

**BASKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
MASTER’S DEGREE PROGRAM IN ENGLISH LANGUAGE
TEACHING WITH THESIS**

**INVESTIGATION OF THE FACTORS THAT DEMOTIVATE EAP
LEARNERS AT A FOUNDATION UNIVERSITY**

PREPARED BY

BAŞAR ÇİFTÇİ

MASTER THESIS

ANKARA – 2023

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ADVISOR

ASSOC. PROF. DR. SENEM USTUN KAYA

ANKARA – 2023

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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Başar ÇİFTÇİ

Ankara, 2023

ABSTRACT

Başar ÇİFTÇİ

Investigation of the Factors that Demotivate the Learners of EAP Students at a Foundation University

**Başkent University
Institute of Educational Sciences
Foreign Language Education Major Science
English Language Teaching with Thesis Master Program**

2023

This study investigates the demotivation levels of junior and senior students enrolled in a general English course at a foundation university in Türkiye, who have not undergone a preparatory class. Additionally, it examines whether demotivation levels vary based on demographic variables, including age, gender, high school type, and university study year. Adopting a mixed methods approach, the research utilizes both surveys and semi-structured interviews to collect data from a sample of 104 students and conducts interviews with 15 participants. The data were analyzed using SPSS 29 and content analysis. The findings highlight the complexity of demotivation resulting from a combination of internal, external, and contextual factors. The quantitative analysis reveals a significant difference in demotivation levels between female and male students, with female students reporting higher levels of demotivation. However, no statistically significant differences are found based on the students' year of study or high school type. The qualitative findings generated five main factors influencing students' demotivation: curriculum and instruction, learner attitudes and characteristics, teacher attitudes, learning environment and facilities, and institutional policies and course policies. Overall, this study contributes to the understanding of demotivation in English language courses and offers practical implications for educators and policymakers to address and alleviate the challenges faced by students in their language learning journey.

Key Words: Demotivation, motivation, university students, English language learners.

ÖZET

Başar ÇİFTÇİ

Akademik İngilizce Dersi Alan Üçüncü ve Dördüncü Sınıf Öğrencilerin Demotivasyonuna Yol Açan Faktörlerin İncelenmesi

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
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2023

Bu çalışma, bir vakıf üniversitesinde akademik amaçlı İngilizce (EAP) başlığı altında genel İngilizce dersine devam eden, hazırlık eğitimi almamış, üçüncü ve dördüncü sınıf öğrencilerin demotivasyon düzeylerini araştırmayı amaçlamaktadır. Ayrıca, yaş, cinsiyet, lise türü ve üniversite öğrenim yılı gibi demografik değişkenlere bağlı olarak motive olma düzeylerinin farklılaşıp farklılaşmadığı incelenmektedir. Çalışma, 104 öğrenciden oluşan bir örneklemle veri toplamak için hem bir anketi hem de yarı yapılandırılmış mülakatları kullanarak karma yöntem yaklaşımını benimsemektedir. Veriler SPSS 29 ve içerik analizi ile analiz edilmiştir. Bulgular, içsel, dışsal ve bağlamsal faktörlerin bir kombinasyonundan kaynaklanan motive olmanın karmaşıklığını vurgulamaktadır. Nicel analiz, kız ve erkek öğrenciler arasında motive olma düzeylerinde önemli bir fark olduğunu ortaya koymaktadır ve kız öğrencilerin daha yüksek seviyelerde motive olma bildirdiği görülmüştür. Ancak, öğrencilerin öğrenim yılı veya lise türüne göre istatistiksel olarak anlamlı farklar bulunmamıştır. Nitel bulgular, öğrencilerin motive olmasını etkileyen beş ana faktörü belirlemiştir: müfredat ve eğitim, öğrenen tutumları ve özellikleri, öğretmen tutumları, öğrenme ortamı ve olanakları, ve kurumsal politikalar ve ders politikaları. Genel olarak, bu çalışma İngilizce dil kurslarında motive olmanın anlaşılmasına katkı sağlamakta ve öğrencilerin dil öğrenme sürecinde karşılaştığı zorluklarla başa çıkmak ve hafifletmek için eğitimciler ve politika yapımcılar için pratik sonuçlar sunmaktadır.

Anahtar Kelimeler: Demotivasyon, motivasyon, üniversite öğrencileri, İngilizce öğrencileri.

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LIST OF ABBREVIATIONS

CoHE	Council of Higher Education
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
FLL	Foreign Language Learning
MoNE	Ministry of National Education
SLA	Second Language Acquisition
TEFL	Teaching English as a Foreign Language

CHAPTER I

INTRODUCTION

This chapter provides an overview of the problem statement, purposes and importance of the study, limitations, and definitions of key terms and concepts.

1.1. Statement of the Problem

The process of second language acquisition has proven to be highly complex and thus has generated a large diversity of theories, all of which claim to better understand the language learning and teaching processes. Depending on many factors, success in SLA diverges from one person to another. Amongst numerous factors that have an impact on SLA, demotivation, as well as motivation, has a special place.

In the field of second/foreign Language (L2) learning, unlike motivation which has been studied in detail greatly, demotivation is a relatively new issue. Demotivation can be defined as any force which disheartens the student and slackens a student's passion or enthusiasm to learn. Recognizing demotivational factors and paving ways to remove barriers can make a great difference in motivation and attention to learning in general and ESL/EFL learning in particular. Demotivating factors negatively influence the learners' attitudes and behaviors and hence hinder the learning process from leading to desired learning outcomes. It also degrades classroom group dynamics and teachers' motivation and results in long-term and widespread negative learning outcomes.

The rapid changes in the contemporary way of life, led by the globalization processes, technological advances, and mobility of people, goods, valuables, and wealth, brought attention to the importance of communication among people from all over the world. Attention has been drawn to learning foreign languages especially to learning English. Recently, the significance of the necessity of learning English as a second language at university is rapidly increasing all over Turkey. Considering the fact that as of August 2022 there are presently (CoHE, 2023) 129 state, 75 private and 4 private vocational schools in the Turkish higher education system, the competition is fierce. In most cases, foreign

language is taught as a compulsory subject and students have deal with it unwillingly – in this case pass with a high grade.

Language learning can be defined as a long and winding road on which students experience many ups and downs. On this road, students at universities are losing their motivation to learn English and are becoming more demotivated as time goes by. Demotivation has become more frequent at universities, and the number of demotivated and thus frustrated learners tends to increase. The causes of demotivation in students who take EAP courses, however, have not been adequately researched; of particular interest is the mostly compulsory nature of EFL study. When the requirement to learn English as a compulsory subject is at hand, what demotivational factors remain? When students have signed up to study English on a largely compulsory basis, what causes them to become demotivated later? Therefore, demotivation has become an area of research that has been receiving more and more attention since it is an undeniable fact that it has direct educational implications. It is essential that all stakeholders while learning English, should be aware of the facts that demotivate the students to enhance motivation.

Motivation, in general terms, plays an important role in the language learning performances of English language learners. This is the case with many of the studies which have been carried out up to now. Although there have been voluminous studies geared towards investigating the effects of motivation in language learning (Ditual, 2012; Dörnyei & Ushioda, 2009; Dörnyei, 1990, 1998; Gardner & Lambert, 1972; Lucas, Pulido, Miraflores, Ignacio, Tacay, & Lao, 2010; Oxford & Shearin, 1994; Schmidt & Watanabe, 2001; Ushida, 2005; Williams, 1994), there seems to be some insufficiency in the studies covering demotivation with respect to learning. Knowing the factors that demotivate the students are as significant as knowing those that motivate the students. Having a grasp of those that motivate the students only would have some deficiencies or would be incomplete. In other words, encompassing the both would give us the big picture and help both the learners of English as a second language and language teaching experts and pave the way for further implications in better decision making.

1.2. Purpose of the Study

This study aims to examine and explore the factors that demotivate the students who take EAP courses. In particular, the purpose of this study is to find out why learners of general English become demotivated and find out the underlying causes of demotivation and put forth some remedies to help overcome and eliminate the factors which contribute to students' demotivation. This is what this study attempts to unravel. To that end, the following research questions will be attended:

Q1: What are the demotivation levels of the students who study general English Courses and who are in their junior and senior years at a foundation university?

Q2: Do students' demotivation levels differ in terms of age, gender, high school type and year of study at university? Is there a statistically significant difference between students' demotivational levels and demographic variables?

Q3: What are the factors that influence students' demotivation levels?

The study was carried out with the students of EAP courses who have not studied at the preparatory English department to matriculate into their studies since the medium of instruction is their native language, Turkish. That is to say, instruction is carried out 100% in Turkish. They have to take a 4-hour and a 5-credit compulsory English course each term to graduate.

1.3. Significance of the Study

Since freshmen students have just entered college, they usually have a hard time adapting to university life fully, they continue to depend on cramming teaching mode, which still lingers on from their past learning experiences. Based on my personal and professional experience over the years, their expectations about their own learning experiences are higher than that of junior and senior students. This phenomenon might be relevant to our education system applied in high schools where the notion of learning autonomously is not supported enough. Graduating from a background of a test-oriented and exam-driven education system where the teacher-centered teaching method still exists and where teachers mainly concentrate solely on transferring knowledge instead of equipping the students with

guidelines to develop autonomy in learning and thinking habit, which to a large extent has a negative effect on the development of overall quality of students, there was a possible risk of putting the research on the bias on teacher roles and qualities. However, in the context of studying at university, which emphasizes students' autonomy in learning where the teachers' leading role appears to be insignificant, juniors and seniors could provide more reliable and less biased data on teacher roles and attitudes. Having spent two year's learning and adaptation, juniors and seniors have come to be gradually adapted to the learning mode in universities, so their independence in learning skills has been further enhanced. Moreover, since they are grown-ups, juniors and seniors tend to think more maturely than freshmen and sophomores. In this notion, they tend to undertake demotivation factors of English learning themselves, like outdated methods and a lack of self-discipline. Wang and Guan (2020) put that in such a case, it is more probable for students to shift their unnecessary dependence on high school teachers to university instructors; thus, in their study, the teacher-related factor has become one of the dominant psychological demotivation factors.

Revealing and trying to understand the nature and causes of student demotivation in EAP classes - especially from a student-sided perspective - will guide all professionals working in this field to see what we do and how we do it and will provide feedback in this field in order to achieve success in the language learning and teaching process. It will also provide implications about the deficiencies and competencies made in the language learning and teaching process and will make positive contributions to the field to help ensure and better administer the quality of English language teaching. The expected outcomes of this study are believed to make a valuable contribution to the field by investigating the phenomenon of demotivation in relation to foreign language learning, specifically focusing on the EAP context within the specified group. To enhance language proficiency, it is crucial to identify the origins of demotivation and devise strategies to address these discouraging elements within the foreign language learning journey.

1.4. Definitions of Key Terms

Motivation: According to Dörnyei and Otto (1998, p. 65), motivation can be defined as the dynamically changing cumulative arousal within an individual, which triggers, guides, coordinates, amplifies, terminates, and evaluates cognitive and motor processes in the

selection, prioritization, operationalization, and realization (either successfully or unsuccessfully) of initial wishes and desires.

Demotivation: As per Dörnyei (2001), “demotivation” can be defined as the influence of certain external factors that diminish or decrease the underlying motivation behind a behavioral intention or ongoing action.

Amotivation: According to Deci and Ryan (1985, p. 144), “amotivation” is characterized by a state of absence of motivation that is not attributable to a lack of initial interest. Instead, it arises from a person’s perception of incompetence and helplessness when confronted with a particular task.

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

Foreign Language Learning (FLL): "Foreign Language Learning" can be described as the process of acquiring proficiency in a language that is not native to an individual, typically undertaken outside the community where that language is commonly spoken.

Teaching (English as a Foreign Language TEFL): TEFL, which stands for “Teaching English as a Foreign Language,” refers to the instruction of the English language to individuals whose first language is not English, particularly those from countries where English is not commonly spoken. This definition is based on the Collins English Dictionary (2019, pp. 1-3).

CHAPTER II

LITERATURE REVIEW

This chapter provides a comprehensive literature review on motivation in language learning, the significance of motivation, and its impact on learners' engagement and success. The chapter delves into different types of motivation and presents diverse motivation models proposed by researchers. It also investigates demotivation, identifying contributing factors and discussing relevant studies in various contexts. Finally, the chapter outlines the research questions to be addressed, offering a thorough synthesis of the literature on motivation and demotivation in language learning.

2.1. Motivation

Over the years, various researchers have provided multiple definitions of motivation. However, it is challenging to establish a universally accepted definition due to the diverse theoretical approaches within the field of second language acquisition, each offering its own interpretation of motivation. For example, Keller and Reigeluth (1983, p. 389) define motivation as "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect" (Woolfolk, 1998, p. 372), which succinctly characterizes motivation as an internal state that stimulates, guides, and sustains behavior. The motivational process, on the other hand, is defined by Dörnyei and Otto (1998, p. 47) as a person's changing arousal drives cognitive and motor processes that select, prioritize, and act on wishes and desires, which might be realized successfully or not. In a similar vein, Elliot and Covington (2001) defined motivation as the factors that underlie people's needs, wants, and behaviors. According to Oxford and Shearin (1994), motivation is a coordinated effort and amount of energy used to achieve a goal, whereas Dörnyei (2001) conceptualizes it as a hypothetical, abstract term used to explain why people think and act in certain ways.

Regarding what motivation constitutes in itself, Crump (1995) suggests that motivation comprises four fundamental components: interest, enthusiasm, keenness, and excitement, while Brown (2001) offers a broader, portraying motivation as an intrinsic

impulse, driving force, emotion, or desire that compels individuals to engage in specific actions. Numerous other definitions exist, and the term "motivation," derived from the Latin word 'movere' which means 'to move,' remains a vital factor in language learning and teaching.

As evident from the aforementioned explanations, there exists a considerable diversity in the definitions of motivation. Additionally, numerous research studies explore the connection between language learning and motivation. Therefore, it can be inferred that motivation plays a pivotal role in language learning, and in order to attain desired goals, it is imperative for learners to be motivated.

2.1.1. Types of motivation

Gardner and Lambert (1959) proposed the socio-educational model of language learning, which included two types of motivation: integrative and instrumental motivation. On the other hand, Deci and Ryan (2000) categorized motivation as intrinsic and extrinsic motivation. Cook (2000) suggests that both integrative and instrumental motivation are effective in foreign language learning, emphasizing their importance. Without either type of motivation, learners may find it challenging to acquire a foreign language.

Integrative motivation, as introduced by Gardner and Lambert (1959), stems from personal needs and the desire for cultural enrichment. It involves learning a foreign language to connect with the target culture. Norris-Holt (2001, p.1) defines integrative motivation as the learner's positive attitude towards the target language community and the desire to integrate into that community.

On the other hand, instrumental motivation is specifically associated with pragmatic needs. It is driven by concrete goals, such as passing a course, obtaining a diploma, or securing employment. However, integrative and instrumental motivation are not seen as opposites but rather complementary and interconnected. Dörnyei (1998) suggests that motivation in language learning typically encompasses a combination of both integrative and instrumental motivation. Language learning motivation is highly context-dependent and cannot be attributed solely to one type of motivation.

Another prominent motivation theory is self-determination theory, proposed by Deci and Ryan (1985). This theory categorizes motivation into intrinsic and extrinsic motivation. Intrinsic motivation refers to the internal desire to engage in an activity or task for its own sake, driven by personal interest and enjoyment. In contrast, extrinsically motivated learners perform actions not for pleasure or satisfaction but for external outcomes or rewards (Pintrich & Schunk, 2002, p. 245).

These various theories and categorizations of motivation highlight the multifaceted nature of motivation in language learning. The integration of integrative and instrumental motivation, as well as the understanding of intrinsic and extrinsic motivation, provides valuable insights into the complexities of learners' motivations and their impact on language learning outcomes

2.2. Motivation and Language Learning

Dörnyei (2001) highlights that the motivation to learn a language is a complex construct. Unlike other school subjects, language learning is inherently connected to social and cultural contexts. It involves not only acquiring language structures and vocabulary but also developing skills and cultural awareness. Motivation is undeniably crucial in keeping learners engaged in the language learning process.

Researchers have devoted a great deal of time to examining the connection between motivation and language learning. Motivation, as defined by Gardner (1985, p. 10), is “the combination of effort and desire to achieve the goal of learning the language, along with favorable attitudes toward learning.” Similar to this, Dörnyei (1998, p. 117) asserts that one of the key elements influencing the pace and success of language learning is motivation. A high level of competency in a foreign language is more likely to be attained by highly motivated language learners, according to Al-Hazemi (2000).

Furthermore, a strong correlation between motivation and success or failure in learning a foreign language has been demonstrated by the relevant literature. It has been stated that if students lack motivation, even a well-designed curriculum and syllabus may not be successful (Oxford & Shearin, 1994). According to Dörnyei (2001), one of the most important affective elements impacting success in learning a foreign language is motivation.

Due to its complexity and connections with social and cultural elements, language learning is special. According to Gardner (1985), developing a new identity in the target language, which includes cultural and social elements, is a key component of language learning and has an impact on learners' success.

Dörnyei (1998) discovered that motivation levels and success rates in learning foreign languages were associated and came to the conclusion that a high degree of motivation can be a sign of success. Similarly, Cook (2000) contends that some learners perform better than others in language performance and presentation because they are more motivated, which highlights that one of the most important elements in language acquisition success is motivation.

Foreign language learners are inspired to participate in language learning activities by motivation, according to Lumsden (1994, p. 31). It affects how learners interact with learning activities and how they feel about the target language (Denis & Jouvelot, 2005). According to Ellis (1994), language learning is influenced by the motivation, attitudes, and beliefs of the learners. Learning is facilitated by positive attitudes and enough motivation, whereas it is hampered by a lack of interest and insufficient motivation. As a result, motivation might be considered the fundamental cause of why learners perform as they do.

Although language proficiency is vital, Gardner and Lambert (1972) argue that motivating variables may be more significant in learning a foreign language than proficiency. Highly motivated learners can overcome shortfalls in aptitude over time, resulting in long-term success. These viewpoints emphasize the value of motivation in language acquisition and how it affects students' attitudes, engagement, and success in learning a foreign language.

2.2.1. Amotivation

In language learning, there exists a concept called “amotivation” that pertains to a state of diminished motivation, as explained by Deci and Ryan in 1985. Amotivation is distinct from disinterest, as it arises from feelings of inadequacy and powerlessness when confronted with the learning process. In essence, individuals experiencing amotivation lack the drive to

engage in the learning activity, perceiving it as purposeless or unworthy of their pursuit (Deci & Ryan, 1985).

Amotivation can stem from various sources. Vallerand (1997) identified four main reasons why learners may experience amotivation. First, learners may feel amotivated due to their beliefs about their own abilities or capacity to succeed. Second, they may doubt the effectiveness of the strategies provided as guidance and believe that these strategies will not yield the desired outcomes. Third, learners may consider the effort required to achieve the desired outcome as excessively demanding and not worthwhile. Finally, some learners may develop a sense of helplessness, perceiving their efforts as inconsequential given the magnitude of the task at hand.

2.3. Models of Motivation

Various motivation models have been developed, some of which are outlined below. However, since this study primarily focuses on demotivation rather than motivation, the motivation models will be briefly discussed.

Gardner and Lambert's socio-educational model (1959, 1972) emphasizes the significant role of individual differences in second language learning (SLL) or foreign language learning (FLL). Schumann's Acculturation Model (1978, 1986) suggests that the level of language learning is determined by the degree of acculturation.

Gardner's Four Motivational Orientations (1985) for language learning include reasons for learning, desire to achieve learning goals, positive attitudes toward the learning situation, and effortful behavior. According to Gardner, successful learners are “integratively oriented,” displaying a stronger desire to learn the language, more positive attitudes toward the learning situation, and a willingness to exert greater effort (Gardner, 1985).

Crookes and Schmidt's Four Areas of SL Motivation (1989) examine motivation at different levels:

a) Micro-level: Conscious awareness of second language stimuli during learning, involving cognitive processes influenced by affective and motivational factors. Attention

and achievement increase when individuals have stimuli or motives, leading to expected rewards (Crookes & Schmidt, 1989).

b) Classroom level: Focuses on motivational techniques and activities used in the classroom. It includes aspects such as socialization needs, appropriateness of materials for learners' age, collaborative/group work activities for affiliation or achievement needs, feedback, and the effects of student evaluation to enhance and sustain motivation (Crookes & Schmidt, 1989).

c) Syllabus level: Asserts that content preferences in the classroom can influence motivation by stimulating curiosity and interest. Well-designed programs that meet learners' needs are more effective and motivating, leading to increased success (Crookes & Schmidt, 1989).

d) Outside the classroom or informal learning: States that motivational issues in informal learning are similar to formal classroom learning, although their relative weights may differ. There is no difference in learning processes (Crookes & Schmidt, 1989).

Oxford and Shearin (1994) expanded Gardner's socio-educational model by identifying six factors that influence motivation in language learning: attitudes, beliefs about oneself, goals, involvement, environmental support, and personal attributes like age, gender, and previous learning experiences. Dörnyei (1998) identified seven main motivational dimensions by synthesizing 13 constructs from various motivational models. He concluded that most constructs from selected motivational models/frameworks could be classified into these seven broad dimensions (Dörnyei & Schmidt, 2001; Kym, 2008).

2.4. Demotivation in Foreign Language Learning

The lack of motivation or demotivation among language learners is a significant factor contributing to their failure and lack of progress in foreign language learning. Demotivation can negatively impact learners' attitudes toward the target language and create obstacles for them (Crookes & Schmidt, 1991). It can hinder learners' desire to learn a language. Demotivation refers to specific external forces that diminish the underlying motivation for an intention or ongoing action (Dörnyei, 2001).

While demotivation may be perceived as a complete absence of motivation, it actually refers to a lack of motivation (Dörnyei, 2001). It is a complex and multidimensional phenomenon that hampers and influences the learning process, leading to unsuccessful language proficiency or even the failure of language learning (Al-Khairi, 2013; Dörnyei, 2014; Dörnyei & Ushioda, 2011; Falout & Falout, 2005; Hu, 2011; Krishna & Pathan, 2013; Vidak & Sindik, 2018). Demotivation also has a negative impact on learners' behavior and attitudes (Falout, Elwood & Hood, 2009).

Dörnyei (2001) highlights that demotivation does not necessarily entail a complete loss of motivation. The positive influences that originally formed the motivational basis of behavior may still be present in demotivated learners. However, over time, demotivation can progress to amotivation, where a series of demotivating factors lead to a total loss of motivation (Dörnyei, 2001).

2.5. Research on Demotivation in Foreign Language Learning

The concept of demotivation in foreign/second language learning has received significant attention from researchers. Particularly, some studies attempted to explore the impact of various factors on students' demotivation, such as gender, year of study, department, and so on. Considering demographic variables, Vidak and Sindik (2018) found that there are no statistically significant differences in demotivation factors in terms of gender, students' year of study, and the department they study in the Croatian university context. In their study, it is found that demotivation is largely caused by the nature of teaching materials, teaching methodology as well as the teacher. However, in a more recent study, Vakili et al. (2020) found that female learners were more demotivated than males when they faced up with failure.

Most of the current literature, on the other hand, aimed to identify the factors contributing to demotivation in different contexts. To illustrate, Kikuchi and Sakai (2009) conducted a study on Japanese learners' demotivation to study English and classified demotivating factors into categories such as teaching materials, inadequate learning environment facilities, test scores, non-communicative methods, and teachers' competence and teaching styles. A study conducted by Falout, Elwood and Hood (2009) delved into the factors that contribute to demotivation among 900 Japanese learners. The researchers

classified these factors into three primary categories: external conditions of the learning environment, internal conditions of the learner, and reactive behaviors triggered by demotivating experiences. By examining these aspects, the study shed light on the various elements that can undermine motivation in language learning (Falout, Elwood & Hood, 2009).

Trang and Baldauf (2007) examined the reasons underlying demotivation among Vietnamese learners and identified some types of demotivation happened more frequently than others, none appeared to be more or less challenging to overcome. Instead, students' understanding of the importance of the English language and their drive to succeed were key elements in overcoming demotivation. In the Chinese context, studies by Zhou and Wang (2012), and Li and Zhou (2017) identified demotivating factors such as external factors (teaching material, teaching process, and teaching content), significant others, teachers' teaching competence and attitude, relationships between teachers and students, teaching facilities, and teaching environment), as well as internal factors (lack of intrinsic interest, failure experiences, lack of confidence, and unclear study goal).

Within the Iranian context, several studies have explored the demotivating factors in language learning. Tabatabaei and Molavi (2012), Sahragard and Alimorad (2013), and Ghadirzadeh, Hashtroudi, and Shokri (2012) have identified various factors that contribute to demotivation among Iranian learners. These factors include teaching style, insufficient class time, difficulties in comprehending spoken language, diminished self-confidence, a perceived lack of individual competence, insufficient intrinsic motivation, inappropriate teaching methods and course content, and inadequate university facilities. These studies shed light on the specific challenges faced by Iranian language learners and highlight areas that require attention and improvement in language education (Tabatabaei & Molavi, 2012; Sahragard & Alimorad, 2013; Ghadirzadeh, Hashtroudi, & Shokri, 2012).

Within the remainder of this section, the demotivating factors faced by English as a foreign language (EFL) students at the university level are categorized into three main groups: external demotivating factors, internal demotivating factors, and contextual demotivating factors. These categories encompass a comprehensive examination of the various elements that contribute to demotivation in language learning, shedding light on the

multifaceted nature of the challenges students encounter in their language acquisition journey.

To start with the external demotivating factors, teacher attitudes have emerged as a major external demotivating factor in EFL learning. Liu et al. (2020) and Abaunza et al. (2020) found that negative teacher behaviors and lack of engagement can significantly diminish students' motivation. Conversely, positive and encouraging teacher attitudes foster a conducive learning environment that promotes student engagement and motivation (Liu et al., 2020; Abaunza et al., 2020). Several studies have highlighted the role of teachers in demotivation. Quadir (2017) found that teachers' instructional style, behaviors, and competence significantly influenced students' demotivation in three Bangladeshi universities (Quadir, 2017).

Among internal factors, students' attitudes toward the target language and culture have a significant impact on their motivation to learn. Negative attitudes identified in Liu et al.'s (2020) study were found to hinder language learning progress, likely stemming from cultural barriers and past negative experiences (Liu et al., 2020). Moreover, self-confidence plays a crucial role in student motivation. Liu et al. (2020) and Ali & Pathan (2017) found that students' doubts about their abilities can lead to avoidance of language-related tasks, resulting in decreased motivation to learn (Liu et al., 2020; Ali & Pathan, 2017). Similarly, intrinsic motivation has been recognized as a vital internal factor in students' language learning experiences. Adara et al. (2019) emphasized that teachers' competence and effective teaching styles positively influence students' intrinsic motivation to engage with the language (Adara et al., 2019). Finally, subject-related difficulties have also been identified as internal demotivating factors. Yadav & BaniAta (2013) highlighted that challenging language tasks, such as vocabulary load and complex structures, can contribute to students' demotivation in the Saudi Arabian context (Yadav & BaniAta, 2013). Jung (2011), on the other hand, made a distinction between the external and internal demotivation factors and for external factors found that English language learners highly attributed their demotivation to the characteristic of the language and the subject matter to be learned. In other words, they were discouraged and demotivated most when they faced up with difficult tasks. This is followed by low test scores and humdrum English classes. Unlike some other studies conducted in Asian contexts, which implies a drastic impact of teachers on student demotivation (Kikuchi, 2009; Trang & Baldauf, 2007), the teacher was not a big factor in

this study affecting students' demotivation in the South Korean context. It was found that students' lack of will to study and lack of awareness of the instrumental worth of English greatly affected students' demotivation as internal factors.

Considering the contextual demotivating factors, the learning environment has a significant impact on EFL students' motivation. Khouya (2018) stressed the importance of equipping classrooms with appropriate technology and resources to prevent students from losing their motivation in the Moroccan context (Khouya, 2018). Moreover, the findings of Sahragard and Alimorad (2013), Al Khairy (2013), and Meshkat and Hassani (2012) echoed these aspects highlighting that the lack of school facilities was the top demotivating factor. Furthermore, the availability of adequate facilities and activities plays a crucial role in student motivation. Vakilifard et al. (2020) and Sahragard & Alimorad (2013) highlighted that the lack of sufficient resources and meaningful learning activities can lead students to perceive language learning as unproductive and demotivating (Vakilifard et al., 2020; Sahragard & Alimorad, 2013).

In conclusion, demotivating factors for EFL students at the university level encompass a range of internal, external, and contextual elements. Teacher attitudes, school facilities, learning activities, student attitudes, self-confidence, intrinsic motivation, and teacher competence all play crucial roles in students' language learning experiences. By recognizing and addressing these factors, educators can develop effective strategies to create an engaging and supportive language learning environment, ultimately promoting better language learning outcomes and supporting the academic success of EFL students. Further research in diverse educational contexts can provide valuable insights to continuously improve language education and enhance students' motivation in language learning

2.6. Demotivation in EFL Studies in Türkiye

The demotivation studies conducted in Turkey shed light on various factors influencing students' motivation levels in English language learning. A synthesis of these studies reveals both commonalities and differences in their findings, providing a comprehensive understanding of the demotivating factors identified. One consistent theme across the studies is the importance of providing students with more opportunities to use English both inside and outside the classroom. Bekleyen (2011) and Acarol (2020) both

highlight the lack of language practice as a demotivating factor. Bekleyen suggests that incorporating more technology into the classroom can help remotivate students, while Acarol emphasizes the need for skill-based activities that reflect real-life experiences. This indicates the significance of authentic language use and practical application in sustaining student motivation.

On a different note, course books emerged as a problematic aspect in multiple studies. Bekleyen (2011) mentions that course books do not adequately address students' needs, and Aydın (2012) notes a lack of unity and coherence in the activities. These findings align with Acarol's (2020) finding that course books fail to meet students' learning needs. Consequently, adopting new teaching methods that focus on different language skills becomes crucial, as emphasized by both Bekleyen and Aydın. The influence of examinations on student motivation is evident in several studies. Aydın (2012) identifies exams that do not align with the curriculum content as a demotivating factor, while Çankaya (2018) and Acarol (2020) highlight exam-oriented lessons and the pressure of exams as sources of demotivation. This suggests a need for more balanced and relevant assessment practices that align with the curriculum and foster a positive learning environment.

Furthermore, gender differences in demotivation are explored by Akay (2017), who finds that female students report higher levels of demotivation compared to males. Additionally, Akay observes that 12th-grade students experience more demotivation than students in other grades. These findings highlight the importance of considering individual differences and tailoring strategies to address the specific needs and challenges faced by different student groups. Interestingly, teacher-related factors, such as teacher attitudes and proficiency in English, are not major sources of demotivation, according to Çankaya (2018). This contrasts with the findings in the other studies, which primarily focus on curriculum, materials, and classroom practices. While teachers play a crucial role in creating a motivating learning environment, these studies suggest that other factors may have a more significant impact on student motivation.

In summary, the synthesis of these demotivation studies reveals several key insights. Providing ample opportunities for language practice, addressing the shortcomings of course books, incorporating new teaching methods, and implementing balanced assessment practices are critical for sustaining student motivation. Moreover, individual factors such as

gender and grade level should be considered when designing interventions to address demotivation. While teachers remain important, their influence on student motivation may not be as prominent as other contextual factors. By considering these findings collectively, educators and policymakers can develop strategies to create a more motivating English language learning environment in Turkey.

Moving forward, further research is needed to delve deeper into the topic of demotivation and its implications for language learners. In the Turkish context, studies by Çankaya (2018), Ünal and Yelken (2014), and Aygün (2017) have revealed additional factors contributing to demotivation, such as class characteristics, class environment, teacher characteristics, lack of interest in English and English classes, experience of failure, personal reasons, past experiences, features of the preparatory school program, and the form of instruction. These factors highlight the need for a holistic understanding of demotivation, taking into account various aspects of the learning environment.

Acarol's (2020) study stands out as a comprehensive investigation of demotivation in language learning in the Turkish context. By developing the "Foreign Language Demotivation Scale," Acarol provides a framework to assess demotivation across multiple dimensions, including teaching methods and processes, teaching materials, teaching environment and facilities, teacher competence and attitudes, failure experiences and lack of self-confidence, and negative attitudes towards the target language. Acarol's work suggests that demotivation is a complex phenomenon influenced by various factors, and further exploration of these dimensions can deepen our understanding.

In light of these insights, future research should explore the relationship between learners' demotivation levels and their academic performance. Additionally, investigating how demotivation differs based on variables like age and gender can provide valuable insights into tailoring interventions to specific learner profiles. The neglected and understudied nature of demotivation in the Turkish context calls for more comprehensive research efforts to address this gap.

In this regard, the present study aims to comprehensively investigate demotivation in general English programs by integrating both theoretical and practical perspectives. By actively considering the viewpoints and feedback of learners, the study will uncover the

specific elements that demotivate students, identify root causes, and propose effective solutions. Engaging university students from various departments will provide a diverse range of perspectives, contributing to a better understanding of the reasons for demotivation and informing further implications. By synthesizing existing literature and incorporating the perspectives of language learners, this study aims to contribute to the field of demotivation research, providing insights and recommendations for creating a more motivating English language learning environment in Turkey.



CHAPTER III

METHODOLOGY

This chapter discusses the research model, data collection, and limitations of the study.

3.1. Research Design

In the current study, the factors which lead to demotivation and how they contribute to their academic success are investigated. This descriptive study is with a group of learners for whom English is not the medium of instruction, and yet, they still have to take weekly 4-hour and 5-credit English classes each term for four years. Additionally, this study employs a complementary mixed-method research design with both quantitative and qualitative components.

As for the quantitative part of the study, a questionnaire including demotivation “Foreign Language Demotivation Scale”, created by Acarol (2020) will be administered to students attending general English classes. Students are more or less belonged to the same age group.

In the qualitative phase of the study, a follow-up interview was conducted with selected students to gather more in-depth information. This approach aligns with the flexibility and adaptability provided by the interview method, as described by Schell (1992). The interview method is recognized as one of the most flexible research designs, allowing researchers to manipulate data, conditions, and resources while investigating empirical events. In the context of this study, the flexibility of the interview method proves beneficial as it enables the manipulation of external environmental conditions and social contexts. Additionally, it allows for the adjustment of question direction based on the specific needs and circumstances of the participants, ensuring a comprehensive exploration of the research topic (Schell, 1992).

3.2. Research Setting

The researcher has chosen to carry out the research at the university has been working for years because he has got to get the opportunity to study the topic of demotivation in the students who take EAP courses with whom he has been observing the sign of demotivation over the years. The participants in the study share similar characteristics, which makes the study rich and serving to its aims in mind.

3.3. Population and Sampling

The universe of this research will be students taking EAP courses who have been studying English as 4 hours a week but have not studied at the preparatory English to matriculate into their studies since the medium of instruction is their native language. All the participants belonged to the same age groups which participate in the study and all the students in the sample will sign forms of consent to participate in the study, and take part in interviews, and present their reflections about the demotivation study.

3.4. Participants

A total of 104 students with a mean age of 22.14 (SD=2.09) participated in the study. 50 of them were male (48.1%), whereas 54 of them were female (51.9%). 61 3rd year (58.7%) and 43 4th years students (41.3 %) constituted the sample of the study. Considering the educational background of the students, 59 of them graduated from private high schools (56.7%), while 45 of them (43.3%) graduated from state high schools.

Table 3.1.

Characteristics of the participants

		<i>f</i>	<i>%</i>
Gender	Male	50	48.1
	Female	54	51.9
Year	3 rd Year	61	58.7
	4 th Year	43	41.3
School Type	Private School	59	56.7
	State School	45	43.3
Total		104	100

3.5. Data Collection Procedure

As for the data collection tools, for the qualitative part of the study semi-structured focus group meetings will be made use of. For the quantitative part of the study, on the other hand, “Foreign Language Demotivation Scale” created by Acarol (2020) will be used. The Turkish version of the questionnaire will be used for data collection. The data was collected through Google forms and the students were asked to fill out the questionnaire online.

While various scales have been created to identify the sources of demotivation in foreign language learning, relying solely on these scales may not yield accurate and dependable results due to the influence of individual and socio-cultural variations across different countries. Consequently, in the proposed study, a newly developed comprehensive scale specifically designed for Turkish English as a Foreign Language (EFL) learner will be employed. This scale has been meticulously crafted to cater to the unique needs and characteristics of Turkish EFL learners. Further details regarding the instruments used in the study are provided below.

3.5.1. Foreign language demotivation scale

The primary quantitative data collection instrument employed in this study is the “Foreign Language Demotivation Scale,” which was developed by Acarol (2020). The questionnaire consists of 35 items categorized into five factors. These factors are as follows: (1) teaching methods and teaching process, (2) teaching material, teaching environment, and teaching facilities, (3) teacher competence and teacher attitudes, (4) failure experiences and lack of self-confidence, and (5) negative attitudes towards the target language. The scale has demonstrated strong internal consistency, with a Cronbach's reliability coefficient of $\alpha = .95$.

The first factor of the questionnaire includes the motivation. It consists of 11 items that assess students' demotivation due to teaching methods and teaching process. The second part includes 8 items to determine students' demotivation in terms of teaching material, teaching environment and teaching facilities. The third part includes 6 items to detect students' demotivation in terms teacher competence and teacher attitudes. The fourth part includes 7 items to determine students' demotivation in terms of past failure experiences and lack of self-confidence. The fifth and final part includes 3 items to determine students'

demotivation in terms of negative attitudes towards the target language. The items in the questionnaire try to answer the first and second research questions.

3.5.2. Interviews

When constructing interview questions, it is important to consider several factors to ensure their effectiveness. The questions should be straightforward, uncomplicated, transparent, and goal-oriented, making it easy for participants to understand and respond to them. The interview setting should also foster an environment where participants feel comfortable and can provide honest answers without feeling the need to pretend or act differently. To ensure validity, the questions should accurately evaluate the impact of the social context on learners' beliefs and their real learning performance. Different conditions may influence individuals' levels of self-confidence and self-esteem, and the questions are supposed to be designed to capture these effects accurately. Consistency and reliability are crucial aspects of interview questions. This means that the questions should convey the same meaning with each repetition to every individual. Consistency helps in obtaining reliable and comparable responses, allowing for meaningful analysis and interpretation of the collected data (Turner, 2010).

As Turner highlighted above, in this study interview process will be done in such a fashion to be transparent and direct goal-oriented. First of all, the interview sessions will be held by the researcher with a group of 10 to 15 students during the term to achieve background knowledge about the learners' profile, learner goals, and their possible causes of demotivation during the learning process. Additionally, the participants also have a chance to reflect on their learning experiences and the specific causes of demotivation firsthand. The questions in the interview try to answer the third and fourth research questions and each interview will last about 20-25 minutes in face to face or via video call. A semi-structured interview is a flexible approach where the interviewer does not strictly adhere to a predetermined set of questions. Instead, they engage in a more conversational style, asking open-ended questions that allow for discussion and exploration of the topic. This format promotes a deeper understanding of the interviewee's perspectives and experiences. In the present study, participants were provided with information about the research and informed that their participation was voluntary. Once they agreed to participate, the researcher asked eight open-ended questions related to the reasons for student demotivation in the language

learning process. These questions were formulated objectively based on expert opinions, ensuring a well-rounded and informed approach to the topic (see Appendix 4). During the interviews, the researcher took notes to capture important points and details shared by the participants.

3.6. Data Analysis

In the quantitative data analysis process, the researcher employed descriptive statistics to describe the identified features of the data in the study. This involved presenting frequencies, means, percentages, and standard deviations for the items under investigation. Additionally, inferential statistics were used to determine if any significant differences existed among the dependent variables. However, it is important to note that the interpretation of the interview responses from the participants will be a crucial part of the research. This analysis aims to identify patterns and cues within the responses, providing insights into the research questions and hypotheses of the study. The semi-structured interviews were conducted in Turkish to allow participants to express themselves more easily. The data obtained from the students will be subjected to descriptive analysis as part of the data analysis process.

3.6.1. Reliability

The researcher has agreed to be open and honest about all aspects of data collection and analysis. This transparency allows others to evaluate the data in the study and verify the trustworthiness of the study.

3.7. Limitations

One major limitation of the study is the method of the study. Quantitative data tools can be extended and the reliability scores of the quantitative data collection instrument can be low due to the small sample size. One major limitation of the study is the reliance on participants' self-evaluations for obtaining answers, which may introduce self-reporting bias. This bias occurs when individuals provide subjective assessments of their own situation, potentially affecting the accuracy and reliability of the data collected. Additionally, since the answers are received in Turkish, translating them into English before detecting keywords

and metaphors could introduce linguistic inaccuracies, which could impact the study's internal validity. Ensuring the integrity of the translation process is crucial to maintain the fidelity of the participants' responses and accurately capture the intended meaning. These limitations should be acknowledged and addressed to minimize potential biases and inaccuracies in the study.

The data collection process for this research was confined to the 2021-2022 academic years, which is a limitation of the study. Extending the data collection period could potentially yield more comprehensive results. It is worth considering that a longer duration of data collection might provide a more accurate and comprehensive understanding of the factors contributing to demotivation among EAP students of the general English program.

Despite the aforementioned limitations, this research holds significant importance in the examination of demotivation among Turkish EFL learners in the context of students enrolled in a general English program. By focusing on the unique perspective of Turkish learners, the study contributes to the existing body of knowledge on demotivation in foreign language learning. The findings of this research have the potential to shed light on the factors that hinder motivation in language learning and provide valuable insights for addressing and overcoming demotivation among students in similar educational settings.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Results

4.1.1. What are the demotivation levels of the students who take EAP courses and who are in their junior and senior years at a foundation university?

Among the scores of each item in the questionnaire, as can be seen in table 2, the item with the highest mean turned out to be item 18, with a mean score of 3.73, which states, “I don't have the opportunity to practice English in the environment I live in.”. On the other hand, the item with the lowest mean was item 14, with a mean score of 1.78, which is “The classrooms are very crowded.”

Table 4.1.

Descriptive statistics

	<i>M</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
item 1	2.35	1.291	.624	-.672
item 2	2.14	1.242	.775	-.568
item 3	3.04	1.520	-.066	-1.423
item 4	2.99	1.431	-.044	-1.308
item 5	2.69	1.415	.270	-1.175
item 6	2.85	1.419	.132	-1.204
item 7	2.47	1.246	.543	-.660
item 8	3.09	1.442	-.134	-1.283
item 9	2.55	1.400	.398	-1.119
item 10	2.99	1.542	.081	-1.463
item 11	2.63	1.374	.272	-1.166
item 12	2.25	1.349	.813	-.538
item 13	2.65	1.473	.379	-1.273
item 14	1.78	1.106	1.506	1.619
item 15	3.34	1.593	-.291	-1.473
item 16	2.43	1.290	.525	-.724
item 17	3.12	1.543	-.084	-1.480
item 18	3.73	1.388	-.835	-.572
item 19	3.62	1.483	-.695	-.983

	<i>M</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
item 20	1.77	1.026	1.249	1.040
item 21	2.42	1.512	.657	-1.021
item 22	1.73	1.054	1.373	1.166
item 23	1.67	1.038	1.545	1.721
item 24	1.70	1.069	1.547	1.754
item 25	2.04	1.284	.965	-.256
item 26	2.89	1.494	.113	-1.420
item 27	3.02	1.619	-.032	-1.606
item 28	3.19	1.626	-.138	-1.590
item 29	2.46	1.570	.518	-1.332
item 30	2.97	1.517	.033	-1.438
item 31	2.93	1.597	.010	-1.561
item 32	3.09	1.638	-.087	-1.627
item 33	2.86	1.458	-.032	-1.375
item 34	2.32	1.402	.642	-.932
item 35	2.91	1.534	.000	-1.474

Note. *N*=104

The participants consisted of 54 females, with a mean demotivation score of 2.85 ranging from 1.09 to 4.03 ($SD = 0.78$), and 50 males, with a mean demotivation score of 2.43 ($SD = 0.88$) ranging from 1.00 to 4.77, indicating that the mean demotivation score for females ($M = 2.85$, $SD = 0.78$) was slightly higher than that of males ($M = 2.43$, $SD = 0.88$). The distribution of demotivation scores for females and males exhibited slightly negative skewness values (-0.33 and 0.34, respectively), indicating a normal distribution. Additionally, both groups showed relatively normal distributions (kurtosis = -0.64 and 0.66, respectively), indicating a normal distribution. The participants' ages were distributed across different groups. Participants who were 20 years old had a mean demotivation score of 2.97 ($SD = 0.66$), ranging from 1.91 to 4.03. Those who were 21, 22, 23, 24, and 25 years old had mean demotivation scores of 2.75 ($SD = 0.91$, range = 1.00-4.09), 2.72 ($SD = 0.69$, range = 1.34-3.91), 3.07 ($SD = 0.55$, range = 2.57-3.86), 2.10 ($SD = 0.80$, range = 1.00-3.66), and 2.46 ($SD = 1.30$, range = 1.17-4.77), respectively. Based on this, there were variations in mean demotivation scores across different age groups. Participants who were 23 years old had the highest mean demotivation score ($M = 3.07$, $SD = 0.55$), followed by those who were 21 years old ($M = 2.75$, $SD = 0.91$). On the other hand, participants who were 24 years old had the lowest mean demotivation score ($M = 2.10$, $SD = 0.80$). The distribution of demotivation scores across age groups showed slightly negative skewness values for each

group, ranging from -0.03 to 1.37. Kurtosis values varied from -0.70 to 2.58, indicating different degrees of platykurtic and leptokurtic distributions across the age groups.

Based on their academic year, participants were categorized into two groups. Those in their 3rd year had a mean demotivation score of 2.49 ($SD = 0.99$, range = 1.00-4.77), while those in their 4th year had a mean demotivation score of 2.76 ($SD = 0.72$, range = 1.00-3.91), which suggests that participants in their 4th year had a slightly higher mean demotivation score ($M = 2.76$, $SD = 0.72$) compared to those in their 3rd year ($M = 2.49$, $SD = 0.99$). The distribution of demotivation scores for both groups exhibited slightly skewed patterns, with skewness values of 0.37 and -0.67, respectively. The kurtosis values were -0.73 for the 3rd-year group and -0.16 for the 4th-year group, indicating relatively platykurtic distributions. Finally, those attending private schools had a mean demotivation score of 2.77 ($SD = 0.85$, range = 1.00-4.77), while those attending state schools had a mean demotivation score of 2.49 ($SD = 0.82$, range = 1.00-4.09). In other words, participants attending private schools had a slightly higher mean demotivation score ($M = 2.77$, $SD = 0.85$) compared to those attending state schools ($M = 2.49$, $SD = 0.82$). The distribution of demotivation scores for both private schools and state schools exhibited slightly skewed patterns, with skewness values of -0.45 and 0.19, respectively. The kurtosis values were -0.09 for private schools and 0.70 for state schools, indicating platykurtic distributions for both groups.

Table 4.2.

Descriptive statistics for students' demotivation levels

Variable	Group	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>Skewness</i>	<i>Kurtosis</i>
Gender	Female	54	2.85	.78	1.09	4.03	-.33	-.64
	Male	50	2.43	.88	1.00	4.77	.34	.66
Age*	20	13	2.97	.66	1.91	4.03	-.03	-.70
	21	33	2.75	.91	1.00	4.09	-.54	-.74
	22	34	2.72	.69	1.34	3.91	-.26	-.68
	23	4	3.07	.55	2.57	3.86	1.37	2.58
	24	10	2.10	.80	1.00	3.66	.37	.41
	25	6	2.46	1.30	1.17	4.77	1.26	1.58
Year	3 rd year	43	2.49	.99	1.00	4.77	.37	-.73
	4 th year	61	2.76	.72	1.00	3.91	-.67	-.16
School Type	Private	59	2.77	.85	1.00	4.77	-.45	-.09
	State	45	2.49	.82	1.00	4.09	.19	.70

Note. Only one participant was in each age group of 19,26,28 and 47.

Considering the items with the lowest mean scores, “English teachers' attitudes towards students are rather negative.” with a mean score of 1.67, showed that, on average, participants tended to have more positive perceptions about English teachers' attitudes towards students, suggesting that their attitudes were not seen as overly negative as seen in table 4. This suggests that, on average, participants tended to have more positive perceptions about their English teachers' attitudes towards students and the majority of respondents did not perceive their teachers' attitudes as overwhelmingly negative.

Table 4.3.

Items with the lowest mean scores

Items	<i>M</i>	<i>SD</i>
English teachers' attitudes towards students are rather negative.	1.67	1.04
I think English teachers are incompetent.	1.70	1.07
I do not think English teachers make enough preparations before lessons.	1.73	1.05
I cannot get along well with English teachers.	1.77	1.03
Classrooms are too crowded.	1.78	1.11
I think English teachers are not good at teaching a foreign language.	2.04	1.28
There is no emphasis on vocabulary teaching in English lessons.	2.14	1.24
We cannot use technology very effectively in English lessons.	2.25	1.35
Being in environments where English is spoken makes me uncomfortable.	2.32	1.40
I cannot find an opportunity to express myself in English lessons.	2.35	1.29

On the other hand, the item with the highest mean score is “I do not have the opportunity to practice in the environment I live in.” ($M= 3.73$). This suggests that, on average, participants felt they lacked opportunities to practice the English language in their everyday living environment (see table 5).

Table 4.4.

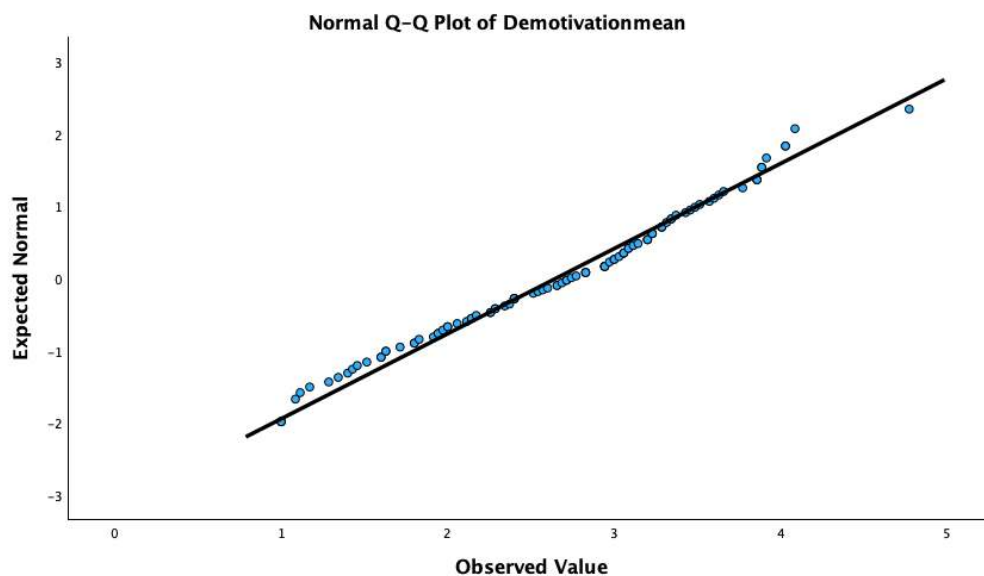
Items with the highest mean scores

Items	<i>M</i>	<i>SD</i>
I am not able to be exposed to English language in the environment I live in.	3.62	1.48
We do not have an opportunity to study abroad.	3.34	1.59
I do not have the opportunity to practice in the environment I live in.	3.73	1.39
We cannot even learn and speak our own language properly yet.	3.19	1.63
I think course books used in English lessons are not effective.	3.12	1.54
I do not want to speak English because I consider myself incompetent.	3.09	1.64
Grammar is constantly being taught in English lessons.	3.09	1.44
I think English exams do not test the actual knowledge.	3.04	1.52
I haven't learned English since I started learning English.	3.02	1.62
We are learning the same subject every year.	2.99	1.54

4.1.2. Do students' demotivation levels differ in terms of demographic variables such as age, gender, high school type, and year of study at university?

In order to proceed within dependent samples t-tests, first, the researcher carried out an assumption check. The data met the assumptions of independent observations, normality, homogeneity of variances, and interval or ratio scale. Since the sample size is greater than 30, a Kolmogorov-Smirnov test was conducted to assess the normality of the demotivation mean scores, and the results revealed that data were normally distributed ($p > .05$). In addition, a visual inspection of the Q-Q plot (see figure 1) and Skewness (-.16) and Kurtosis (-.63) values showed that the data met the assumption of normality, which allows running parametric tests.

Figure 4.1. Q-Q plot for overall demotivation score



An independent samples t-test was conducted to compare the demotivation scores of females ($M = 2.85$, $SD = 0.78$) and males ($M = 2.43$, $SD = 0.88$). A Levene's test was conducted to assess the equality of variances between the two groups. The assumption of equal variances was met, as indicated by a non-significant Levene's test, $F(1, 102) = 0.81$, $p = .37$. The t-test results revealed a significant difference between the two groups, $t(102) = 2.58$, $p = 0.01$. The effect size, Cohen's d , was 0.51, indicating a medium-sized effect as shown in table 6 below.

Table 4.5.

Independent samples t-test results for gender

	Female		Male		<i>t</i>	<i>p</i>	<i>Cohen's d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Demotivation	2.85	.78	2.43	.88	2.58	.01	.51

In order to explore if participants' demotivation differ based on their year of study, another independent samples t-test was performed. Thus, Levene's test was conducted to assess the equality of variances between the two groups. The assumption of equal variances was violated, as indicated by a significant Levene's test, $F(1.626, 102) = 5.56, p = .02$. Considering the violation of the assumption of equal variances, a t-test with unequal variances was conducted. As can be seen in table 7, the t-test showed a no significant difference between the groups, $t(72.618) = 1.54, p = .13$. The mean difference between the groups was $M = .127, SE = .17676, 95\% CI [-.07957, .62507]$.

Table 4.6.

Independent samples t-test results for year of study

	Third Year		Fourth Year		<i>t</i>	<i>p</i>	<i>Cohen's d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Demotivation	2.76	.72	2.49	.99	1.54	.13	.32

Concerning the effect of school type on participants' demotivation, a comparison was conducted between Private ($M = 2.77, SD = 0.86$) and State ($M = 2.49, SD = 0.82$) groups on the variable of demotivation. Prior to the t-test Levene's test was conducted to assess the equality of variances between the two groups. The assumption of equal variances was met, as indicated by a non-significant Levene's test, $F(1, 102) = 0.122, p = .727$. An independent samples t-test assuming equal variances was performed to compare the means of Group A and Group B. As indicated in Table 8, the t-test revealed no significant difference between the groups, $t(102) = 1.715, p = .090$. The mean difference between the groups was $M = .089, SE = .16647, 95\% CI [-.04464, .61576]$.

Table 4.7.

Independent samples t-test results for school type

	Private		State		<i>t</i>	<i>p</i>	<i>Cohen's d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Demotivation	2.77	.86	2.49	.82	1.71	.09	.34

Finally, so as to explore if there is a relationship between participants' age and demotivation, Pearson's correlations test was performed. The results showed that there was a significant negative correlation between age and demotivation, $r = -.25$, $p = .01$, $n=104$, which means that demotivation tends to decrease as age increases, but the strength of this relationship is relatively weak as can be seen in table 9.

Table 4.8.

Correlation between age and demotivation

		Age	Demotivation
Age	Pearson Correlation	1	-.248*
	Sig. (2-tailed)		.011
	N	104	104
Demotivation	Pearson Correlation	-.248*	1
	Sig. (2-tailed)	.011	
	N	104	104

*. Correlation is significant at the 0.05 level (2-tailed).

4.1.3. What are the factors that influence students' demotivation levels?

The findings of the qualitative data from interviews revealed five broad categories of demotivating factors. The first category, *Curriculum, and Instruction*, highlighted issues related to the English language curriculum's content, structure, and delivery. Students expressed dissatisfaction with outdated materials, lack of relevance to their needs, and monotonous teaching methods. The second category, *Learner Attitudes and Characteristics*, focused on the personal beliefs, interests, and motivation levels of the students themselves. Some students reported feeling overwhelmed, lacking confidence, or struggling with self-regulation, which affected their overall motivation to continue studying English.

The third category, *Teacher Attitudes*, shed light on the impact of teachers' behavior and attitudes on student motivation. Negative teacher-student interactions, lack of support, and inconsistent teaching practices were demotivating factors. The fourth category, *Learning Environment and Facilities* encompassed aspects such as limited access to language resources, inadequate study spaces, and insufficient technological support, which hindered students' engagement and motivation. Finally, *Institutional Policies and Course Policies* highlighted the influence of institutional rules, regulations, and assessment methods on student motivation. Students expressed concerns about rigid policies, unfair evaluation practices, and limited opportunities for personalization in their journey of language learning. The overview of categories and themes is presented in Table 9 below.

Table 4.9.

Overview of qualitative findings (descriptive analysis of student interviews)

Themes/Categories	Codes	<i>f</i>
Curriculum and Instruction	Lack of real-life tasks and purposes	5
	Textbook-driven curriculum	5
	Lack of authenticity	5
	Curriculum issues	4
	Exam-driven curriculum	4
	Irrelevance of curriculum	3
	Lack of practice	1
	Uselessness	2
	Curriculum vs. exam discrepancy	1
Learner Attitudes and Characteristics	Lack of self-confidence	3
	Lack of individual effort	3
	Attitudes toward the target language	3
	Comparison to peers	2
	Lack of personal aptitude	2
	Apprehension/anxiety	2
	Variety in the background among students	2
	Lack of vocabulary	2
	Previous negative learning experiences	1
	Readiness to speak	1
Teacher Attitudes	Lack of encouragement	3
	Discouraging attitudes	2
	Poor rapport with students	1
	Forcing students to speak	1
	Lack of attention	1
	Rigidity of teachers	1
Learning Environment and Facilities	Heterogeneity of classrooms	9
	Poor technological infrastructure	4
	Level of class	3
	EFL setting	1

	Lack of authentic sources	1
Institutional Policies and Course Policy	System issues	4
	Assessment	3
	Repetitive practices throughout K12	3
	Limited use of English in the class	2
	Absenteeism as a course policy	1
	Need for alternative assessment	1
	The focus of language teaching	1

4.1.3.1. Learning English in an EFL setting: A vicious circle

One of the major demotivating factors, in light of the interviews, turned out to be the curriculum practiced in the school and the instructional strategies and preferences. Specifically, the findings revealed a discrepancy between the student's expectations and the curriculum's ability to meet their needs. The content taught in the book was considered to be irrelevant by the students. This might reveal a potential misalignment between the prescribed material and the practical application of English in real-life communication. Furthermore, based on the students' experiences, they underline their struggle to learn English - despite many years of study-, which highlights a concern with the effectiveness of the curriculum in facilitating language acquisition. Moreover, they expressed that the curriculum does not addresses spoken language and vocabulary adequately, which reinforces the notion that a focus on grammar may have been prioritized at the expense of developing essential communication skills. The students' demotivation further emphasizes the impact of these issues on students' engagement and enthusiasm for learning English. To exemplify, one student highlighted how their language learning experience had been influenced by the issues related to curriculum below.

The things taught in the book are irrelevant and do not meet our needs. Instead of focusing on improving our English communication skills, we are left only with learning language rules. I have been learning English since elementary school and high school, but I couldn't learn it properly because the curriculum is problematic. Generally, the lack of teaching of spoken language and vocabulary adequately causes trouble in speaking English. It really demotivates us. In other words, too much emphasis is placed on grammar while neglecting speaking skills (S1).

By the same token, students' perspectives shed light on the drawbacks of a curriculum that heavily relies on textbook-based learning and prioritizes the completion of content over comprehensive language acquisition. Their complaint highlights the negative impact of this approach on their journey to learn English effectively. By solely focusing on the content prescribed in the textbook, opportunities to develop practical language skills, such as communication, critical thinking, and creativity, could be missed. Consequently, students may face challenges in using the language in real-life situations, as their learning primarily revolves around covering the material for the sake of catching up with a prescribed syllabus rather than employing meaningful real life tasks and thus achieving language proficiency. As stated by most of the students, another student accentuated how a course book-driven curriculum hinders their learning by stating:

Actually, my complaint aligns with what our friend mentioned earlier about sticking strictly to the textbook and progressing just for the sake of covering the material. It hinders our ability to learn English (S2).

Another concept that came to the forefront in relation to the curriculum was exam-driven assessment and prioritizing assessment over learning, which turned out to be a demotivating factor for almost all students interviewed. They highlighted the prevalent reliance on memorization in the exams. While this approach might yield to favorable results in terms of grades on the part of the students, the student argues that it falls short of promoting meaningful learning. Thus, they could hardly achieve higher levels of cognitive learning in accordance with the Bloom's taxonomy. By emphasizing memorization and reproduction rather than genuine language acquisition, exams may fail to accurately assess students' language skills and proficiency. The student's skepticism raises important questions about the alignment between exam methods and the desired outcomes of language education. In this regard, one student commented:

The memorization method is preferred, especially in the writing section, for example. You may achieve high grades using this approach, but ultimately, we are given a writing topic that we memorize and reproduce during the exam. It's a method focused solely on passing the class and exams rather than learning. That's why I personally don't believe that my exams are very effective, to be honest (S3).

In line with this notion, another student addressed the need to explore and utilize alternative assessment methods that prioritize critical thinking, creativity, and effective communication skills rather than the mere transfer of memorized content. A shift towards more comprehensive and authentic assessment approaches can better gauge students' language abilities and encourage a deeper understanding and practical application of the English language.

Exams can be a bit challenging; it would be better if they were a little easier. As a result, students, fearing that they won't succeed even if they study, begin to work hard to pass the class or achieve high grades. One of the exams could be in the form of a project, allowing students to feel more comfortable and providing them with an opportunity to showcase their abilities and experiences to their teacher and peers. Additionally, this approach would allow students to demonstrate their performance (S4).

Finally, teaching methods and instructional practices were problematized. Particularly, students expressed that they need real-life tasks and purposes which are meaningful. In their case, lack of authenticity and meaningful learning experiences came out to be severe demotivating factors. In that sense, another student highlighted the limitations of the traditional teaching methods and materials employed in English language teaching. Their dissatisfaction with the repetitive nature of instruction suggests that there is an urgent need for innovation and adaptation in language teaching approaches. The student's call for greater emphasis on speaking skills and authentic activities aligns with current research emphasizing the importance of using language in meaningful contexts. The discrepancy between exam performance and practical language use further emphasizes the necessity for a balanced approach that encompasses both test-oriented learning and real-world communication skills. One student explained this in the excerpt below.

We have been learning English since elementary school, but in fact we haven't learned anything. It's because, from the very beginning and even now, the same things are being taught to us in the same way, despite our desire for something different. It's clear that we are not able to learn in that manner. However, the teaching techniques, textbooks, and activities remain the same. It's evident that it doesn't work for us. Perhaps more emphasis should be placed on speaking and engaging in activities. For example, when we encounter a tourist, we struggle with everyday language. Sometimes, many of us achieve high scores on exams,

but we find it difficult to transfer it to practice. We can't convert what we know into spoken language (S5).

4.1.3.2. Learner Attitudes and Characteristics

Another central theme in relation to participants' demotivation turned out to be their lack of self-confidence and prior learning experiences. More specifically, the participants expressed a strong sense of self-doubt and lack of confidence in their English language abilities, despite being in their third and fourth year of study. They compared themselves to their peers, particularly those who had been taking English lessons since childhood and felt inferior due to their perceived lag in English skills. This comparison served as a source of demotivation, as it made them acutely aware of their own shortcomings and put them under great pressure. Although they could understand English to a certain extent, such as when watching TV shows, they felt inadequate and lacked confidence in speaking the language itself. The fluency exhibited by their friends in English tends to demotivate them, reinforcing their feelings of inadequacy. Overall, their low self-confidence in English manifested itself as a significant barrier in their language-learning journey with feelings of incapability. One of the participants illustrated the comparison he made in relation to his peers in the following excerpt:

Despite being in the third year, I think our English is not good at all. In terms of lack of self-confidence, I can explain it like this: as I mentioned earlier, it is not necessary for the people in our class to be very proficient in English or speak it very well. I have a group of four friends, and three of them have been taking English lessons since childhood. Sometimes they speak English among themselves to practice. Because I was significantly behind them in English skills, I felt really bad about myself compared to them, and this was motivating for me. Yes, I can understand what they say, we all can understand many things already, like when we watch TV shows, we know what they're saying. But I think I'm very inadequate in speaking, personally. That's why their fluent English speaking used to demotivate me in this way (S6).

Apart from self-confidence issues and comparing themselves with their peers, they also acknowledged that negative past experiences of failure contribute to their lack of self-confidence in English. They recognized that English is not their native language and

emphasized social expectation of having English language skills when applying for jobs or positions. They associated English with a second native language that is now necessary to communicate effectively. However, they also noted that learning English is not an easy task, and many individuals encounter difficulties in the process. These challenges further diminish their self-confidence and create barriers to achieving proficiency in the language. The findings highlight the pervasive impact of negative past experiences on their motivation and the struggle faced by many learners in acquiring English language skills.

I think the lack of self-confidence due to past experiences of failure is something that many students may have. English is not our native language, and we must learn it somehow. Nowadays, even if we apply for a job or any position, they already expect us to have an additional language rather than English. English has become like the second native language that we need to speak. However, it's evident that many people struggle to learn English (S7).

Finally, based on their prior negative experiences in learning English and personal aptitudes, some of them shared instances of apprehension they experienced while learning English. They recalled having been subjected to excessive pressure from their teachers, which raised their feelings of insecurity. Even when they knew the correct answer, they were hesitant to speak their minds due to the fear of being wrong or of becoming a source of ridicule from both their peers and the teacher. This fear of potential negative consequences, such as the teacher's response or mockery, contributed to their reluctance to actively participate in class discussions. They perceived this apprehension as a significant factor influencing their self-confidence in English and their overall engagement in language learning. One of the participants stated that:

This is something that happened to me in middle school as well. The teacher was pushing you excessively, and you felt very insecure in the middle of it. Even when you did something wrong but knew the correct way, you didn't say it. What if you were actually wrong? What if they made fun of you? It's like the teacher might say something. That's how I see it (S8).

4.1.3.3. Teacher attitudes: Teacher! I am here (, too)!

In parallel with the previous section, which highlighted the significance of students' own characteristics and approaches toward language learning, another theme is teachers' attitudes toward students. To that end, the participants believed that if they are unable to speak, they should be encouraged to do so, especially through supportive manners and methods. Instead of simply pointing out mistakes in a negative fashion, they suggested using a more constructive approach, such as providing alternative suggestions and correcting mispronunciations in a gentle manner. The participants recognized the existence of English-speaking phobia, which instills a fear of speaking English into individuals. They attributed this fear to the negative experiences some learners had with their teachers previously, and some of them perceived such experiences as significant factors contributing to the development of English-speaking phobia. To exemplify, one of the participants associated this with teacher attitudes in the following way:

But there are times when we are not very willing to speak English, you know. It's like you think we won't be able to do it, so they just let it go for a little while and say, "We'll continue later." But at least I believe it should be like this: if we can't speak, how can we be encouraged to speak, especially? Especially when something is done to encourage us or when, for example, a wrong word is used, instead of saying, "No, that's wrong," in a negative way, it would be better to say it in a nicer manner, like, "No, you mispronounced it. You should use this instead." Because there are people who have a fear of speaking English, you know, English-speaking phobia. Why does someone have that? My cousin has a fear of speaking English, and it sounds silly, but she says the sole reason for it is her teacher. In high school, the teacher used to make her come up to the board one by one. She would freeze and couldn't answer, and everyone would look at her. Then all her self-confidence would be shattered, and she would lose all curiosity and interest. That's what I think caused it (S9).

In a similar vein, other participants also accentuated that teachers' attitudes in the classroom have a great impact on their motivation and opportunities to participate, particularly in relation to their English proficiency. They expressed that some teachers tend to favor students who already possess excellent English skills and regard them as more successful. As a result, students with higher English proficiency feel more motivated due to the attention they receive, and the opportunities given to them to speak are ample. The

participants, however, express a different perspective on this matter. They suggest that students who lack English proficiency should be provided with more opportunities to speak and learn, considering that the other students already possess knowledge and understanding of the target language. While they acknowledge the importance of offering opportunities to all students, they emphasize the need to prioritize those who require additional support. Additionally, they advocate for a supportive approach that doesn't diminish the pride or confidence of students who are less proficient in English. One student, based on her own experiences, illustrated the issue through the following words:

The attitude of the teacher in the classroom is like this: some teachers, of course, favor the students who have excellent English skills and are very successful in their eyes. Therefore, they tend to be more motivated compared to those who are low achievers. Because some teachers give them more attention, they give them more opportunities to speak, saying things like "You can do this" or "You can say this." But personally, I would prefer to see more opportunities given to students who lack English proficiency. Because the former already knows. Of course, they should be given opportunities to speak, but I would prefer that more opportunities be given to the low achievers for their learning. I would like to see this done without discouraging that person (S10).

4.1.3.4. Learning environment and facilities

The learning environment was another issue that came to be associated with students' motivation. More importantly, the participants highlighted the challenges they face in an English as a Foreign Language (EFL) setting where English is not the country's native language. They expressed difficulties in practicing speaking and retaining the phrases they learned due to the lack of opportunities for real-life language use. They emphasized that when lessons resume, it is assumed that they have memorized the materials previously taught, leading to a cycle of relearning forgotten information. Over time, this cycle creates gaps in their language skills and learning. They attributed these challenges to the perception of English as a foreign language in the Turkish context. They highlighted a lack of attention to dialogues and patterns in the classroom, suggesting that both students and teachers may not give sufficient focus to these aspects. One student explained this in the given excerpt below.

Because English is not the country's language, we can't practice speaking and end up forgetting the phrases we learned. But when the lesson starts again, it is assumed that we have memorized those papers. We try to relearn what we forgot. After a while, gaps start to form. A vicious cycle is created here. I think the reason for this is that English is not treated as a second language in Turkey. We often don't pay attention to the dialogue in the classroom (S11).

Apart from the learning environment that the EFL setting brings, the characteristics of the classroom and class level turned out to be crucial demotivating factors. In this regard, the findings reveal the existence of significant level differences among students within the same classroom, leading to a sense of heterogeneity. The participant identifies themselves as being in the intermediate or lower group compared to their peers. This heterogeneity negatively impacts their motivation to participate actively in class discussions. They become hesitant to speak up, even when they know the correct answers, as there are students who excel in English, and they feel overshadowed by their proficiency. Gradually, they withdraw themselves from interaction in class. Consequently, their participation is diminished, and they fall behind in their language development. Some of the participants also attributed this to the higher overall English level within the class at that time. This perceived lack of success in English affects their morale and contributes to the development of a significant bias against the subject. The bitter experience below showcases how students are influenced by the heterogeneity of classrooms and significant level differences among students in the same classroom:

There are significant level differences among students in the same class, and I consider myself to be in the intermediate or lower group. It reduces my motivation to participate in the class. I become hesitant even to speak up about something I know is correct. Because there are students who know it very well, it feels like you're passing the responsibility to them a bit, and you automatically fall behind (S12).

4.1.3.5. Institutional Policies and Course Policy

The final theme incorporates the institutional and course policies pertaining to the demotivation of students. First of all, the participants highlight a disparity in the evaluation system, where the emphasis on certain factors, such as having to obtain original textbooks,

is perceived as arbitrary treatment and thus they get disconnected from actual language proficiency. Their perspective suggests a need for a more comprehensive and fair assessment approach that considers language skills and abilities rather than focusing on external factors. These findings shed light on the participants' perception of the grading system and the need for a more equitable evaluation process in English language learning. Most of the students complained about the assessment within the scope of the course policy and one of them commented:

What seems absurd to me is this: it's treated as if it can be bought with money, like scoring a perfect 10. If the textbook is the original edition, it's worth 5 points. This is ridiculous because someone whose native language is English could come here, and they would not pass the course with an A (S13).

Moreover, the participants highlighted various system-related issues that contribute to their challenges in English language learning. One issue raised is the lack of flexibility in the transfer process between departments. One student had intended to choose the International Relations and Politics department, which offered an English exemption of 30%. However, failing the English Proficiency exam prevented them from pursuing that major. They express the expectation for the school to provide specialized training, such as a short summer school specifically designed for the chosen department, followed by an English exemption for that major only. The inability to study the desired major negatively impacted their enthusiasm for English and resulted in biases against English classes.

When I was transferring, I was planning to choose the International Relations and Politics department, which had a 30% English exemption. However, I failed the English exam and couldn't pursue that major. Now, for example, I would have expected our school to provide a short one-month summer school or similar training specifically tailored to that department, followed by an English exemption for that major. Now, I had to switch to the Turkish department. This shattered my enthusiasm for English, for example, because I couldn't study the major I wanted, and that's why I have developed biases against your English classes (S14).

In relation to the system, another issue discussed is the perceived ineffectiveness of the curriculum and teaching techniques as well as the exam-driven system. These three issues

are perceived as setbacks in their language learning which eventually contribute to their demotivation. More specifically, the participants expressed dissatisfaction with the repetitive nature of English learning throughout their educational journey. They feel that they start from scratch each time they encounter English language topics, which hampers their progress. They highlight the exam-focused nature of learning, where the primary concern is passing exams rather than developing strong English-speaking skills. The participants stressed that doing the same practices does not work and criticized the overall system in the following excerpt:

Both the curriculum and the weight of the courses play a role. For example, it seems a bit foolish for a person not to understand a subject when they have been taught for 1200 or 1300 hours. If we all don't understand it, it doesn't mean we are all stupid. There must be an issue. Yes, I take responsibility, they are also at fault, but is there a problem with everyone? I think there might be a mistake in the teaching technique (S15).

Another student agreed on the issue and underlined the vicious circle that had been through all their education lives stating that:

I believe the reason we don't know English well is that we start learning it in the fourth grade, continue in high school, and then at university, and each time it feels like we're starting from scratch, as if we've never seen those topics before. The things we learn are only geared towards and focused on exams. Everyone is mostly concerned with passing the exams here, but I don't think anyone is truly determined to speak English extremely well (S16).

Finally, the findings highlighted the importance of having access to advanced technology in the learning environment. The participants expressed their belief that utilizing technology can enhance the teaching and learning process. However, they also brought into attention the challenges they face when the internet connection is not stable during class. To that end, they shared their experiences of feeling demotivated when the internet is not working and the inability to utilize technology for educational purposes. They mentioned scenarios and experiences where the teacher intends to show examples through videos or access translation websites to facilitate understanding. However, due to the lack of internet access, they feel that the lessons became less beneficial to them. One of the participants explained this in the following statement:

Just like my friends have mentioned, during class, you give us an example, and you want to show it to us through a video on the internet, or you try to access a translation website like Tureng to show us the Turkish equivalent of a word. However, since we cannot access the internet, we don't derive much benefit from the lesson (S16).

Another student, in a similar vein, mentioned how demotivating the technological issues can be for them by saying:

For example, when the internet is not working during class, and you want to show an example or watch a video, it demotivates us. We no longer feel the urge to learn something from within (S17).

These findings underscore the significance of a well-functioning technological infrastructure in educational settings. They reveal the participants' expectations for a more integrated and technologically supported learning environment. Access to reliable internet connectivity is seen as crucial for maximizing the benefits of technology in the classroom. Addressing infrastructure-related challenges can contribute to creating a more engaging and effective learning experience for students. In that regard, one participant attracted attention to the fact that although technology is advancing constantly, they feel deprived of the technological resources in the vignette given below:

We currently have access to advanced technology at our fingertips. Lessons can easily be conducted in a more technological and integrated way (S18).

In conclusion, the qualitative findings from the interviews shed light on various demotivating factors experienced by students in their English language learning journey. The identified categories of demotivating factors include *Curriculum and Instruction*, *Learner Attitudes and Characteristics*, *Teacher Attitudes*, *Learning Environment and Facilities*, and *Institutional Policies and Course Policies*.

Students expressed dissatisfaction with the curriculum's content, structure, and delivery, finding it outdated, irrelevant, and monotonous. They highlighted the emphasis on grammar over speaking skills and the disconnection between the curriculum and real-life language use. Learner Attitudes and Characteristics revealed a lack of self-confidence,

feelings of being overwhelmed, and struggles with self-regulation. Students compared themselves to peers, felt inferior, under pressure and cited negative past experiences and apprehension about speaking English as demotivating factors.

Teacher Attitudes played a crucial role, with negative interactions, lack of support, and rigid teaching practices hindering motivation. Limited access to resources, inadequate study spaces, and insufficient technological support comprised the challenges in the Learning Environment and Facilities. Institutional Policies and Course Policies influenced motivation, with exam-driven assessments, arbitrary evaluation criteria, and inflexible transfer processes being demotivating factors.

All in all, addressing these demotivating factors requires a student-centered approach involving curriculum updates, authentic tasks, self-confidence promotion, positive teacher-student relationships, improved learning facilities, and fair assessment practices. By doing so, educational institutions can enhance student motivation and facilitate effective English language learning experiences.

4.2. Discussion

The findings of this research study shed light on the demotivation levels of students who take English for Academic Purposes (EAP) courses in their junior and senior years at a foundation university. The study aimed to explore the differences in demotivation levels based on demographic variables, as well as identify the factors that influence students' demotivation. Within the scope of the current study, the quantitative analysis revealed a statistically significant difference in demotivation levels between female and male students. Female students reported higher demotivation levels compared to males. This finding is consistent with the more recent study conducted by Vakilifard et al. (2020) in an Iranian context, where they also found higher demotivation levels among female learners in the face of failure. However, it contrasts with the study by Vidak and Sindik (2018) in the Croatian university context, which found no statistically significant differences in demotivation factors based on gender.

Regarding the students' year of study, the quantitative analysis did not show a significant difference in demotivation levels between junior and senior students. This finding

is in line with the research conducted by Kikuchi and Sakai (2009) on Japanese learners, where they did not find a direct relationship between demotivation and students' years of study at the university level. However, it differs from the study by Akay (2017) in the Turkish context, which indicated that 12th-grade students experienced higher demotivation levels compared to students in other grades.

The comparison based on high school type (Private vs. State) also did not yield a statistically significant difference in demotivation levels among students. This finding aligns with the research by Zhou and Wang (2012) in the Chinese context, which did not find a significant impact of school type on demotivation. However, it is essential to note that the results showed a p -value close to the significance level ($p = 0.09$), suggesting that there might be some potential differences that require further investigation with a larger sample size.

Secondly, the qualitative findings of the study identified five main factors influencing students' demotivation in the EAP courses at the foundation university: Curriculum and Instruction, Learner Attitudes and Characteristics, Teacher Attitudes, Learning Environment and Facilities, and Institutional Policies and Course Policies. These findings resonate with the existing literature on demotivation in language learning. To start with, the factor of Curriculum and Instruction overlaps with the findings of studies conducted by Kikuchi and Sakai (2009) on Japanese learners, where they also highlighted issues related to teaching materials and methods as demotivating factors. Similarly, the study by Falout, Elwood and Hood (2009) identified external conditions of the learning environment, including the quality of teaching materials, as a significant demotivating factor among Japanese learners. Learner Attitudes and Characteristics identified in this study align with the internal conditions of the learner identified by Falout, Elwood and Hood (2009). Students' personal beliefs, interests, and motivation levels, as well as their struggles with self-regulation, were reported as factors affecting their overall motivation to continue studying English. Teacher Attitudes were also found to be significant demotivating factors in this study, which is consistent with the findings of Quadir (2017) in the Bangladeshi context. Negative teacher-student interactions and lack of support were reported to influence student motivation negatively. The category of Learning Environment and Facilities corresponds to the learning environment-related demotivating factors identified in previous studies (Khouya, 2018; Meshkat & Hassani, 2012; Sahragard&Alimorad, 2013;). Limited access to language resources, inadequate study

spaces, and insufficient technological support were reported as hindering students' engagement and motivation. Lastly, Institutional Policies and Course Policies align with the findings of several studies conducted in various contexts (Ghadirzadeh, Hashtroudi, & Shokri, 2012; Sahragard & Alimorad, 2013; Tabatabaei & Molavi, 2012). Rigid policies, unfair evaluation practices, and limited opportunities for personalization were identified as demotivating factors among Iranian learners, highlighting the impact of institutional rules and regulations on student motivation.

The literature review and the findings of this study provide valuable insights into the demotivation levels and factors influencing demotivation among EFL students in the Turkish context. The research in Turkey reflects commonalities with studies conducted in other countries, such as the significance of teacher attitudes, learning materials, and institutional policies as demotivating factors. However, the findings in Turkey also showcase some unique aspects, such as the influence of course books on students' demotivation levels, which was mentioned in multiple studies (Bekleyen, 2011; Aydın, 2012). Additionally, the significance of exam-oriented lessons and the pressure of exams on students' demotivation are specific to the Turkish context (Aydın, 2012; Çankaya, 2018).

Comparing the demographic differences, the higher demotivation levels among female students found in this study align with the more recent study by Vakilifard et al. (2020), but it contrasts with the study by Vidak and Sindik (2018) in Croatia. The lack of a significant difference in demotivation levels based on students' year of study and high school type in this study is consistent with some previous research, but the slight difference in the school type comparison suggests the need for further exploration with a larger sample size. The factors influencing students' demotivation identified in this study overlap with the categories found in the literature review, highlighting the universality of certain demotivating factors. However, some differences exist, emphasizing the importance of considering the local context and cultural factors when investigating demotivation.

This study contributes to the existing literature on demotivation in EFL contexts, particularly in the Turkish context at the university level. By synthesizing quantitative and qualitative data, the study provides a comprehensive understanding of the demotivation levels and factors affecting demotivation among students in EAP courses. The findings suggest that demotivation is a multifaceted phenomenon influenced by various internal,

external, and contextual factors. It is essential for educators and policymakers to address these factors systematically to create a motivating language learning environment. Strategies should focus on providing more opportunities for language practice, revising and enhancing course materials, adopting innovative teaching methods, and implementing fair and relevant assessment practices.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. An Overview of the Study

This study embarked on a comprehensive exploration with the objective of understanding the various factors that lead to the demotivation of students enrolled in English for Academic Purposes (EAP) courses at a foundation university in Turkey. Employing a mixed-method research design, the investigation integrated both quantitative and qualitative data to provide a multifaceted perspective on the complex nature of demotivation and its underlying causes affecting junior and senior students.

In the quantitative phase, the study utilized a carefully crafted questionnaire known as the “Foreign Language Demotivation Scale,” developed by Acarol (2020), tailored specifically to Turkish English as a Foreign Language (EFL) learners. This scale encompassed five distinct factors contributing to demotivation, namely teaching methods and teaching process, teaching material, teaching environment and facilities, teacher competence and attitudes, and negative attitudes towards the target language. Through the questionnaire, the study gained valuable insights into the diverse dimensions of demotivation experienced by EAP students. The quantitative analysis revealed intriguing patterns, indicating a significant gender difference in demotivation levels, with female students reporting higher levels of demotivation compared to male students. However, no statistically significant differences were found concerning the students' year of study or high school type, suggesting a consistent challenge of demotivation across various academic stages and high school backgrounds.

To complement and enrich the quantitative findings, the study delved into the qualitative phase, conducting insightful and flexible semi-structured interviews with selected students. This approach, known for its adaptability and openness to exploration, enabled participants to share their reflections and experiences related to demotivation candidly. Drawing from the participants' perspectives, this qualitative component offered a deeper understanding of the phenomenon within the context of Turkish EFL learners. Findings revealed five main factors influencing students' demotivation: Curriculum and Instruction,

Learner Attitudes and Characteristics, Teacher Attitudes, Learning Environment and Facilities, and Institutional Policies and Course Policies.

The significance of this research extends beyond its immediate scope, contributing valuable insights to the existing literature on demotivation in EFL contexts, particularly in the Turkish university setting. By shedding light on the intricate web of factors influencing demotivation, this study equips educators and policymakers to shape effective strategies, fostering a more empowering and motivating language learning environment that nurtures students' enthusiasm for language acquisition and academic success.

In conclusion, this comprehensive research undertook a multifaceted examination of demotivation among EAP students at a reputable foundation university in Turkey. By combining quantitative and qualitative methodologies, the investigation provided a holistic understanding of the factors contributing to demotivation and impeding language learning motivation. Drawing on these insights, educators and policymakers are empowered to design targeted interventions, creating a language learning environment that fosters passion, determination, and an authentic love for language acquisition. Ultimately, this research acts as a catalyst for transformation, propelling language learners towards academic excellence and lifelong language proficiency. The study's significance lies in its contribution to the existing literature on demotivation in EFL contexts, particularly in the Turkish university setting. The identified factors can guide educators and policymakers in developing strategies to address demotivation effectively and create a more motivating language learning environment.

5.2. Pedagogical Implications

Based on the findings, considering the curriculum and instruction, it might be accentuated that it is essential to revise and enhance course materials to make them more engaging and relevant to students' interests and needs. Incorporating innovative teaching methods and providing ample opportunities for language practice can help maintain students' motivation throughout the course. As far as learner attitudes and characteristics are concerned, teachers should pay attention to individual students' beliefs, interests, and motivation levels. Encouraging self-regulation skills and autonomy in learning can empower students and reduce demotivating factors related to internal conditions. Moreover, since

teacher-student interactions play a crucial role in students' motivation, it is imperative for teachers to foster a supportive and positive learning environment, providing constructive feedback and guidance to enhance students' confidence and enthusiasm for learning.

When it comes to learning environments and facilities, access to language resources, appropriate study spaces, and technological support are essential for creating a conducive learning environment. Addressing these issues can increase students' engagement and motivation. However, it should not be ignored that without appropriate and effective institutional policies and course policies, efforts to increase students' motivation would be ineffective. In that sense, it should be noted that rigid evaluation practices and limited opportunities for personalization can contribute to students' demotivation. To that end, institutions should review their policies to ensure fairness and flexibility, enabling students to take ownership of their learning journey. Bearing all the aspects mentioned above, to create a motivating language learning environment, various strategies can be implemented:

1. Promoting student-centered learning approaches that empower learners and foster autonomy in the language learning process is crucial. In that regard, teachers might encourage students to set personal language learning goals and provide opportunities for them to take ownership of their learning journey.
2. Recognizing and accommodating the diverse needs and interests of students in the classroom is also key to motivation. To that end, teachers are advised to design inclusive teaching materials and activities that resonate with students from various backgrounds and learning preferences.
3. Establishing regular channels of communication between students and soliciting feedback on the learning experience is a significant part of teacher-student interaction. Thus, teachers had better actively address students' concerns and make appropriate adjustments to enhance the motivation and engagement in the language classroom.
4. Ensuring easy access to language learning resources, including digital tools, multimedia materials, and language labs should be a concern of both management and teachers. Therefore, they are supposed to enhancing students' access to resources,

which are likely to create a more supportive and enriching language learning environment.

5. Reviewing assessment methods to incorporate more flexible and diverse evaluation strategies is today of utmost importance and associated with students' demotivation. In line with this, teachers, curriculum and assessment specialists need to provide opportunities for students to demonstrate their language proficiency in various formats, which can reduce anxiety and enhance motivation.
6. Regularly reviewing and updating the language learning curriculum to align with students' interests, needs, and current trends in language learning is perhaps the most important aspect to enhance student motivation. Thus, all stakeholders are supposed to work together to ensure a relevant and engaging curriculum, which will foster greater motivation and enthusiasm among language learners.

5.3. Suggestions for Further Studies

To advance the understanding of demotivation in language learning, several research directions are recommended. Longitudinal studies are essential to track students' demotivation levels and its impact on language learning outcomes over an extended period. By conducting long-term research, a deeper understanding of the factors influencing changes in motivation and demotivation throughout the language learning journey can be gained.

Secondly, cross-cultural studies should be extended to examine how cultural factors influence demotivation in different EFL contexts. Comparing demotivation patterns and coping mechanisms across diverse cultural backgrounds will enrich the understanding of this complex phenomenon and contribute to more culturally sensitive language teaching practices. Moreover, investigating the relationship between students' demotivation levels and their academic performance in English courses is crucial. Understanding how demotivation affects language proficiency and achievement will provide valuable insights for educators and institutions to design targeted interventions, ultimately enhancing students' learning outcomes.

Additionally, exploring the impact of teacher training programs on reducing demotivating factors in language classrooms is essential. Investigating the effectiveness of specific training modules in enhancing teachers' motivational strategies will contribute to better language teaching practices, ultimately creating a more motivating and supportive learning environment for students. By pursuing these research directions, the field of demotivation in language learning can be enriched, leading to more informed and effective strategies to foster students' motivation and engagement in language education.



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APPENDICES

APPENDIX 1: Acarol's (2020) Foreign Language Demotivation Scale (Turkish Version)

YABANCI DİL DEMOTİVASYON ÖLÇEĞİ

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

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

33	İngilizcenin farklı bir dil ailesinden olması öğrenmeyi oldukça zorlaştırıyor.	1	2	3	4	5
34	İngilizcenin konuşulduğu ortamlarda bulunmak beni rahatsız ediyor.	1	2	3	4	5
35	İngilizcenin, yazıldığı gibi okunmayan bir dil olması öğrenmeyi zorlaştırıyor.	1	2	3	4	5



APPENDIX 2: Acarol's (2020) Foreign Language Demotivation Scale (English Version)

FOREIGN LANGUAGEDEMOTIVATION SCALE

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

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

35	The fact that English is a language that is not pronounced as it is written makes learning difficult.	1	2	3	4	5
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APPENDIX 3: INITIAL CODE LIST for Qualitative Study

Absenteeism as a course policy
Apprehension/anxiety
Assessment
Attitudes of teachers
Attitudes toward the target language
Comparison to peers
Course policy
Couse policy
Curriculum issues
Curriculum vs. exam discrepancy
Discouraging attitudes
EFL setting
Exam-driven curriculum
Forcing students to speak
Heterogeneity of classrooms
Inability to attract students' attention
Institutional policies
Irrelevance
Irrelevance of curriculum
Lack of attention
Lack of authentic sources
Lack of authenticity
Lack of encouragement
Lack of individual effort
Lack of personal aptitude
Lack of practice
Lack of real-life tasks and purposes
Lack of self-confidence
Lack of vocabulary
Level of class
Limited use of English in the class
Mother tongue impact
Need for alternative assessment
Poor rapport with students
Poor technological infrastructure
Pressure to speak
Previous negative learning experiences
Proficiency of instructors
Readiness to speak
Repetitive practices throughout K12
Rigidity of teachers
System issues
System malfunction
Target language characteristics
Textbook-driven curriculum
The focus of language teaching
Uselessness
Variety in the background among students

APPENDIX 4: Yapılandırılmış Görüşme Soruları

YARI YAPILANDIRILMIŞ ÖĞRENCİ GÖRÜŞME SORULARI

1. Sizce, İngilizce öğrenirken siz öğrencileri en çok demotive eden/olumsuz etkileyen unsurlar neler olabilir? Bu unsurlara örnek verebilir misiniz?
2. Siz öğrencilerin İngilizce'ye ya da İngiliz/Amerikan kültürüne karşı sahip olduğunuz olumsuz tutumlar / inançlar var mı? Varsa örnek verebilir misiniz?
3. Yöntem, süreç ve ders işleyişi, İngilizce öğrenme sürecinde siz öğrencileri nasıl demotive edebilir? Örnek verebilir misiniz?
4. Öğretim materyalleri (kitap v.b.),çevre (sınıf/ortam v.b.) ve olanaklar (teknolojik v.b.) İngilizce öğrenme sürecinde siz öğrencileri nasıl demotive edebilir? Örnek verebilir misiniz?
5. Öğretmenin sınıf içindeki tutumu ve/veya öğretmenin İngilizce yeterliliği öğrencileri nasıl demotive edebilir? Örnek verebilir misiniz?
6. İngilizce öğrenme sürecinde sizlerin sahip olduğu öğrenci kaynaklı (içsel/kişisel) demotive olma sebeplerine örnek verebilir misiniz?
7. Geçmişte yaşanan başarısızlık tecrübesi veya özgüvensizlik İngilizce öğrenme sürecinde siz öğrencileri nasıl demotive edebilir? Örnek verebilir misiniz?
8. Eklemek istediğiniz başka bir şey var mı? Katılımınız için çok teşekkür ederim.

APPENDIX 5: Anket Kullanım İzni

QUESTIONNAIRE USE PERMISSION

Ölçek Kullanım İzni Inbox x

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to kenan.acarol

Mar 31, 2022, 3:09 PM (18 hours ago) ☆ ↶ ⋮

31.01.2022

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Baskent Üniversitesi Eğitim Bilimleri
Tezli İngiliz Dili Eğitimi Yüksek Lisans Programı
Baskent Üniversitesi Yabancı Diller Yüksek Okulu
Bağlıca Kampüsü Fatih Sultan Mahallesi
06790 Etimesgut / Ankara

Sayın Kenan Acarol,

Ben Baskent Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi bölümünde yüksek lisans öğrencisiyim. Doç. Dr. Senem Üstün Kaya danışmanlığında, çalışmakta olduğum Baskent Üniversitesi Yabancı Diller Yüksek Okulunda Genel İngilizce dersi alan öğrencilerin demotivasyonuna neden olan faktörlerin araştırılması üzerine bir vaka çalışması yapmak istiyorum. Bu çalışmamda sizin tarafınızdan geliştirilmiş olan <http://www.openaccess.hacettepe.edu.tr/8080/xmlui/bitstream/handle/11655/23251/Kenan%20ACAROL-YEN%C4%B0.pdf?sequence=3> "Yabancı Dil Demotivasyon Ölçeği" ni tez çalışmamda kullanmak istiyorum. Uyarılama ve kullanım için izninizi saygılarımla arz ederim.

Basar Ciftci
Ankara

KENAN ACAROL
Merhaba hocam, Tabii ki kullanabilirsiniz. İyi çalışmalar dilerim. Öğr. Gör. Kenan ACAROL Yabancı Diller Yüksekokulu / School of Foreign Languages Alanya Alaadd

Mar 31, 2022, 7:16 PM (14 hours ago) ☆

APPENDIX 6: Ethics Committee Approval

Evrak Tarih ve Sayısı: 18.03.2022-112765



1993

BAŞKENT ÜNİVERSİTESİ Akademik Değerlendirme Koordinatörlüğü

Sayı :E-62310886-605.99-112765

Konu :Etik Kurul İzni (Başar Çiftçi)

18.03.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 08.03.2022 tarih ve 109957 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Başar Çiftçi'nin, Dr. Öğretim Üyesi Senem Üstün Kaya danışmanlığında yürütmeyi planladığı, "Genel İngilizce Dersi Alan Öğrencilerin Demotivasyonuna Neden Olan Faktörlerin Araştırılması Üzerine Bir Vaka Çalışması" adlı tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. M. Abdülkadir VAROĞLU
KurulBaşkanı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Sayı : 17162298.600-55
Konu : Tez Önerisi

11 MART 2022

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Başar Çiftçi'nin, Dr.Öğr. Üyesi Senem Üstün Kaya danışmanlığında yürütmeyi planladığı, "Genel İngilizce Dersi Alan Öğrencilerin Demotivasyonuna Neden Olan Faktörlerin Araştırılması Üzerine Bir Vaka Çalışması" adlı tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir. Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/ Olumsuz	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/ Olumsuz	
Prof. Dr. Can Mehmet Hersek	Olumlu/ Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/ Olumsuz	

Prof. Dr. Sadegül Akbaba Altun, Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Başar Çiftçi'nin, Dr.Öğr. Üyesi Senem Üstün Kaya danışmanlığında yürütmeyi planladığı, "Genel İngilizce Dersi Alan Öğrencilerin Demotivasyonuna Neden Olan Faktörlerin Araştırılması Üzerine Bir Vaka Çalışması" adlı tezi yapabileceği; ancak, kullanılan ölçek sahibinden izin alınması gerektiği görüşündeler.

APPENDIX 7: Research Permit

Evrak Tarih ve Sayısı: 12.04.2022-119101



1993

BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

Sayı :E-62310886-605.99-119101
Konu :Araştırma İzni (Başar Çiftçi)

12.04.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 05.04.2022 tarih ve 116937 sayılı yazınız.

İlgi yazınızla talep edilen, Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Başar Çiftçi'nin, Dr. Öğretim Üyesi Senem Üstün Kaya danışmanlığında yürütmekte olduğu "Genel İngilizce Dersi Alan Öğrencilerin Demotivasyonuna Neden Olan Faktörlerin Araştırılması Üzerine Bir Vaka Çalışması" adlı teziyle ilgili anket çalışmasını, Üniversitemiz Yabancı Diller Yüksekokulunda öğrenim gören öğrencilerle yapmasında bir sakınca bulunmamaktadır.

Bilgilerinizi saygılarımla rica ederim.

Prof. Dr. M. Abdülkadir VAROĞLU
Rektör Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.