.

2.2.6. Sakai and Kikuchi's (2009) Investigation

Despite the lack of studies on demotivation, Dornyei's study on demotivated learners in 1998 had inspired researchers in Japan to take more interest in the issue of demotivation among Japanese English learners (as cited in Dornyei & Ushioda, 2011, p. 149-150). Sakai and Kikuchi (2009) carried out a study in order to find out factors demotivating Japanese senior high school students. To collect data, a questionnaire of 35 items was administered to 656 learners from four Japanese upper secondary schools. The questionnaire was designed on the basis of six common demotivating factors derived from the previous studies on L2 demotivation in Japan (e.g. Falout and Maruyama, 2004; Ikeno, 2002; Tsuchiya, 2006):

- **Teachers:** for instance, teachers' attitudes, behaviour, teaching competence, language proficiency, teaching style and method, personality are considered to be demotivating.
- **Characteristics of classes:** here demotivation may arise from the focus on difficult grammar and vocabulary, the content and pace of courses, focus on examination and memorization, repetitious lessons.
- **Experience of failure:** including unsatisfying examination scores, failure to memorize vocabulary and idioms, lack of acceptance by teachers.
- **Class environment:** for example, peers attitudes, inadequate level of the lessons, compulsoriness of English study, inappropriate usage of school facilities and resources.
- **Class materials:** materials not being suitable or interesting, a lot of reference books or handouts.
- **Lack of interest:** perceiving the learning of English at schools as impractical or unnecessary, dislike of people speaking English.

The analysis of data revealed five demotivating factors: “learning content and materials”, “teachers’ competence and teaching styles”, “inadequate school facilities”, “lack of intrinsic motivation” and “test scores”. “Characteristics of classes” and “learning materials”, which have been considered in the original model as two separate demotivating factors, were linked together in one factor “learning content and materials”, whereas the rest four factors remained the same as those in the original model.

Unlike the previous investigations, Sakai and Kikuchi’s study showed that “learning content and materials”, and “test scores” were the primary source of students’ demotivation rather than the factors related to the teacher. In addition, this study revealed that demotivation is not only related to external factors such as teacher’s competence and teaching styles but it can also emanate from internal factors as lack of intrinsic motivation. Sakai and Kikuchi’s study attempted to find out the differences between demotivated and motivated students and compared them with regard to demotivational factors. They found that there were significant differences between them in terms of the following factors: “learning content and materials”, “lack of intrinsic motivation”, and “test scores”. In other words, demotivated students perceived these three factors to be more demotivating than highly motivated students. Among these three factors, “lack of intrinsic motivation” was considered to be the most demotivating factor for demotivated participants than for motivated students (Sakai & Kikuchi, 2009).

2.2.7. Hirvonen’s (2010) Investigation

While Muhonen’s study focused on L2 demotivation among Finnish pupils, Hirvonen’s study (2010) (as cited in Amemori, 2012, pp. 29-32) tried to find out the demotivating factors among immigrant pupils in Finland. This study was carried out for the sake of identifying the

external and internal factors which demotivate immigrant pupils to learn English as well as the factors that aid them overcoming demotivation.

Seven ninth grade immigrant pupils of a secondary school in Jyvaskyla participated in the study. Their ages were between 14 to 17 years old and they were all from the Middle East. There were variations between those immigrant pupils in terms of their years of residence in Finland (3 to 13 years) as well as the years spent in studying English.

A qualitative approach was followed to conduct the study and semi-structured interviews were used to gather data. The interview started with a warm up task in which pupils were asked to reflect upon their past experiences in learning English and mention three most positive and negative experiences they have gone through. The interview was based on five broad themes: pupils backgrounds, a typical English lesson, attitudes towards English and learning English at school, factors that demotivate pupils to learn English, overcoming demotives and satisfaction with one's language skills. In addition to these themes, other topics and themes were allowed to be added by students. The interviews were tape-recorded, transcribed and then analyzed following a theory bound content analysis.

The analysis of the data showed a number of demotivating factors which were classified into two categories: external and internal factors. The results obtained from the analysis of data indicated that the number of external demotives was greater than that of internal ones. Hence, they were regarded as being more powerful than internal demotives. On the other hand, internal demotives also have an influence on pupils' English learning experiences.

The external demotives derived from the transcript were divided into four topics which were ordered in terms of their frequency of occurrence. The first topic was *the teacher*. At least one demotive concerning the teacher was mentioned by all the participants. Besides, the number

of issues related to the teacher was greater than that related to other topics. The second topic was *learning material and course content*. For students, boring coursebooks and extensive teaching of grammar were considered to be demotivating issues. *Learning environment* was the third source of external demotivation. It includes issues such as, distraction from classmates, timetable of classes, staff substitution as well as lack of opportunities to practice English in the classroom. The fourth topic causing external demotivation was *simultaneous learning of many languages*. Immigrant pupils' necessity to learn Finnish and Swedish simultaneously affected their learning of English.

Internal demotives do also have a negative effect on immigrant pupils in learning English although their number was fewer than the number of external demotives. Internal demotivating factors were classified into three different topics. First, *the experience of failure* was the most frequent topic derived from the data. Most participants have gone through an experience of failure while learning English. For example, getting low scores in tests and feeling inferior to others because of the lack of attention from the teacher had resulted in demotivation. Second, *lack of success* is another internal demotivating factor. It encompasses working hard without achieving success, and the feeling of inability to learn. The third internal demotive was *attitudes towards English*. Some immigrant pupils perceived English as a difficult language, particularly its grammar and pronunciation.

This study did not focus only on identifying external and internal factors demotivating immigrant pupils, but also the factors which helped them to overcome demotivation. Although immigrant pupils were demotivated to learn English due to certain internal and external factors, they stated that it can be overcome following three internal factors. The first factor was believing in the importance and usefulness of English as widely spoken language all around the world. The second factor mentioned for overcoming demotivation was the pupils positive attitudes towards

schooling since those immigrant pupils have not been able to attend schools in their countries. The last factor which helped pupils to put an end to their demotivation to learn English was using English in everyday life.

Conclusion

This chapter has dealt with the issue of demotivation in L2 learning. First, the construct of demotivation is defined, and then studies of demotivation that are most salient in the literature are reviewed. The general conclusion that can be drawn from these studies is that demotivation is an outstanding phenomenon in the field of second language learning and teaching. There have been some differences between the studies reviewed above, some studies focused on both motivated and demotivated students, while others have dealt only with demotivated students for instance, Dornyei's study. Furthermore, researchers have different views concerning the source of demotivation, some of them focused only on external factors causing demotivation, whereas others addressed both external and internal demotives. Despite the fact that there have been many differences between the previous studies in terms of demotivating factors, the teacher factor was found to be the primary source of demotivation in all the studies.

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

Chapter Three: Practical Framework

Introduction.....38

3.1. The Sample.....38

3.2. Means of Research.....38

3.3. The Students’ Questionnaire.....39

3.4. Data Analysis and Discussion.....40

 3.4.1. Analysis of Students’ Questionnaire.....40

 3.4.1.1. Section One: Background Information.....40

 3.4.1.2. Section Two: The Students.....44

 3.4.1.3. Section Three: The Teacher.....52

 3.4.1.4. Section Four: Materials and Teaching Programs.....61

 3.4.1.5. Section Five: The Course.....64

 3.4.1.6. Section Six: The Classroom.....70

 3.4.1.7. Section Seven: The Administration.....73

 3.4.1.8. Further Suggestions.....76

 3.4.2. Discussion of the Results.....76

 3.4.3. Limitations of the Study.....78

 3.4.4. Pedagogical Recommendations.....79

Conclusion.....81

General Conclusion.....82

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

References.....84

Appendices

Résumé

ملخص

Chapter Three

Factors Causing Demotivation among Students Majoring in English

Introduction

This chapter presents the description and the analysis of the data generated by the questionnaire used in this study so as to identify the real factors that are causing demotivation among the subject under study as well as the extent to which demotivation increases or decreases as they move from one level to another.

3.1. The Sample

The present study was carried out at the department of English at the University of Mohammed Seddik Ben Yahia, Jijel. A questionnaire was designed and administered to a cross-sectional sample comprising students from first, second, and third year levels of the English license curriculum. The choice of a cross-sectional sample aimed at comparing between students in terms of demotives and finding out whether demotivation increases or decreases as students move from one level to another.

The current study involves 60 participants out of 732 students (in first year 226, in second year 241, in third year 265). A random sample of 20 students is selected from each grade.

3.2. Means of Research

This research makes use of a questionnaire administered to 60 students at the department of English in order to gather information about the main factors that cause demotivation to learn English among some of these learners, at least, so as to clear the ground for rendering the curriculum more motivating to all the students.

3.3. The Students' Questionnaire

In this study, a questionnaire is designed to collect data about the factors causing students' demotivation. The questionnaire was administered to 60 students from first, second, and third year license students at the department of English. The return rate was one hundred percent. The current questionnaire is composed of 36 items comprises close and open-ended questions.

The questionnaire is organized in seven sections. Section one consists of 05 questions, and deals with students' background information (age, sex, proficiency level...etc.). The second section is about those demotives which are related to students themselves and includes 08 questions. The third section is devoted to teachers' aspects that cause demotivation among students. It consists of 09 questions. The fourth section, which includes 03 questions, has to do with materials and teaching programs as a possible source of demotivation. The courses represent the fifth section which includes 05 questions seeking students' opinions about courses and how they cause demotivation. The sixth section is devoted to the classroom. This section looks for information about the reasons that make the classroom demotivating to students. It contains 03 questions. The last section is about the administration. It contains 03 questions which are related to the problems and difficulties encountered by students particularly with relation to management and learning facilities. At the end of the questionnaire students were given an opportunity to suggest other factors they consider to be demotivating.

3.4. Data Analysis and Discussion

3.4.1. Analysis of the Students' Questionnaire

3.4.1.1. Section One: Background Information

01. The age

Table 01

Ages of Students at the Different Levels

Options	1st year (N)	%	2 nd year (N)	%	3rd year (N)	%
a. < 20	16	80	06	30	08	40
b. < 23	01	05	12	60	11	55
c. > 23	03	15	02	10	01	05
Total	20	100	20	100	20	100

This question inquires about students' ages. It is important for determining the extent to which students' age is homogeneous along the three levels. As it is displayed in table 01, the majority of first year students (80%) are under 20 years old. Whereas, most of second year students (60%) and third year students (55%) are aged between 20 and 23 years. Hence, the three sub-categories of the sample displayed a great deal of homogeneity, which increases the reliability of the results.

02. The gender

Table 02

Students' Gender

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Male	01	05	01	05	02	10
b. Female	19	95	19	95	18	90
Total	20	100	20	100	20	100

A quick glance at table 02 shows that the majority of students forming our sample, which reflects accurately the demography in reality in our context, are females. In fact, we have found that girls represent (95%) of students in both first and second year. Yet, it is obviously clear that girls in the third year outnumber boys. They represent (90%), while boys form only (10%). This may mean that girls are more interested and motivated to learn English at university.

03. How do you rate your English proficiency level?

Table 03

Students' Proficiency Levels

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Low	01	05	02	10	00	00
b. Intermediate	14	70	14	70	16	80
c. Advanced	05	25	04	20	04	20
Total	20	100	20	100	20	100

This question was asked to determine the extent to which students' level of proficiency correlates with their level of motivation to learn English. The results show that the majority of students forming our sample said that their level is intermediate. (25%) of the respondents in the first year subcategory and (20%) in both the second and the third year subcategories opted for advanced level. The rest of students have confessed that their level is low, and represent (5%) in the first year and (10%) in the second year, while, no one has admitted to have a low level in the third year.

04. Was studying English at the university...?

Table 04

Students' Choice of Studying English at the University

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Imposed on you by administration	00	00	02	10	00	00
b. A personal choice	20	100	14	70	20	100
c. A parents' choice	00	00	04	20	00	00
Total	20	100	20	100	20	100

According to the results in the table above, the total number of first and third year students (100%) has chosen to study English freely and without imposition. This means that they have a certain amount of self-orientation and have a high level of motivation to study English. In addition, (70%) of second year students have stated that learning English at the university was a personal choice. While (20%) of them said that their parents have made the choice for them. The rest of the students (10%) have said that learning English was imposed on them by the administration, most probably due to the marks they obtained in baccalaureat exam.

All in all, this section has dealt with students' background information, and shows homogeneity between students particularly in terms of their age and English proficiency level. In addition, students show certain amount of self-orientation and interest in learning English.

3.4.1.2. Section Two: The Students**05. How do you find studies at the university?**

Table 05

Students' Perception of Studies at the University

Options	1st year (N)	% (N)	2nd year	%	3rd year (N)	%
a. Very interesting	04	20	04	20	02	10
b. Interesting	10	50	05	25	13	65
c. Somehow interesting	05	25	08	40	04	20
d. Not interesting	01	05	03	15	01	05
Total	20	100	20	100	20	100

The table above reveals that the majority of students in the first year (50%) and (65%) in third year have found studies at the university interesting. However, (40%) of second year students have stated that studies at the university are somehow interesting. Presumably, students who have considered studies at the university to be somehow or not interesting are those whose motivation to learn has been reduced.

06. Do you consider learning English as an exciting activity?

Table 06

Interest in Learning English

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	19	95	19	95	18	90
b. No	01	05	01	05	02	10
Total	20	100	20	100	20	100

The results shown in the table above shows that most students in the three levels (95% in first year, 95% in second year, and 90% in third year) consider learning English to be interesting to them. This means that the majority of students are motivated to learn English.

07. How do you evaluate the study of English language?

Table 07

Perceptions of Language Learning Difficulty

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Very difficult	00	00	01	05	00	00
b. Difficult	04	20	01	05	04	20
c. Somewhat difficult	15	75	14	70	12	60
d. Easy	01	05	04	20	04	20
Total	20	100	20	100	20	100

As indicated in the table above, high percentages of students have admitted that studying English is somehow difficult. We have recorded (75%) of students in the first year, (70%) in the second year and (60%) in the third year. This may imply that students who believe that studying English is a bit difficult or easy are more likely to be motivated than those who consider English study as difficult or very difficult.

08. Are the opportunities to practice English in the classroom rare?

Table 08

Opportunities Given by Teachers to Practice English

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Strongly agree	00	00	08	40	04	20
b. Agree	16	80	08	40	12	60
c. Disagree	04	20	04	20	04	20
d. Strongly disagree	00	00	00	00	00	00
Total	20	100	20	100	20	100

As shown in the table above, it is clear that most first year students (16) which account for (80%) agreed to have few chances to practice English during the lesson. While only (4) students which account for (20%) have disagreed. For the second year, the majority of students have agreed upon the lack of opportunities to use English (40% strongly agree, 40% agree). Like the first and second year students, the big part of the third year students have also opted for the first and second choice (20% strongly agree, 60% agree). This means that students are not satisfied with their teachers since they do not give the students enough chances to speak English inside the classroom. Therefore, they are likely to lose their motivation.

09. Have you ever experienced a loss or decrease in your motivation to study English?

Table 09

Loss or Decrease in Motivation to Study English

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	09	45	12	60	13	65
b. No	11	55	08	40	07	35
Total	20	100	20	100	20	100

The results shown in the table above show that there is an increase in the rate of students who experienced a loss or decrease in their motivation to learn. (45%) of first year students have chosen the option “yes”, (60%) of second year and (65%) of third year students made the same choice. This may suggest that students’ demotivation is directly proportional with the students’ license level. In other words, the more the students advance across the levels of the curriculum, the more demotivated they become.

10. Are your classmates ...?

Table 10

Classmates as a Potential Source of Demotivation

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Encouraging	13	65	04	20	03	15
b. Discouraging	01	05	02	10	06	30
c. Neutral	06	30	14	70	11	55
Total	20	100	20	100	20	100

This question aims at identifying the extent to which classmates form a potential source of demotivation. The findings related to this question reveal that the majority of first year students (65%) have stated that their classmates are encouraging, while (70%) of second year and (55%) of third year students have regarded their classmates as being neutral. However, a minority of respondents have opted for the second choice including (05%) of first year students, (10%) of second year, and (30%) of the third year students.

11. Do you feel inferior to your classmates as far as your English proficiency is concerned?

Table 11

Students' Feeling of Inferiority in Terms of their English Proficiency

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	12	60	12	60	02	10
b. No	08	40	08	40	18	90
Total	20	100	20	100	20	100

The results shown in the table above, more than half of first and second year students (60% in both levels) have confessed that they have a feeling of inferiority to their classmates in terms of their English proficiency. Whereas, the vast majority of third year students (90%) answered by “no”. This may mean that third year students are more confident in their competence than first and second year students because their knowledge have already been developed.

12. Do you feel anxious when you speak inside the classroom?

Table 12

Students' Anxiety of Speaking inside the Classroom

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	14	70	10	50	07	35
b. No	06	30	10	50	13	65
Total	20	100	20	100	20	100

As shown in the table above, (70%) of first year students and (50%) of second year students acknowledged that they do not feel at ease when speaking in front of their classmates, while only (35%) of third year students said that they feel anxious to talk. This is most probably due to either introversion or lack of an adequate level of proficiency among these learners.

This section has dealt with students as a cause of demotivation. The findings of this section reveal that students' low self-confidence is a strong factor that affects negatively their motivation to learn English.

3.4.1.3. Section Three: The Teacher**13. How do you find your teachers?**

Table 13

Perceptions of Teachers' Personality Type

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Very strict	00	00	00	00	02	10
b. Strict	08	40	07	35	09	45
c. Easy going	03	15	07	35	03	15
d. Friendly	09	45	06	30	06	30
Total	20	100	20	100	20	100

The table above shows that the majority of students in the three levels have opted for the choices “strict” and “friendly”. The percentages of students who considered their teachers to be strict are (40%) in the first year, (35%) in the second year and (45%) in the third year students, while the option “friendly” has been selected by (45%) of first year students, (30%) in both second and third year. This provides evidence of the great disparity that exists between teachers’ characters, which may result in a state of confusion among learners as to the right way to behave with different teachers. Accordingly, disparity between teachers’ characters is highly another possible cause of demotivation.

14. How do you consider your teachers?

Table 14

Perceptions of Competence in Teaching

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Competent	11	55	06	30	11	55
b. Somehow competent	09	45	13	65	07	35
c. Not competent	00	00	01	05	02	20
Total	20	100	20	100	20	100

The results displayed in the table above indicate that more than half of first and third year students (i.e., 55% in each grade) considered their teachers to be competent. While, (65%) of second year students have said that their teachers are somehow competent. This state of division with regard to teachers' competence maybe explained by the natural existence of differences in terms of learning style among students; teachers methodology may fit some but not all learning styles, especially learner-centeredness is not well articulated.

15. Do teachers have a poor relationship with their students?

Table 15

Perceptions of Teacher-Student Relationship

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Strongly agree	00	00	08	40	05	25
b. Agree	13	65	10	50	09	45
c. Disagree	07	35	02	10	06	30
d. Strongly disagree	00	00	00	00	00	00
Total	20	100	20	100	20	100

The results in the table above reveal that most students in the three levels confirmed the prevalence of poor rapport between teachers and students. (65%) of first year students have chosen the option “agree” with (50%) of second year and (45%) of third year students. Among students who opted “strongly agree”, we found no student in first year, (40%) in second year and (25%) in third year. If we take the results for options “a” and “b” together then we may say that the overriding majority of our students confirm the predominance of a poor teacher-student rapport. This factor, then, is most probably one of the factors causing demotivation.

16. Do teachers ridicule students' mistakes?

Table 16

Perceptions of Treatment of Learners' Errors

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	12	60	10	50	10	50
b. No	08	40	10	50	10	50
Total	20	100	20	100	20	100

As indicated in the table above, a state of division has been observed among the respondents concerning this issue. (60%) of first year students and (50%) of both second and third year students have mentioned that their mistakes are mocked by teachers. While (40%) of students in first year and (50%) in second and third year have denied that teachers ridicule their mistakes. This suggests that teachers' treatment of learners' errors is also a potential cause of demotivation among, at least, half of the respondents.

17. Is there a lack of encouragement to students from the part of their teachers?

Table 17

Students' Reception of Encouragement from their Teachers

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Strongly agree	03	15	03	15	05	25
b. Agree	07	35	08	40	09	45
c. Disagree	10	50	08	40	05	25
d. Strongly disagree	00	00	01	05	01	05
Total	20	100	20	100	20	100

The table above shows that half of first year students confessed that their teachers do not encourage them. (15%) of them opted for “strongly agree”, and (35%) for “agree”, while the rest (50%) disagreed. As for the second year sub-category, more than half of students said that they lack teachers’ support (15% of students selected strongly agree, and 40% selected agree). Concerning the third year sub-category, about three quarters of students have stated that their teachers are not much supportive. We have found that (25%) of students went for the option strongly agree, while (45%) for agree. This may entail that students do express a need for more encouragement from the part of their teachers.

18. Does the teachers' evaluation of students' performances subjective?

Table 18

Students' Perceptions of their Teachers' Evaluation

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	16	80	12	60	08	40
b. No	04	20	08	40	12	60
Total	20	100	20	100	20	100

As shown in the table 18, the majority of first year students (80%) and second year students (60%) have perceived their teachers' evaluation to be unfair. While (60%) of third year students admitted that they are objectively scored by their teachers. This indicates that some teachers do not evaluate their students on the basis of the efforts they deploy.

19. Do teachers favour students with high levels of proficiency?

Table 19

Students' Opinions about their Teachers' Favouritism of Students with High Levels of Proficiency

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Strongly agree	05	25	04	20	07	35
b. Agree	08	40	16	80	06	30
c. Disagree	05	25	00	00	07	35
d. Strongly disagree	02	10	00	00	00	00
Total	20	100	20	100	20	100

The results obtained show that the big part of students in first year (40%) and second year (80%) agreed that more able students receive more attention than other students. While, (35%) of third year students opted for the option “strongly agree” and the same percentage for “agree”. This may mean that some teachers are somehow unjust in dealing with their students.

20. Are the techniques used by the teacher during the lesson...?

Table 20

Students' Attitudes about the Techniques Used by Teachers during the Lesson

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Effective	18	90	11	55	12	60
b. Ineffective	02	10	09	45	08	40
Total	20	100	20	100	20	100

As shown in the table above, almost all first year students (90%) stated that their teachers use effective teaching techniques. Besides, (55%) of second year students and (60%) of third year students believed in the effectiveness of the techniques employed by their teachers

21. How often do you receive negative feedback from the teacher?

Table 21

The Frequency of Receiving Negative Feedback from Teachers

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Always	02	10	00	00	00	00
b. Sometimes	10	50	10	50	13	65
c. Rarely	06	30	06	30	05	25
d. Never	02	10	04	20	02	10
Total	20	100	20	100	20	100

The results displayed in the table above indicate that half of both first year and second year students, and (65%) of third year students said that they sometimes receive negative feedback from their teachers. Accordingly, teachers' negative feedback may well be considered as a strong cause of demotivation for some of the students at least.

This section shows teachers as a fundamental source of students' demotivation, mainly due to their poor relationship with students, the unfair treatment, the lack of encouragement and giving negative feedback.

3.4.1.4. Section Four: Materials and Teaching Programs

22. How do you find the syllabi of the different modules of the curriculum?

Table 22

Perceptions of the Syllabi of the Different Modules of the Curriculum

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Very interesting	03	15	00	00	00	00
b. Interesting	08	40	12	60	11	55
c. Not interesting	09	45	08	40	09	45
Total	20	100	20	100	20	100

Table 22 shows that (45%) of first year students said that the syllabi of the different modules are not interesting. While (60%) of second year students and (55%) of third year students have opted for the choice interesting. This reveals that a slight majority of students are satisfied with the teaching programs. For a considerable number of respondents, the programs are not interesting, and hence a potential cause of demotivation.

23. Are the teaching materials outdated?

Table 23

Students' Opinions about the Teaching Materials

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Strongly agree	03	15	04	20	06	30
b. Agree	13	65	14	70	12	60
c. Disagree	04	20	02	10	01	05
d. Strongly disagree	00	00	00	00	01	05
Total	20	100	20	100	20	100

In response to this question, the majority of students considered the teaching materials to be out dated. (65%) of first year, (70%) of second year, and (60%) of third year students opted for the option “agree”. This reveals that the type of teaching materials used can be considered as another major cause of learners’ demotivation.

24. How often does the teacher use the ICTs (projectors, tape recorders, computers...etc.) during the lesson?

Table 24

Frequency of Using the ICTs during Lessons

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Always	00	00	00	00	01	05
b. Sometimes	11	55	05	25	12	55
c. Rarely	08	40	11	55	06	30
d. Never	01	05	04	20	01	05
Total	20	100	20	100	20	100

We noticed that most students have chosen the options “sometimes” and “rarely”. More than half of first and third year students (55% in each level) declared that ICTs are sometimes used by teachers. While another (55%) of second year students have affirmed the scarcity of the use of modern technology in the classroom. This leads us to believe that the relative absence of ICTs in the classroom is another cause of demotivation for this generation of students which is addicted to the use of modern technology outside the classroom.

This section has addressed materials and teaching programs as another possible source of demotivation. The results of this section reveal that the absence of modern technology in classrooms undermines students’ motivation to learn English.

3.4.1.5. Section Five: The Course

25. Is the level of courses in the university adequate for you?

Table 25

The Level of Courses in the University

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	17	85	16	80	14	70
b. No	03	15	04	20	06	30
Total	20	100	20	100	20	100

We remarked that almost all students considered the level of courses in the University to be adequate for them. The students who went for the choice “yes” represent (85%) in first year, (80%) in second year, and (70%) in third year.

26. Is the number of modules you have to study per week too many?

Table 26

The Weekly Intensity of the Number of Modules

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Strongly agree	01	05	05	25	04	20
b. Agree	11	55	07	35	10	50
c. Disagree	08	40	07	35	05	25
d. Strongly disagree	00	00	01	05	01	05
Total	20	100	20	100	20	100

The results in the table above clearly show that relatively high percentages of students in the three levels (55% of first year, 35% of second year, and 50% of third year students) have agreed on the unbearable intensity of modules they study per week. On the other hand, we recorded a considerable number of students who have opted for “disagree” (40% in first year, 35% in second year, and 25% in third year). This may imply that most students want the number of modules they study weekly to be reduced.

27. Does the workload of courses influence negatively your learning?

Table 27

Students' Opinions about the Influence of the Courses' Workload on their Learning

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	09	45	09	45	12	60
b. No	11	55	11	55	08	40
Total	20	100	20	100	20	100

An examination of the table above shows that 11 students in both first and second year (55% in each grade) have claimed that the workload of courses does not affect their learning, whereas 12 third year students (60%) have admitted that the more the number of courses is, the more difficult the learning becomes, which may result in losing motivation to learn those modules that contain many lessons.

28. Are there any modules which you consider as being irrelevant to your future professional career?

Table 28

The Availability of Irrelevant Modules According to the Students

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	09	45	13	65	13	65
b. No	11	55	07	35	07	35
Total	20	100	20	100	20	100

The table above shows that (55%) of the first year students opted for option “b”, i.e., “no”. However, (65%) of both second and third year students have mentioned some modules that are regarded as irrelevant to their future career. This may mean that they do not consider these modules to be interesting.

If yes, please specify.....

Table 29

Students' Specification of the Modules which are Considered Irrelevant

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Human science	01	25	00	00	00	00
b. Linguistics	01	25	02	20	00	00
c. Italian language	01	25	01	10	01	11.11
d. Phonetics	00	00	00	00	00	00
e. Literature	00	00	01	10	00	00
f. Oral Expression	00	00	02	20	00	00
g. Translation	00	00	02	20	00	00
h. Informatics	00	00	00	00	00	00
i. Civilization	00	00	00	00	00	00
j. Psychology	00	00	00	00	02	22.22
k. ESP	00	00	00	00	04	44.45
l. TEFL	00	00	00	00	01	11.11
a+c	01	25	00	00	00	00
d+e+b	00	00	01	10	00	00
h+b	00	00	01	10	00	00
i+b+k	00	00	00	00	01	11.11
Total	04	100	10	100	09	100

Among those who opted “yes”, (3) first year students which account for (75%) have mentioned Human Science and Italian language as irrelevant modules. (6) second year students out of (10) regarded the following modules as having little relevance to their future professional career: Linguistics (20), Oral Expression (20), and Translation (20%). In the third year, (06) students indicated that ESP (44.45%) and Psychology (22.22%) are of no importance to them.

29. Is the time allocated for each module ...?

Table 30

Students' Opinions about the Time Allocated for Each Module

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Short	04	20	04	20	02	10
b. Adequate	16	80	14	70	18	90
c. Excessive	00	00	02	10	00	00
Total	20	100	20	100	20	100

The results presented in the table above show that the high majority of students pertaining to different grades (80% in first year, 70% in second year, and 90% in third year) did not show any discontent with the time allocated for each module.

The overall analysis of this section indicates that the course can also cause demotivation among students. The intensity of the number of modules as well as the irrelevance of some modules to students' future career were found to be demotivating to students.

3.4.1.6. Section Six: The Classroom

30. Is the classroom atmosphere stressful and boring?

Table 31

Students' Perceptions of the Classroom Atmosphere

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Strongly agree	02	10	11	55	05	25
b. Agree	11	55	05	25	09	45
c. Disagree	06	30	04	20	06	30
d. Strongly disagree	01	05	00	00	00	00
Total	20	100	20	100	20	100

The findings indicate that the majority of students feel bored and stressed in the classroom which may be due to the strict regulations set by the teacher. We found that (55%) of first year and (45%) of third year students selected the option “agree”, however, (55%) of second year students opted for “strongly agree”

31. Do the classrooms contain an excessive number of students?

Table 32

Students' Consideration of the Number of Students in Classrooms

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	07	35	12	60	09	45
b. No	13	65	08	40	11	55
Total	20	100	20	100	20	100

As it is shown in the table above, (65%) of first year students and (55%) of third year students do not consider that their groups contain a large number of students. However, (60%) of second year students think that the classrooms are overcrowded. This disparity in the answers among the different sub-categories of the sample is maybe due to the fact that the number of students per year is not homogeneous because of a shortage in teachers which may push the administration to seek creative solutions through the use of large groups.

32. Do you feel that the classroom is gender-biased (there is an imbalance between the number of boys and girls)?

Table 33

Perceptions of Gender-bias in the Classroom

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	14	70	11	55	15	75
b. No	06	30	09	45	05	25
Total	20	100	20	100	20	100

The table above reveals that (70%) of first year students, (55%) of second year students, and (75%) of third year students consider that the classroom is gender-biased.

The results obtained from this section demonstrate that some students lose their motivation to learn English because of the classroom, particularly due to the stressful atmosphere inside the classroom and the imbalance between the number of boys and girls.

3.4.1.7. Section Seven: The Administration

33. “Does the administration neglect rendering the scoring criteria more transparent to the students?”

Table 34

Transparency of the Scoring Criteria

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Strongly agree	06	30	13	65	13	65
b. Agree	10	50	06	30	06	30
c. Disagree	04	20	01	05	01	05
d. Strongly disagree	00	00	00	00	00	00
Total	20	100	20	100	20	100

It is clear that the vast majority of students constituting our sample agreed that the scoring criteria used by the administration are not clear (30% strongly agree, 50% agree in first year, 65% strongly agree, 30 agree in second year, 65% strongly agree, 30% agree in third year). This ambiguity in terms of scoring criteria makes the evaluation process opaque, and hence may result in demotivation among the majority of learners.

34. Are the references in the library insufficient?

Table 35

Availability of References in the Library

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Strongly agree	03	15	08	40	10	50
b. Agree	10	50	08	40	09	45
c. Disagree	07	35	04	20	01	05
d. Strongly disagree	00	00	00	00	00	00
Total	20	100	20	100	20	100

The table above shows that almost all respondents said that the references in the library are not sufficient which may hinder learning and result in demotivation. We noticed that (50%) of first year students chose the option “agree”, (40%) of second year students, and (50%) of third year students opted for “strongly agree”.

35. Do you have access to the internet inside the university?

Table 36

Access to Internet inside the University

Options	1st year (N)	%	2nd year (N)	%	3rd year (N)	%
a. Yes	05	25	05	25	09	45
b. No	15	75	15	75	11	55
Total	20	100	20	100	20	100

It is obvious from the table above that the big part of students answered by no. We have recorded (75%) of students in both first and second year and (55%) in third year. This may mean that students face serious difficulties in finding information they are looking for with the lack of books in the library (as indicated in the previous question).

The analysis of the last section manifests that the administration is considered to be a potent source of demotivation among English learners. It has been found that the ambiguity in terms of scoring criteria, the lack of references in the library as well as the lack of easy access to the internet largely contribute to the loss of students' motivation to study English.

3.4.1.8. Further Suggestions

Are there any other factors which you consider to be specifically demotivating to you?

The aim of this question is to give students the opportunity to provide other demotivating factors. First of all, some students have claimed that the dirtiness of classrooms and corridors as well as the lack of chairs and tables are demotivating to them. Moreover, other respondents have ascribed their demotivation to factors like the mismanagement in the administration and the lack of branches related to English language. In addition, other demotives concerning the teacher have been mentioned such as the lack of diversity in topics, the assignment of much homeworks, the inefficacy of the techniques used by teachers in motivating students and making the classroom atmosphere more appropriate, and the frequent absence of teachers . The lack of participation in the classroom is another factor that is considered to be demotivating to some students.

3.4.2. Discussion of the Results

The analysis of the results obtained from the students' questionnaire revealed many facts on the main factors that cause demotivation to study English among students. The analysis of the first section demonstrates the existence of homogeneity between students in terms of their ages and proficiency level. The results of the second section show some causes of demotivation that are inherent to the learners themselves. In other words, students' low self-confidence was found to be a prominent cause that reduces students' motivation. The students' answers in the third section evoked the teacher as a potential source of students' demotivation. Some students linked their lack of enthusiasm to learn English to the poor relationship between teachers and their students, teachers' negative feedback, lack of encouragement, also the subjective evaluation of

students' performances and the unfair treatment of students. The results generated by the questions in the fourth section have shown that the occasional use of modern technology inside the classroom as well as the employment of antiquated teaching materials create a feeling of boredom and anxiety and, hence, demotivation among these learners. The findings of section five raise awareness to other demotivating factors directly related to the course. A large number of students stated that they study a lot of modules per week. Moreover, students claimed that some modules are of little relevance to their future career. Thus, failure to realize the utility of these modules can form a strong cause of demotivation to study them. In the sixth section, classrooms are perceived by participants as having a negative effect on their willingness to learn because they are boring and stressful. In addition, the imbalance between the number of boys and girls inside the classrooms results in some sort of seclusion which may lead to demotivation especially among boys. The data generated by the items of the last section demonstrate that administration practices form a potent factor of demotivation among students. A big number of students stated that the administration is not doing much to increase the transparency of evaluation criteria. Besides, students lose their interest in learning the English language because of the lack of references in the library as well as the lack of easy access to the internet. In addition to the demotives stated above, students suggested other demotivating factors such as lack of diversity in topics, lack of necessary equipment in the classroom (chairs, tables...etc.), the unavailability of diversity in training offers related to the English language coupled with the low level of students' participation during the course as well as aspects of mismanagement.

All in all, this study revealed that students' demotivation represents indeed a serious problem in impeding FL learning. Various factors, mainly in the learning environment, have

been found to be demotivating to the participants. In addition to that, the study has clearly revealed that students demotivation increases as they advance in the curriculum.

3.4.3. Limitations of the Study

During the conduction of this research, some difficulties have been encountered. These include the lack of references in the university library particularly those related to the issue of demotivation, but above all the time constraints have been the major limitation of the present study.

3.4.4. Pedagogical Recommendations

In the light of the results obtained from students' questionnaire, Some pedagogical recommendations are suggested for teachers, students, and the administration so as to reform the situation and to render it more appealing to the learners.

For teachers

The teacher has been found to be the main source of students' demotivation. To enhance students' motivation to learn English, teachers should strive to have a good relationship with students, to take into account students' needs and difficulties in learning English, and to attempt to find out solutions to develop their level of proficiency. In addition, they should encourage students for their good performances through offering rewards, have a sense of humor, and minimize students' anxiety by creating a friendly atmosphere inside the classroom. Moreover, they should be available for students when they need help, treat all students equally, and be moderate in the provision of negative feedback.

For students

Students should also follow some recommendations to overcome the causes of demotivation through enhancing their self-confidence, developing more positive attitudes towards learning English and being encouraging to and cooperative with other students.

For administration

The administration can also contribute to improving students' motivation through reducing the number of students in the classroom, providing more books and references in

different disciplines, providing updated materials and internet, and making the learning environment more appropriate.

Conclusion

The analysis of students' questionnaire has revealed that first, second, and third year EFL learners at the university of Mohammed Seddik Ben Yahia, Jijel face serious problems and difficulties that result in demotivation to study this language. The data obtained from the questionnaire indicate that the teachers form a fundamental source of demotivation. Another important finding is that many students experienced demotivation because of negative factors related to anomalies related to some administrative practices. Furthermore, students' responses show that there is a great deal of similarity between the three grades in terms of demotives which lead to a gradual decrease in their motivation to learn English. It has also been noticed that students' demotivation increases as they advance along the curriculum. This finding is a proof that contextual factors are largely responsible for students' demotivation. Fixing these causes will certainly render our educational context more motivating to learners. Therefore, the obtained results confirm the hypothesis advanced at the beginning of the dissertation.

General Conclusion

The success in learning any foreign or second language depends to a large extent on learners' motivation to learn this language. However, there are certain factors that cause demotivation among students of English which, in turn, leads to low achievements in their performance in the target language. Despite its importance, we could not find any studies that have dealt with the issue in the Algerian context. This study has attempted to identify the factors that demotivate students majoring in English at the University of Mohammed Seddik Ben Yahia, Jijel so as to help English teachers to enhance the students' motivation and hence achieve higher levels of success through fixing those problems.

This study aims at identifying the various factors that cause students' demotivation to learn English and the extent to which these factors increase or decrease as students advance along the curriculum. A review of the literature was necessary to lay down the theoretical background on the most important issues and concepts related to research on demotivation in second language acquisition.

In the first chapter, research on the construct of motivation was discussed, with a focus on the most influential theories of motivation in SLA. The second chapter attempted to present the existing literature on demotivation to shed light on the most salient sources of demotivation in L2 studies. The third chapter is concerned with the analysis of the data generated by our research tool: the questionnaire. The questionnaire was designed and administered to 60 students from first, second, and third year license students at the department of English. The findings of the study exhibit a number of demotivating factors including students' low self-confidence, inappropriate teacher behaviour, the use of outdated teaching materials, the stressful classroom

atmosphere, incompatibility of courses with students' needs, and administrative obstacles. The results obtained in this study have shown that teachers' personality type, students' low self-confidence and administrative obstacles are the most important causes of demotivation among participants.

In spite of its limitations in terms of time and lack of ample references, this study has shed light on the most important causes of demotivation among students of English at the University of Jijel. Fixing those problems will certainly render our context of English language learning more motivating to these students and hence more amenable to higher levels of proficiency in the English language.

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CONTEXTUAL FACTORS CAUSING DEMOTIVATION

Appendices

Students' Questionnaire

Dear Students,

We are doing this research as part of the requirements of master degree in applied linguistics. This questionnaire addresses the issue of students' motivation in learning English. Please, do not write your names because we are only interested in your responses to the items of this questionnaire; the success of our research work depends on the sincerity of your answers.

Please, tick or write the answer where appropriate.

Thank you in advance for your collaboration.

Section One: Background Information

1. Age:

a- < 20

b- < 23

c- > 23

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

2. Gender:

a- Male

b- Female

3. Level:

a- First year

b- Second year

c- Third year

4. How do you rate your English proficiency level?

a- Low

b- Intermediate

c- Advanced

5. Was studying English at the university ...?

a- Imposed on you by administration

b- A personal choice

c- A parents' choice

Section Two: The Students

6. How do you find studies at the university?

a- Very interesting

b- Interesting

c- Somehow interesting

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

d- Not interesting

7. Do you consider learning English as an exciting activity?

a- Yes

b- No

8. How do you evaluate the study of English language?

a- Very difficult

b- Difficult

c- Somewhat difficult

d- Easy

9. Are the opportunities to practice English in the classroom rare?

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

10. Have you ever experienced a loss or decrease in your motivation to study English?

a- Yes

b- No

11. Are your classmates ...?

a- encouraging

b- discouraging

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

c- neutral

12. Do you feel inferior to your classmates as far as your English proficiency is concerned?

a- Yes

b- No

13. Do you feel anxious when you speak inside the classroom?

a- Yes

b- No

Section Three: The Teacher

14. How do you find your teachers?

a- Very strict

b- Strict

c- Easy going

d- Friendly

15. How do you consider your teachers?

a- Competent

b- Somehow competent

c- Not competent

16. Do teachers have a poor relationship with their students?

a- Strongly agree

b- Agree

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

c- Disagree

d- Strongly disagree

17. Do teachers ridicule students' mistakes?

a- Yes

b- No

18. Is there a lack of encouragement to students from the part of their teachers?

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

19. Does the teachers' evaluation of students' performances subjective?

a- Yes

b- No

20. Do teachers favour students with high levels of proficiency?

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

21. Are the techniques used by the teacher during the lesson...?

a- effective

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

b- ineffective

22. How often do you receive negative feedback from the teacher?

a- Always

b- Sometimes

c- Rarely

d- Never

Section Four: Materials and Teaching Programs

23. How do you find the syllabi of the different modules of the curriculum?

a- Very interesting

b- Interesting

c- Not interesting

24. Are the teaching materials outdated?

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

25. How often does the teacher use the ICTs (projectors, tape recorders, computers...etc.) during the lesson?

a- Always

b- Sometimes

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

c- Rarely

d- Never

Section Five: The Course

26. Is the level of courses in the university adequate for you?

a- Yes

b- No

27. Is the number of modules you have to study per week too many?

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

28. Does the workload of courses influence negatively your learning?

a- Yes

b- No

29. Are there any modules which you consider irrelevant?

a- Yes

b- No

If yes, please specify.....

.....

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

30. Is the time allocated for each module...?

a- short

b- adequate

c- excessive

Section Six: The Classroom

31. Is the classroom atmosphere stressful and boring?

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

32. Do the Classrooms contain an excessive number of students?

a- Yes

b- No

33. Do you feel that the classroom is gender-biased (there is an imbalance between the number of boys and girls)?

a- Yes

b- No

Section Seven: The Administration

34. Does the administration neglect rendering the scoring criteria more transparent to the students?

a- Strongly agree

CONTEXTUAL FACTORS CAUSING DEMOTIVATION

b- Agree

c- Disagree

d- Strongly disagree

35. Are the references in the library insufficient?

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

36. Do you have access to the internet inside the university?

a- Yes

b- No

Further Suggestions:

Are there any other factors which you consider to be specifically demotivating to you?

.....

.....

.....

Résumé

La présente étude vise à identifier les facteurs causant la démotivation de manière à élever la sensibilisation des enseignants et administrateurs de ces facteurs, et par conséquent de rendre l'apprentissage/l'enseignement des langues étrangères dans le contexte Algerian plus motivant pour les étudiants. Par conséquent, on suppose qu'il y a certains facteurs contextuels qui démotivent les apprenants en anglais et l'identification de ces demotives rendrait l'apprentissage / enseignement des langues étrangères plus favorable. Pour atteindre l'objectif de cette étude, un questionnaire a été administré à soixante étudiants anglais des trois niveaux de licence à Mohammed Seddik Ben Yahia Université, Jijel. Les résultats obtenus à partir de l'analyse du questionnaire ont révélé certains facteurs démotivants, en particulier liés à l'environnement d'apprentissage et de l'enseignement, qui entravent l'apprentissage de l'anglais chez les étudiants. Ainsi, il est important que les enseignants et les administrateurs doivent être conscients de l'existence de ces facteurs afin qu'ils puissent aider les étudiants à surmonter leur démotivation et rendre le contexte éducatif plus motivant pour les.

ملخص

تسعى هذه الدراسة إلى تحديد العوامل التي تتسبب في فقدان الحماس لتعلم اللغة الانجليزية لدى الطلبة، وذلك لزيادة الوعي لدى الأساتذة والاداريين لهذه العوامل، وبالتالي جعل تعلم و تعليم اللغة الأجنبية في الجزائر أكثر تحفيزا للطلبة. ولذلك أفترض أن هنالك بعض العوامل السياقية التي تثبط عزيمة متعلمي اللغة الإنجليزية وتحديد تلك العوامل من شأنه أن يجعل تعلم وتعليم اللغة الأجنبية أكثر فعالية. ولتحقيق الهدف من هذه الدراسة، تم توزيع استبيان إلى ستين طالب لغة إنجليزية من مستويات الليسانس الثلاثة على مستوى جامعة محمد الصديق بن يحيى، جيجل. و قد كشفت النتائج المتحصل عليها من تحليل الاستبيان عن بعض العوامل المثبطة، خصوصا تلك المتعلقة ببيئة التدريس، والتي تعيق تعلم اللغة الإنجليزية. وبالتالي، من المهم أن يكون الأساتذة والإداريين على دراية بوجود هذه العوامل لمساعدة الطلاب على التغلب على احباطهم وجعل السياق التعليمي أكثر تحفيزا لهم .