

**DEMOTIVATION TO LEARN ENGLISH AMONG
UNIVERSITY STUDENTS IN FINLAND**

Master's thesis

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Tiivistelmä – Abstract	
<p>Motivaatiolla on tutkitusti merkittävä vaikutus vieraiden kielten oppimiseen. Perinteisesti vieraiden kielten oppimismotivaatiota on tutkittu tarkastelemalla motivaation myönteisesti vaikuttavia tekijöitä. Tutkimusta motivaation kielteisesti vaikuttavista tekijöistä on kuitenkin varsin vähän, vaikka näiden tekijöiden väitetään olevan yksi merkittävä syy siihen, miksi vieraita kieliä ei opita. Tämän tutkimuksen tarkoituksena on tarkastella kielteisiä eli demotivoivia tekijöitä, joita yliopisto-opiskelijat kohtaavat englannin kielen oppimisessa. Tutkimus vastaa seuraaviin kysymyksiin: 1) Mitkä ulkoiset ja sisäiset tekijät vaikuttavat kielteisesti yliopisto-opiskelijoiden englannin kielen oppimismotivaatioon? 2) Mikä on näiden tekijöiden esiintymistiheys ja tärkeysjärjestys? 3) Mitä mahdollisia yhtäläisyyksiä ja eroja koskien demotivoivia tekijöitä on suhteessa seuraaviin muuttujiin? a) sukupuoli? b) tiedekunta? c) englannin taito?</p> <p>Tutkimusainesto koostuu 109 kyselystä. Tutkimukseen osallistujat ovat yliopisto-opiskelijoita Tampereen ja Jyväskylän yliopistosta humanistisilta ja kauppatieteiden aloilta. Aineisto analysoitiin ensin sisällönanalyysin menetelmin, jotta aineistossa esiintyvät demotivoivat tekijät voitaisiin luokitella teemoittain. Tämän jälkeen tekijöiden esiintymistiheyttä ja tärkeysjärjestystä tarkasteltiin niiden toistuvuuden ja niille annetun painotuksen mukaan. Demotivoivien tekijöiden yhteyttä sukupuoleen, tiedekuntaan sekä englannin taitoon arvioitiin vertailemalla tekijöiden esiintymistiheyttä näiden ryhmien välillä.</p> <p>Demotivoivat tekijät muodostivat seitsemän eri teema ja ne raportoitiin seuraavassa järjestyksessä, alkaen eniten mainitusta: asenne englannin opiskelua kohtaan, englannin kurssien luonne, opettaja, koulutusjärjestelmä, oppimisympäristö, kurssien sisällöt ja materiaalit sekä heikentynyt itseluottamus. Tutkimuksen tulokset osoittivat, että yliopisto-opiskelijat olivat kohdanneet sekä ulkoisesti että sisäisesti demotivoivia tekijöitä englannin oppimisessa. Suurin osa näistä tekijöistä oli kuitenkin ulkoisia, vaikka tärkeimmäksi tekijäksi aineiston perusteella nousikin sisäisesti demotivoiva tekijä: asenne englannin opiskelua kohtaan. Demotivoivien tekijöiden vertailun tuloksena paljastui sekä yhtäläisyyksiä että eroja eri opiskelijaryhmien välillä.</p> <p>Tutkimuksen tulokset antavat englannin opettajille kuvan siitä, millaiset tekijät vaikuttavat kielteisesti yliopisto-opiskelijoiden englannin oppimismotivaatioon. Tulokset antavat myös vinkkejä siihen, miten tätä tietoa voidaan hyödyntää niin, että yliopisto-opiskelijoiden demotivaatiota voidaan vähentää englannin oppimisessa.</p>	
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1 INTRODUCTION

Motivation is considered one of the key factors in second and foreign language learning (L2). To put it simply, it explains why a person starts to learn a language and what keeps him or her interested in the long process of L2 learning (Dörnyei 2005: 65). Moreover, motivation is one of the determining factors in success in L2 and it has been claimed that nearly everyone who is motivated to learn a language will be able to master at least a reasonable working knowledge of it (Dörnyei 2001a: 2). Due to the significance of motivation in L2 learning, many researchers have taken an interest in the issue and it has been widely researched since the 1950s. The L2 motivation research has, however, traditionally concentrated mainly on positive influences that energise the learning process and thus, neglected the darker side of motivation, that is, demotivation.

Demotivation, in a nutshell, concerns negative influences that reduce or cancel out motivation (Dörnyei 2001b: 142). They may relate to particular learning-related events and experiences, factors in the social learning environment as well as experiences and personal engagement of learners outside the classroom (Dörnyei and Ushioda 2011: 137). These negative forces have a significant role in the L2 learning process and it has been suggested that demotivation can have a greater influence on the learner's learning experience than the initial positive motivational basis. Moreover, it has been argued that failure to learn is often directly related to demotivation. As a result there has been a growing interest in the topic since L2 learning is the area of education that is perhaps most commonly characterised by failure to learn (Dörnyei and Ushioda 2011: 142). Despite its importance, demotivation has, however, remained rather an under-researched area and only a few studies have been conducted on the topic. Therefore, more research is needed to identify the sources of demotivation in order to deal with them effectively.

The present study investigates demotivation focusing on Finnish learners of English. English is the language that dominates the world in a way no other language ever has. This is due to technological innovations and globalisation as English is the main language we encounter while browsing the Internet and the language we speak when talking across different cultures. As a result English has gained ground in many domains also in Finland

and it is used in popular culture, tourism, academic research and globalised companies, to name a few. Therefore, English has been the most popular foreign language taught in Finnish schools for several decades now. Moreover, it is a compulsory subject at all school levels from primary school to higher education. Despite the significance of English in Finland the previous studies on demotivation conducted in the Finnish context have revealed that several factors have discouraged students in learning English. These studies have, however, concentrated on comprehensive school pupils and no previous research has been conducted on demotivation among Finnish higher education students. Therefore, the goal of the present study is to increase information on the issue by investigating demotivation to learn English among university students. This information is expected to aid teachers and educators in improving the English learning experiences of university students.

The first objective of the present study is to collect descriptive information of external and internal demotives that influence university students' English learning experiences. The second objective is to find out what the order of importance of these demotives is. The third and final objective is to investigate possible similarities and differences in demotives in regard to the following three variables: gender, faculty and proficiency in English. The present study applied mixed methods to investigate the issue and a questionnaire was used as a data collection method. The questionnaire was administered in the University of Tampere and the University of Jyväskylä. The data consisted of 109 questionnaires which were analysed by means of content analysis.

The present study begins by discussing the developments in the field of L2 motivation as Chapter 2 introduces Gardner's theory of L2 motivation, the cognitive-situated approach, the process-oriented approach as well as the motivational self-system. In Chapter 3 demotivation is discussed and the previous studies conducted on the topic are reviewed. After that, in Chapter 4 the research design of the present study is discussed in detail as the aims of the study, the data collection method, the participants and the data analysis method are described. Chapter 5 then discusses the findings of the present study. This is followed by the discussion of the findings in the light of previous research on the topic in Chapter 6. In addition, practical implications of the findings are considered. In the concluding Chapter

7 strengths and limitations of the study are discussed and suggestions for future studies on the issue are offered.

2 MOTIVATION IN L2 LEARNING

Motivation is one of the key elements in L2 learning and a widely researched topic in the past decades. Moreover, according to Dörnyei (2001a: 2), his personal experience is that 99 per cent of language learners who are motivated to learn a language will be able to master at least a reasonable working knowledge of it. Motivation is, however, a relatively complex issue that has produced a range of theories over the past decades. In this chapter motivation is first briefly defined and after that some of the most influential motivation theories are introduced. As the main aim of the present study is to examine demotivation, the negative counterpart of motivation, the purpose of this chapter is not to provide an extensive account on motivation and its different theories. Moreover, the purpose here is merely to provide a short overview of L2 motivation as a basis for demotivation, which is discussed later in Chapter 3.

2.1 Definitions of motivation

The term *motivation* is used in everyday situations to explain why people think and behave as they do. In other words, it is a general way of referring to the causes and origins of an action (Dörnyei 2001a: 1). Moreover, by referring to motivation we can answer questions such as why a person is making progress in learning a language simply by stating that this person is motivated without the need to go into details about the factors that have led to this commitment (Dörnyei 2001a: 6). Similarly, if a person is reluctant to learn a language, we can easily explain this by stating that the person is not motivated, rather than having to explain all the reasons behind the negative attitude (Dörnyei 2001a: 6). Despite the seemingly simple definition, motivation is a relatively complex issue that has provoked a great deal of debate among L2 researchers and as a result, a range of motivation theories has emerged over the past decades. One of the few things most researchers would agree on

is that motivation concerns the direction and magnitude of human behaviour (Dörnyei and Ushioda 2011: 4). In other words, it is responsible for the choice of a particular action, the effort on it and the persistence with it (Dörnyei and Ushioda 2011: 4). Therefore motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity (Dörnyei 2001b: 4). All motivation theories have been formed around these three questions. None of them, however, has succeeded fully and few clear and straightforward answers of the essence of motivation have been produced by today. Nevertheless, bearing these three questions in mind might help to understand some of the complex issue of motivation.

In the following sections some of the most influential motivation approaches are briefly discussed. Firstly, the L2 motivation theory developed by Gardner is introduced as it initiated and dominated L2 research until the 1990s (Crookes and Schmidt 1991: 501). Secondly, some alternative theoretical approaches that appeared during the cognitive-situated period and process-oriented period are discussed. Thirdly, more recent developments in the field of L2 research are examined. As mentioned above, the purpose of this chapter is to provide a brief overview of L2 motivation as a basis for demotivation. Therefore, it is not reasonable to discuss all the L2 motivational approaches that have emerged over the past decades.

2.2 Gardner's theory of L2 motivation

Much of the research of L2 motivation has been initiated and inspired by Robert Gardner and Wallace Lambert who together with their colleagues and associates in Canada grounded motivation research in a social-psychological framework (Dörnyei 1994: 273). The key tenet of this approach is that student's attitudes towards a specific language group influence how successful they will be in learning that language (Gardner 1985: 6). Gardner and his associates also developed L2 research significantly by establishing scientific research procedures (Dörnyei 1994: 273). Moreover, they introduced standardised assessment techniques and thus set high standards for L2 research (Dörnyei 1994: 273). After conducting several studies on L2 attitudes and motivation, Gardner constructed his theory of L2 motivation, which during the past decades has undergone several changes.

The aspect of *Gardner's motivation theory* that has perhaps held the most attraction for researchers is the concept of *integrative motive*. Gardner (1985: 82-83) defines integrative motive as “motivation to learn a second language because of positive feelings towards the community that speaks the language”. Moreover, it is illustrated in Figure 1 and explained in more detail in the following way (Gardner 2001: 5-6). Integrative motive consists of the following three components: integrativeness, attitudes towards the learning situation and motivation. *Integrativeness* refers to interest in learning a L2 with the intention to get closer to the community of that language. It includes openness to and respect for other cultural groups and their ways of life. *Attitudes towards the learning situations*, on the other hand, involve attitudes related to the situations where the language is learned, such as the school context or natural L2 learning environment. The third component, *motivation*, refers to “the driving force in any situation” and is the most important of the three components since it relates to achievement. Motivation in Gardner's theory is seen to consist of the following elements: effort to learn the language, desire to achieve the goal to learn the language and positive affect towards learning the language because it is enjoyable.

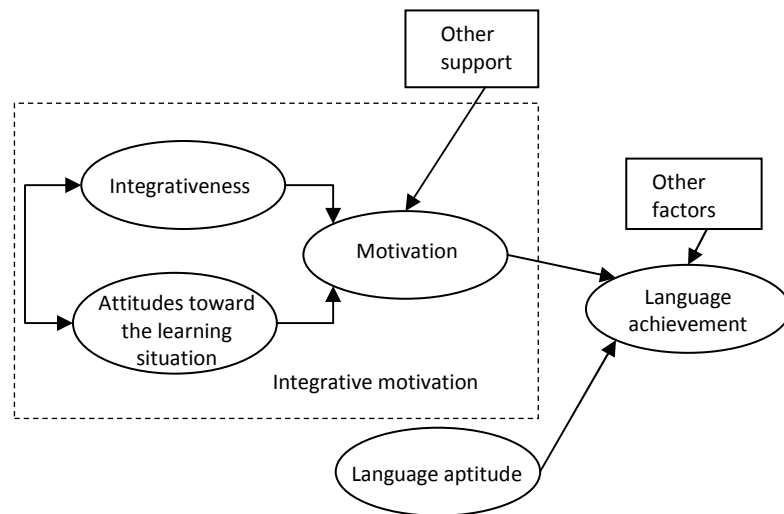


Figure 1. Basic model of the role of aptitude and motivation in second language learning. (Gardner 2001: 5)

In addition to integrative motive, a key issue in Gardner's motivation theory is the relationship between motivation and orientation. The role of orientation is emphasised because it helps to arouse motivation and direct it towards a set of goals (Gardner 1985: 51). Orientation is divided into two categories: integrative orientation and instrumental orientation (Gardner 1985: 11-12, 51-52). *Integrative orientation* reflects positive attitudes toward the L2 group and the desire to interact with and become similar to the valued members of that group. *Instrumental orientation*, in contrast, refers to the economic and practical advantages of learning a L2, such as getting a better job or higher salary. Therefore, integrative orientation reflects a personal interest in the people and the culture whereas instrumental orientation reflects practical advantages and recognition. These orientations, however, should not be equated with motivation since they are simply classifications of reasons for studying a language and thus, are not directly related to success (Gardner 2001: 16). In other words, it is motivation that is more highly related to language achievement than orientations.

2.3 Cognitive-situated approaches

Although Gardner's work has been the most influential in L2 motivation research, in the beginning of the 1990s there was a growing need for alternative perspectives (Noels 2001: 43). Major changes had taken place in mainstream motivation research already in the 1980s as a consequence of the cognitive revolution in psychological research (Dörnyei 2005: 71). This revolution had an influence also on L2 motivation research and initiated a shift towards what Dörnyei (2005) calls the cognitive-situated period of L2 motivation research. This period was characterised by two broad trends (Dörnyei 2005: 74). Firstly, there was the need to catch up with the developments in motivational psychology and increase understanding of L2 motivation by applying some of the most influential concepts of the 1980s. Secondly, there was a desire to narrow down the macroperspectives of L2 motivation to a more situated approach of motivation characterised by a microperspective. Whereas macroperspectives focused on the motivational dispositions of whole communities, microperspectives explained how motivation operated in actual learning situations, such as language classrooms (Dörnyei 2005: 74). During the cognitive-situated

period new approaches to L2 motivation appeared. Next, two of the most influential approaches, self-determination theory and attribution theory are briefly discussed.

Self-determination theory was first introduced by Deci and Ryan (1985) and has been one of the most influential approaches in motivational psychology (Dörnyei 2005: 76). In this theory motivation is seen to consist of two types of motivation, intrinsic and extrinsic motivation (Noels et al. 2000: 60-61). *Intrinsic motivation* refers to behaviour that is performed for its own sake, because it is enjoyable and satisfying to do. *Extrinsic motivation*, in contrast, refers to behaviour performed in order to achieve some instrumental end, such as earning a reward or avoiding a punishment. There have been attempts to adapt parts of this theory to L2 motivation and the extensive development in this field owes especially to the work of Noels and her associates who conducted several empirical studies in order to investigate the self-determination theory in L2 learning (Dörnyei and Ushioda 2011: 56). In addition, a valid and reliable measure instrument, the Language Learning Orientations Scale: Intrinsic Motivation, Extrinsic motivation, and Amotivation, has been developed in order to assess the various components of self-determination theory in L2 learning (Dörnyei 2005: 79).

Several studies have been conducted in order to explore connections between the various intrinsic/extrinsic components established in motivational psychology and orientations developed in L2 research (Dörnyei 2005: 77). The findings of these studies indicate that Gardner's integrative orientation (discussed in section 2.2) was most strongly associated with the forms of motivation that were more self-determined and intrinsic whereas instrumental orientation correlated closely with extrinsic external regulation (Noels 1999, as quoted by Noels 2001: 52-53). These external regulations are defined as activities determined by external sources, such as benefits or costs (Vallerand 1997, as quoted by Noels et al. 2000: 61-62). In addition to intrinsic/extrinsic motivation and orientations, the learner's level of self-determination and how it is influenced by various classroom practices have been investigated (Noels, Clement and Pelletier 1999, as quoted by Noels 2001: 55). As a result of the investigations it was found that the more students consider their teachers as controlling and as failing to provide instructive feedback, the less intrinsically they were motivated.

In addition to self-determination theory, another L2 motivation approach emerging during this period was *attribution theory*. This theory was based on the work of Bernard Weiner (Dörnyei and Ushioda 2011: 15) and differs from other motivational theories because it links individuals' past experiences with their future achievement efforts by introducing causal attributions as the mediating link (Dörnyei 2005: 79). Attribution theory is explained in the following way (Williams, Burden and Al-Baharna 2001: 172-173). People attribute different causes to events in their lives in order to explain success or failure. They can, for instance, perceive lack of ability or effort as causes to failure. Attribution theory, therefore, is concerned with these causes that are attributed. The way people process past experiences of failure or success will later influence individuals' actions in the future. An important aspect of this theory is the concept of *attributional dimensions*, which can be divided into three dimensions: locus of causality, stability and controllability. The first dimension, *locus of causality*, refers to the perceived location of cause as internal or external. *Stability*, on the other hand, concerns the potential changeability of a cause over time whereas *controllability* represents the extent to which an event or outcome is under the control of the learner. Since L2 learning is commonly characterised by learning failures, it is very likely that attributional processes play a crucial motivational role in language learning (Dörnyei 2005: 79).

2.4 Process-oriented approach

The cognitive-situated period discussed above drew attention to the temporal variation of motivation, an aspect that had been previously neglected in L2 motivation research (Dörnyei 2005: 83). It was argued that when motivation is examined in its relationship to specific learner behaviours and classroom processes, there is a need to adopt an approach that can explain the daily ups and downs of motivation to learn (Dörnyei 2003: 17). *The process-oriented approach* attempts to account for these ongoing changes of motivation that can take place within a single lesson or during a longer period of time, such as a whole academic year (Dörnyei 2003: 17-18).

The most elaborated process-oriented construct in the L2 motivation field was developed by Dörnyei and Ottó (1998, as quoted by Dörnyei and Ushioda 2011: 65). The construct is divided into three different stages and Dörnyei (2003: 18-20; 2005: 84-85) explains these stages in the following way. *Preactional stage*, which is the first stage of the motivational process, is responsible for generating the motivation. The motivation related to this stage leads to the selection of a goal or task that the individual pursues and is therefore, referred to as *choice motivation*. In *actional stage*, which is the second stage, the motivation generated in the first stage is actively maintained and protected. The motivation in actional stage is referred to as *executive motivation* and is relevant especially to sustained activities, such as studying a L2. It is relevant also to learning in classroom settings, where students are facing a great number of distracting influences, such as off-task thoughts, anxiety about the tasks or physical conditions. *Postactional stage* is the third and final stage of the motivational process and it follows the completion of the action. The completion is termed *motivational retrospection* and it concerns the learners' *retrospective evaluation* of how things went. This evaluation of past experiences will determine what kinds of activities will be motivating for the learners in the future.

An important component of the process-oriented approach is the notion that learners are influenced by different motives during the three stages of the overall motivational process (Dörnyei 2005: 86). Therefore, different motivational theories do not necessarily exclude each other and they can be valid simultaneously if they influence different stages of the motivational process (Dörnyei 2005: 86). Moreover, it has been argued that many of the controversies and disagreements in L2 motivation research are in fact, a result of insufficient awareness of the temporal aspect of motivation (Dörnyei 2003: 18).

2.5 Current L2 motivation perspective: The L2 motivational Self System

As noted above, the current L2 motivation research is now moving into a new phase focusing on the dynamic and situated complexity of the L2 motivation process and on the broader complexities of language learning and use in the modern globalised world (Dörnyei and Ushioda 2011: 72). One of the most influential approaches emerging during this new phase is *the L2 motivational self-system* introduced by Dörnyei (2005). The L2

motivational self-system adopts the idea of *self* into L2 motivation research. Although the concept of self has been previously studied mainly in mainstream psychology, its roots are firmly set also in the L2 field as researchers have always believed that L2 forms an important part of a learner's identity (Dörnyei and Ushioda 2011: 79). The aspect of self that is particularly relevant to this approach is the concept of *possible selves* (Dörnyei 2005: 98-99; Dörnyei 2009: 10-11; Dörnyei and Ushioda 2011: 80). The possible selves are an individual's images of what they might become, what they would like to become and what they are afraid of becoming. In other words, they refer to future images of oneself, both positive and negative, rather than the present state. They might include images, for instance, of the admired and successful self or the lonely and unemployed self. Therefore, possible selves act as future self-guides and offer a powerful motivational self-mechanism.

The L2 motivational self-system is made up of three main components (Dörnyei 2005: 98-100, 105-106; Dörnyei 2009: 29; Dörnyei and Ushioda 2011: 86-87). The first component, that is, *the ideal L2 self* concerns the ideal image of oneself in relation to a L2. Therefore, if the person one would like to become speaks a L2, the ideal L2 self acts as a powerful motivator to learn the L2 in order to become similar to the admired person. In other words, the ideal L2 self is an image based on an individual's hopes, wishes and dreams concerning the L2. The second component is referred to as *the ought-to L2 self* and it focuses on the attributes that one believes he or she should possess in order to meet expectations and avoid negative outcomes. This component involves mainly extrinsic types of motives, such as duties or responsibilities, coming from a person's environment and thus may have little to do with one's own desires and wishes. Therefore, whereas the ideal-self has a promotion focus, concerned with hopes and accomplishments related to L2 learning, ought-to self has a prevention focus concerned with safety, responsibilities and obligations in the L2 learning process. The third and final part of the motivational L2 self-system is *L2 learning experience* and it concerns motives that are related to the immediate learning environment and experience. These motives are situated and executive, such as the impact of the teacher, the curriculum or the experience of success.

To sum up, the L2 motivational self-system suggests that there are three main sources of motivation to learn a L2; firstly, the learner's image of oneself as a successful L2 user; secondly, the social pressure that comes from the learner's environment and thirdly, the positive learning experiences (Dörnyei and Ushioda 2011: 86). The first two components are drawn directly on possible selves theory and they concern the imagined future short-term and long-term goals and visions of oneself in relation to the L2 (Dörnyei 2005: 106). The third component, in contrast, is a causal dimension deriving from the continuum of L2 learning and L2-related experience to date (Dörnyei 2005: 106).

2.6 Summary of the key developments in L2 motivation research

This chapter has attempted to demonstrate the developments in L2 motivation research by discussing some of the most influential approaches that have emerged during the past decades. First the L2 motivation theory developed by Gardner was discussed since it initiated and inspired the whole L2 motivation research and dominated until the 1990s. The criticism towards Gardner's theory and particularly towards the broad macroperspectives, nevertheless, increased gradually (Dörnyei 2005: 74). Consequently, alternative approaches began to emerge during the cognitive-situated and process-oriented periods and the L2 motivation research shifted the focus from macroperspective to microperspective (Dörnyei 2005: 74-75). In other words, there was a need to move from the broad motivational factors to features in immediate learning environments, such as language classrooms, in order to provide more educational implications. The alternative approaches are significant particularly in the development of motivational strategies that are used to generate and maintain learners' motivation as well as in the formulation of self-motivating strategies that increase learners' personal control of the affective conditions and experiences that shape involvement in learning (Dörnyei 2003: 23).

In addition to drawing attention to immediate learning situations, the most recent L2 motivation research has focused on the phenomena of globalisation that has contributed significantly to the spread of global English (Ushioda and Dörnyei 2009: 1-3). Over the past decades the world traversed by the L2 learner has changed dramatically and as a result, there has been a need for learners to adapt a new global identity. Moreover, the modern

globalised world is now characterised by linguistic and sociocultural fluidity where language use, ethnicity and identity have become complex issues. Gardner's concept of integrative orientation, where social identification with the L2 community has been believed to sustain long-term motivation, has become increasingly complicated due to the spread of global English. Moreover, it has been debated whether it is possible to apply the concept of integrative orientation when there is no specific target reference group of speakers. Therefore, L2 motivation is currently in the process of being radically reconceptualised and retheorised in order to take into account the contemporary notions of self and identity.

It should be noted that despite the criticism, Gardner's motivation theory has influenced significantly the L2 motivation research and it continues to serve as a solid base for constructing models and approaches in order to define and explain motivation in L2 learning (Oxford and Shearin 1994: 12). Therefore, the more recent approaches have not attempted to discredit Gardner and his associates work but they are complementary in their nature (Oxford and Shearin 1994: 13; Dörnyei and Ushioda 2011: 47). Moreover, as illustrated in this chapter, understanding and defining motivation is a complex issue. Various motivational theories have been produced in order to accomplish this task, none of them, however, has succeeded fully and few clear and straightforward answers have been produced by today. All approaches discussed in this chapter have, however, added significantly to the knowledge of how and why a L2 is learned. In the next chapter, the darker side of motivation, that is, demotivation is discussed. As L2 learning is often characterised by failure to learn, there is a growing need to pay attention also to this other side of motivation.

3 DEMOTIVATION IN L2 LEARNING

As the previous chapter demonstrated, many researchers have taken an interest in motivation and it has been widely studied over the past decades. The L2 motivation research has, however, traditionally concentrated mainly on the positive forces that energise L2 learning and whose strength ranges on a continuum from zero to strong (Dörnyei 2001b: 141). In addition to the positive forces, there are negative forces that de-energise L2 learning (Dörnyei 2001b: 141). These negative forces have, undoubtedly, a significant role in the L2 learning process and yet they have been neglected in research until recently. In this chapter demotivation, the negative counterpart of motivation, is first introduced and compared to the related term amotivation. After that previous studies on demotivation are discussed.

3.1 Definitions of demotivation and the related term amotivation

The notion of *demotivation* is relatively new in the L2 motivation research and therefore, not much literature can be found on it. Reaching a common-sense understanding of demotivation is, nevertheless, relatively easy: it concerns negative influences that reduce or cancel out motivation (Dörnyei 2001b: 142). The issue can be further clarified by providing the following hypothetical examples (Dörnyei 2001b: 142). Jack became demotivated to learn Spanish when his language class was split into two groups, the more and the less able ones, and he was among the less able students. Jill, on the other hand, lost her commitment to French when she did not understand something and the teacher talked to her in a rude and impatient manner. A demotivated learner, therefore, is a person who once was motivated but for some reason lost his or her commitment or interest.

Whereas L2 motivation has traditionally been divided into *internal* and *external* factors, for instance by Williams and Burden (1997, as quoted by Dörnyei 2001a: 20), the research on L2 demotivation has mainly concentrated on external factors. Moreover, it has been argued that locating the causes of demotivation internally, in other words, laying the blame on students themselves is problematic. This argument is justified in the following way (Lamb 2009, as quoted by Dörnyei and Ushioda 2011: 154). First, it has been claimed that a

critical perspective needs to be adopted in which the educational system, rather than the students, should be viewed as the problem. Secondly, it has been suggested that it is likely that the attitudes and discourses of the wider sociocultural context have a negative influence on students' motivation to learn languages, rather than any internal forces. These views are supported by Coleman (2009, as quoted by Dörnyei and Ushioda 2011: 154-155) who draws explicit connections between British pupils' demotivation to learn languages and the discourse of British insularity, monolingualism and xenophobia. However, a recent investigation of demotives among Japanese upper secondary school students (Sakai and Kikuchi 2009) has led researchers to speculate whether demotivation concerns solely external factors or if it might involve also internal factors. The research findings indicate that Japanese upper secondary school students considered internal forces a salient source of demotivation in learning English. In the light of these findings, it is reasonable to consider expanding demotivation to include not only external but also internal factors.

It is important to bear in mind that demotivation does not, by all means, indicate that all the positive influences that originally made up the motivational basis have been lost. Demotivation is rather the resultant force that de-energizes action and there may still be some other positive motives operating (Dörnyei 2001b: 143). This is the case for instance, when a learner who has lost his or her interest in studying Esperanto because of an insensitive teacher may still believe in the important role of Esperanto as a potential lingua franca (Dörnyei and Ushioda 2011: 139). It is also worth noting that not every type of negative influence that decreases action tendency refers to demotivation. The following three examples illustrate cases when demotivation is not at issue (Dörnyei and Ushioda (2011: 138-139). Firstly, an attractive alternative action that serves as a distraction, such as watching a movie instead of doing homework does not involve demotivation. Distractions of this kind are not demotivating factors since they do not carry a negative value, such as public humiliation. Therefore, watching a movie distracts the original activity of L2 learning rather than reduces the actual motivation of it. Secondly, demotivation is not concerned when there is a gradual loss of interest in a long-lasting and ongoing activity. Although demotivation concerns the loss of interest, in this example the loss has happened gradually and is not caused by a particular incident in a particular situation. The third case is the sudden realisation that the cost of pursuing a goal is too high, such as when someone

recognises that it is too demanding to attend an evening course after work. This is a result of an internal process of deliberation rather than a particular incident causing the termination of action.

In addition to the previous examples, demotivation should not be confused with *amotivation*, a closely related concept to demotivation. Amotivation refers to a lack of motivation caused by the realisation that there is no point in doing something or doing it is beyond the individual's ability (Dörnyei and Ushioda 2011: 140). The concept of amotivation was first introduced by Deci and Ryan (1985) and it is defined as "the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feeling of incompetence and helplessness when faced with the activity" (Deci and Ryan 1985, as quoted by Dörnyei 2001b: 144). It has been claimed that people can be amotivated for four main reasons (Vallerand 1997, as quoted by Dörnyei and Ushioda 2011: 140). Firstly, when they think they lack the ability to perform the behaviour; secondly, when they do not consider the strategies to be followed effective enough; thirdly, when they think the effort required is far too extensive and fourthly, when they have the general perception that their efforts are inconsequential considering the task. Therefore, whereas demotivation is related to specific external causes, amotivation is refers to general expectations of outcome that are unrealistic for some reason (Dörnyei and Ushioda 2011: 140).

As mentioned above, L2 demotivation has remained a relatively under-researched area until recently. There has, however, been a growing interest in the topic since L2 learning is the area of education that is perhaps most commonly characterised by failure to learn (Dörnyei and Ushioda 2011: 142). In the following sections, previous studies conducted on demotivation are discussed. The findings of the studies by Ushioda (1996), Oxford (1998), Dörnyei (1998), Muhonen (2004), Sakai and Kikuchi (2009), Hirvonen (2010), and Lehtikoinen and Leinonen (2010) are examined. At the end of the chapter a brief summary of the studies is provided.

3.2 A study on motivational thinking and demotives in L2 by Ushioda

Ushioda (1996, as quoted by Ushioda 2001) conducted a small-scale study on language learners' motivational thinking among university students. The aim of the study was to complement the mainly quantitative tradition of research in L2 motivation with a more qualitative approach. The study aimed to explore learners' own working conceptions of their motivation and their perspectives in relation to aspects of motivational evolution and experiences over time. Exploring factors that affect L2 motivation negatively was also one part of the study.

The participants of the study consisted of university students learning French in Dublin, Ireland. The students had been learning French at secondary school for 5-6 years and had decided to continue studying it at university. Therefore, the expectation was that the sample of self-selected and motivated learners might offer insights into the range of factors that shape and sustain involvement in L2 learning. The data was collected in two stages by means of an interview. A total of 20 participants took part in the first stage and 14 of them participated also in the second stage. The first stage was conducted in 1991 and the purpose was simply to explore students' own working conceptions of the factors that motivate them to learn French. Therefore, a very loosely structured interview was used. Each interview lasted 15-20 minutes and was audio-recorded.

The data of the first stage was analysed by making a detailed content analysis of the interviews. The motivational factors that emerged from the data were grouped into dimensions and arranged in order of importance assuming that the participants had mentioned the most important factors in the beginning of the interview. Eight descriptive dimensions emerged from the data: academic interest, language-related enjoyment/liking, desired levels of L2 competence, personal goals, positive learning history, personal satisfaction, feelings about French-speaking countries or people, and external pressure/incentives. Two dimensions, language related enjoyment/liking and positive learning history were emphasised the most in the participants' motivational profiles. In addition, a positive correlation was found between positive learning history and participants' post-primary French grade. A negative correlation, on the other hand, was

found between French grade average and personal goals. The findings indicate that the participants with very positive L2 learning experiences usually emphasise intrinsic motivational factors relating to perceptions of L2 ability and the desire to achieve a high level of competence. The participants with less positive L2 learning experiences usually define their motivation mainly in terms of particular personal goals and incentives.

The second stage of the study took place in 1993 and the purpose was to analyse the students' thinking in relation to aspects of motivational evolution and experience over time. This time a more structured interview was used, although the students were encouraged to describe events from their own point of view. The interviews focused on motivation in relation to four aspects: motivational evolution over time, motivational perspectives on L2 development over time, factors negatively affecting L2 motivation and motivational strategies. Each of the follow-up interviews lasted 15-20 minutes and was audio-recorded as previously. The responses of the participants were summarised in note form and features common for all the subjects were then compared and commonly underlying patterns were traced.

The participants' reflections on motivational evolution over time indicated that changes in motivation were perceived in both global and in more qualitative terms. All of the global changes resulted from a particular language-learning experience and there were experiences with both positive and negative influences. Motivation had grown, for instance, as a consequence of coursework and exams, through personal relationship with a L2 speaker, as a result of experiencing less anxiety over L2 grammar or improvement made in the L2 after spending a summer in France. Dissatisfaction with coursework, by contrast, had weakened the motivation for some participants. Most of the qualitative developments in motivational evolution were also directly related to L2 learning and L2-related experiences. These developments were divided into three categories: qualitative developments, such as positive or negative feelings about France from personal experience, overriding short-term incentives, such as high motivation from immediate exam pressure, and clearer definition of L2-related personal goals, such as pursuing postgraduate studies in the L2. In addition, motivational evolution was determined also by other elements that were not related to L2 learning and L2-related context. These were other priorities now affecting L2 motivation,

such as development of stronger motivation for other subjects of study, and personal crises, which had affected L2 motivation, such as temporary loss of motivation during a period of depression.

The second focus of the follow-up interviews was the motivational perspectives on L2 development over time. It included the following three issues; motivational importance of doing well in the L2, criteria for evaluating L2 success or development and L2 intrinsic criteria. The analysis of the data demonstrated that the participants who had emphasised the role of positive learning history found it motivationally important to do well in the language. Also academic evaluative criteria, such as exam performance, and the L2 intrinsic criteria, such as level of fluency, were mentioned. In contrast, the participants who had not emphasised the motivational importance of doing well in the L2 focused on incentives, such as spending the next academic year in France, rather than focusing on past experiences and performances. In addition, the analysis indicated that the causes for the participants' success or development were mainly internal and external factors were fewer and less prominent.

The third theme of the follow-up interviews focused on factors that had a negative effect on L2 motivation. In contrast to success and development in the L2, demotivating experiences were overwhelmingly predominated by external factors and only one participant identified an internal factor that had a negative effect on motivation. With this exception, all other demotivating factors seemed to relate to the institutionalised L2 learning experience and they fell under three main categories. Firstly, demotives derived from *L2 classes with native speakers* and issues such as too many classes and boring waste of time listening to artificial prepared speeches were mentioned. The second category, *L2 coursework/methods*, included demotivating factors such as learning grammatical rules, studying literature and emphasis being on learning facts and figures in particular course. The third and final category, *institutional policies and attitudes*, were critically evaluated including remarks such as lack of oral L2 use or practice, lack of individual attention with too many students and lack of teacher concern about students motivation or progress.

The final focus of the second stage of the study was motivational strategies. The major feature emerging from the data was the belief in a personal capacity to generate one's own motivating experiences. At the end of the follow-up interview the participants identified a number of ways in which they tried to revive their motivation in the case of negative experiences or setbacks. These strategies were divided into four types. The first type concentrated on incentives or pressures and included strategies, such as looking forward to a summer trip to the US following exams and thinking of dread of failure. The second type focused on L2 study and consisted of strategies, such as setting oneself a L2 task to achieve and trying to study for a few hours. The third type was seeking temporary relief from L2 study and included ways, such as taking a break from L2 studies and trying to talk to a L2 speaker. The fourth and final type focused on talking over motivational problems, for instance, by reminding oneself of reasons or liking for L2 study.

3.3 A study on L2 demotivation by Oxford

A study by Oxford (1998, as quoted by Dörnyei and Ushioda 2011: 143) concentrated on the learning experiences of approximately 250 American high school and university students. The data was collected through essays and content analysis was applied in order to find out which factors the students found demotivating. The data was collected over a period of five years. Oxford used a variety of prompts, such as 'Describe a situation in which you experienced conflict with a teacher' and 'Talk about a classroom in which you felt uncomfortable'.

Four main themes emerged in the content analysis of the essays. The first theme was *the teacher's personal relationship with the students* including a lack of caring, general belligerence, hypercriticism and patronage/favouritism. The second theme was *the teacher's attitude towards the course or the material* including lack of enthusiasm, sloppy management and close-mindedness. The third theme that emerged from the data was *style conflicts between teachers and students*. This theme included multiple style conflicts, conflicts about the amount of structure or detail and conflicts about the degree of closure or 'seriousness' of the class. The final broad theme was *the nature of the classroom activities* and issues such as irrelevance, overload and repetitiveness were reported.

Oxford (2001, as quoted by Dörnyei and Ushioda 2011: 143-144) later extended her study to include narratives that were written by 473 students from a variety of language and cultural backgrounds. Oxford focused on the metaphors students used to describe their teachers and analysed students' descriptions of language teachers whom they liked or disliked in particular, or with whom they experienced significant harmony or conflict. Three major teaching approaches were used to categorise the themes that emerged from the narratives. The first approach is the autocratic approach, which puts all power in the hands of the teacher and which demonstrates large social distance. The second approach is the democratic/participatory approach and this entails the sharing of power, responsibility and decision-making between teacher and students. The third approach used in categorising the results is the laissez-faire approach and this approach minimises the teacher's authority and involvement in decision-making.

The results of the study demonstrate that *teacher behaviours and attitudes* are a potent source of demotivation for many students. These were associated with both autocratic and laissez-faire approaches. Therefore, both too much and too little control by the teacher was considered to be demotivating and impacted negatively on students' feelings, self-efficacy and sense of control.

3.4 A study on demotivating factors in L2 by Dörnyei

Dörnyei (1998, as quoted by Dörnyei and Ushioda 2011: 147-148) conducted a study that focused on demotivated learners in Hungary. The aim of the study was to explore demotivating factors to study L2s and the focus was especially on students who had been previously identified as demotivated. The original idea for the study grew out of close cooperation with students, several discussions with them and more than dozen course papers. Moreover, Oxford's study (1998, as quoted by Dörnyei and Ushioda 2011: 143) pointed out the importance of communication and cooperation with students and therefore, served as an inspiration for Dörnyei.

The study followed a qualitative approach and the participants consisted of 50 secondary school students from various schools in Budapest. The participants were studying either

English or German as a L2 and had been identified by their teachers or peers as particularly demotivated. The data was gathered through one-to-one interviews based on a set of core questions. The data analysis followed a stepwise theme-based content analytical procedure. First, all the salient demotivating topics that the students had mentioned were marked and common themes were established. Next the most demotivating factors were identified for each student. Finally, the main demotives were tabulated according to the categories established earlier. It was assumed that some of the negative issues mentioned were only reflections of already existing demotivation and therefore, only the primary demotives were tabulated.

Nine types of demotivating factors emerging from the interviews were identified. These demotivating factors were mentioned by at least two students as the main source of demotivation. The largest category concerned directly *the teacher* and accounted for 40% of the total frequency of occurrences and is, therefore, consistent with the results of the previous studies. In relation to teacher the following issues were mentioned: the teacher's personality, commitment to teaching, attention paid to students, competence, teaching method, style and rapport with students. The second most commonly mentioned demotivating factor with 15% of the occurrences was *the learner's reduced self-confidence*. This demotive was partly due to a classroom event within the teacher's control and, therefore, was also related to the teacher, although indirectly. These two main demotivating factors made up for more than half of all demotives mentioned in the interviews.

In addition to the teacher and learner's reduced self-confidence, other demotivating factors emerged from the data. Two factors that accounted for more than 10% of the occurrences were *inadequate school facilities* and *negative attitudes towards the L2*. Inadequate school facilities included factors such as frequent change of teachers, a group that is too big and not of the right level. This factor is often overlooked by motivation scholars who do not take into account its motivational impact. Negative attitudes towards the L2, on the other hand, emerge, for example, from the dislike of the way the language sounds and/or operates. The data included also other demotivating factors that were less frequently mentioned. These included *the compulsory nature of L2 study* as well as *interference of another foreign language being studied*. Some students also had *negative attitudes towards*

the L2 community. Attitudes towards group members and coursebook were also identified as demotivating factors.

3.5 A study on L2 demotivation in Finland by Muhonen

Muhonen (2004) carried out a study focusing on factors that discourage pupils to learn English. The purpose of the study was to provide information on demotivation in a Finnish context. Moreover, the study focused on the role of gender and school achievement that have been previously ignored in the studies of demotivation. The study had the following areas of focus: finding out factors that discourage pupils in an English classroom, the frequency and order of importance of these factors, and their relation to gender and school achievement.

The study followed a descriptive approach and a combination of qualitative and quantitative methods were used. The data collection was carried out in a secondary school in Jyväskylä. The participants consisted of 91 ninth-graders: 50 of them were males and 41 were females. The data was collected through a writing task where the pupils were asked to describe the issues that had had a negative influence on their motivation to learn English. The pupils were instructed to write about these issues in their order of importance. They were also asked to explain in what ways these factors had affected their motivation. Out of 91 tasks, 86 were subjected to content analysis.

The demotivating factors that emerged from the writing tasks were divided into five themes. Similar to most of the previous studies presented earlier, *the teacher* was considered the primary source of demotivation. The negative aspects of the teacher were further divided into three subthemes: teaching methods, lack of competence and personality. The second theme that emerged from the data was *learning material*. The exercise book was criticised for having boring exercises and meaningless tasks. Lack of variation in exercises was also reported demotivating. The textbook, on the other hand, was criticised for having boring topics and being in a bad shape. The third theme in the order of importance lied within the pupils themselves. This theme was labelled *learner characteristics* referring to pupils' skills and potentials. Learner characteristics were found

to reflect in motivation in two ways. Firstly, lowered confidence in a pupil's language skills and lack of skills were the most commonly reported aspects of learner characteristics. Pupils who had not learnt the basic English skills and had been left behind in the class found studying English particularly difficult. Experiences of failure, such as failing an exam, was also considered demotivating. Surprisingly, the findings revealed that good language skills had also caused demotivation. Some students found it difficult to maintain an interest in English because learning had become too easy and unvaried. The fourth theme emerging from the data was *school environments*. This theme included three types of issues. Firstly, some pupils criticised the scheduling of English classes because they were often held either too early in the morning or late in the afternoon. Pupils found it difficult to concentrate on learning English at those times of the day. Secondly, changes in the teachers were considered demotivating. Moreover, some pupils found it demotivating when a good teacher had changed into a teacher that was not as competent or when the teacher had changed too often. Also the long absence of a regular teacher was mentioned as a cause of demotivation. The final theme focused on *learner's attitudes towards the English language*. There were, however, no clear reasons given for why the pupils were not interested in learning English. Instead the pupils had stated that English is a stupid subject, there is no point in learning it and it had never been an interesting subject.

The study aimed also to find out if there were any differences in demotivating factors among boys and girls as well as among pupils with lower and higher grades. The findings of the study indicate that there are no significant differences between boys and girls. There were, however, some differences relating to the themes teacher and learning material. The boys attributed demotivation to the teacher more often than the girls. They were also more inclined to attribute demotivation to themselves. The girls, by contrast, considered learning material demotivating twice more frequently than the boys. Comparing demotivating factors and pupils' English grades showed that the pupils who had lower grades considered learning English demotivating more frequently than those who had higher grades. The teacher and the learning material, on the other hand, demotivated the students with higher grades more frequently than those who had lower grades.

3.6 A study on demotivating factors in the L2 classroom by Sakai and Kikuchi

Sakai and Kikuchi (2009) conducted a study in order to identify demotivating factors for Japanese upper secondary school students. The main aims of the study were firstly, to investigate the demotivating factors to study English and secondly, to examine the differences in terms of factors between less motivated and more motivated learners. The previous studies on L2 demotivation concentrated either on less motivated or more motivated learners of English and therefore, no differences between these two groups had been investigated before.

The data was collected from 656 students attending four Japanese upper secondary schools. A questionnaire that consisted of 35 5-point Likert type questions was used as a data collection method. The questions were designed to measure six constructs that derived from the previous studies of L2 demotivation conducted in the Japanese context: teachers, characteristics of classes, experiences of failure, class environment, class materials and lack of interest. The students were instructed to choose one of the following alternatives for each statement in the questionnaire: 1: Not true; 2: Mostly not true; 3: Not neither true or untrue; 4: To some extent true; and 5: True. The questionnaire also included a question about motivation to learn English. For this question the students were required to choose one of the following alternatives: 1: I have almost no motivation; 2: I have a little motivation; 3: I have moderate motivation and 4: I have high motivation. Based on the alternatives chosen, they were divided into less motivated and more motivated learners.

A principal axis factor analysis was applied to the data and as result, five demotivating factors were identified: learning contents and materials, teachers' competence and teaching styles, inadequate school facilities, lack of intrinsic motivation and test scores. Since characteristics of lessons and learning materials were hypothesised as two separate factors, the questionnaire was originally based on six factors. In the end, however, they were loaded as one factor: learning contents and materials. Rest of the factors were similar to what they were hypothesised to be.

The first aim of the study was to find out which factors the students found demotivating. Analysis of the data showed that the factors the students found most demotivating were *learning contents and materials* and *test scores*. In contrast to the previous studies discussed so far, the factors relating to teacher were not considered the most demotivating factors. Moreover, *lack of intrinsic motivation* was considered as relevant a demotivating factor as *teachers' competence and teaching styles*. This suggests that internal demotivating forces cannot be ignored as has been the case in the previous studies introduced so far. The analysis also shows that *inadequate school facilities* were not found demotivating.

The second aim of the study was to find out if there were differences in demotivating factors between less motivated and more motivated students. The findings of the study showed that there were significant differences between less motivated and more motivated students in three factors: learning contents, lack of intrinsic motivation and test scores. Students that were less motivated found these three factors more demotivating than those who were more motivated. Especially, lack of intrinsic motivation was more demotivating for the less motivated learners than for the more motivated learners.

3.7 A study on L2 demotivation among immigrant pupils by Hirvonen

A study by Hirvonen (2010) explored L2 demotivation among immigrant pupils in Finland. The aim of the study was first of all, to find out what are the external and internal factors that have a negative impact on immigrant pupils' motivation to learn English and secondly, what factors help immigrant pupils to overcome their demotivation. The goal of the study was also to provide information on English learning experiences of immigrant pupils, which so far has been rather an under-researched area.

The participants of the study consisted of seven ninth grade immigrant pupils of a secondary school in Jyväskylä. All of the participants were of Middle Eastern origin and they were between 14 to 17 years old. Their length of stay in Finland varied from approximately 3 to 13 years and the years they had studied English also varied. The study followed a qualitative approach and the data was collected through semi-structured interviews that lasted 32 minutes on average. In the beginning of the interview a warm-up

task was given to the pupils in order to activate a wide range of English learning experiences in their minds. In the warm-up task the pupils were asked to think back their paths as learners of English and other languages and mark three most positive and negative experiences they had had so far. The actual interview consisted of five broad themes: participants' backgrounds, learning English at school and attitudes towards English and towards learning it, a typical English lesson, demotivating factors to learn English and finally, overcoming demotivating factors and satisfaction with one's own language skills. These themes were, however, only guiding the interviews and new topics and themes introduced by the participants were allowed. The interviews were tape-recorded and transcribed. A theory-bound content analysis was applied in examining the data.

In the analysis a number of demotivating factors emerged from the data. These factors formed subcategories that were combined to themes and further classified as either external or internal factors. The findings demonstrate that external demotives were considered more influential than internal demotives as their number was greater and the range of them wider. This is also consistent with the findings of the previous studies that have made a distinction between external and internal demotives (e.g. Ushioda 1996, as quoted by Ushioda 2001) as they have indicated that language learners are mainly demotivated by external factors in their language learning experiences in the school context. The internal demotives do, however, play a part in the English learning experiences as the findings of the study by Hirvonen demonstrate.

The external demotives that emerged from the data were divided into four themes. The first theme in the order of frequency was *the teacher*. All of the pupils mentioned at least one demotivating factor related to the teacher and in addition, discontents related to the teacher were expressed more explicitly and emotionally than with any other demotive. The range of issues raised under this theme was also the widest. The second most influential source of external demotivation was *learning material and course content*. Issues such as uninteresting coursebooks and focusing too much on grammar were found demotivating. In the third theme *learning environment* factors such as classmates' distracting behaviour, scheduling of classes and changes in staff were found demotivating. In addition, lack of opportunities to actually use English had caused demotivation among the pupils.

Simultaneous learning of many languages was the fourth source of external demotivation and resulted mainly from the immigrant pupils' background factors. The pupils had been required to learn Finnish and Swedish at the same time and this interfered with the learning of English. This theme, however, was not mentioned by all of the pupils, as it had been expected.

The study focused also on the internal demotivating factors of the immigrant pupils. Compared to the external demotives, the number of internal demotives emerging from the data was smaller and their range was narrower. The internal demotives fell into three themes. The first theme in the order of frequency was related to *the experience of failure*. The majority of the pupils had experienced some kind of failure in learning English. Test grades and school report grades, for instance, had resulted in demotivation because the pupils felt they had not been able to demonstrate their abilities in tests and as a result, there were no improvement in school report grades. Moreover, being left behind in the class due to background factors had made the participants feel inferior to others. The second theme, *lack of success*, included experiences of not achieving success despite a lot of effort, and feeling unable to learn. *Attitudes towards English* formed the third source of internal demotivation. This theme was mainly related to the difficulties in learning English grammar and in pronunciation. In addition, some pupils claimed English to be a difficult language in general.

The third aim of the study was to find out what factors helped immigrant pupils to overcome demotivation. The interviews indicated that although demotivation was a prominent phenomenon among immigrant pupils, it was a state that was possible to overcome. The factors mentioned for overcoming demotivation were internal and were divided into three main themes. The first theme was recognising the status of English as lingua franca. The interviews demonstrated that the perceived usefulness of English played a crucial role in how influential the pupils experienced different demotives to be and how well they were able to overcome the experiences of demotivation. The second factor that helped overcoming demotivation was having positive attitudes towards schooling. The positive attitudes seemed to result from the pupils' experiences of not having chances to go to school in their home countries. Some of the pupils also emphasised that they were

willing to make an effort in order to improve their English skills. The third and final factor was using English outside the classroom.

3.8 A study on motives and demotives in L2 by Lehtikoinen and Leinonen

Lehtikoinen and Leinonen (2010) investigated both motivation and demotivation to study English at three different school levels in Finland: primary school, secondary school and upper secondary school. The purpose of the study was to provide information on the factors that encourage and discourage students to study English in an English classroom or outside the school. The study also examined possible differences in motivating and demotivating factors between students of different school levels.

The study followed a qualitative approach and the data of the study was collected using empathy-based stories. The participants consisted of sixth-graders from primary school, ninth-graders from secondary school and graduating seniors from upper secondary school. The data collection was carried out in Central Finland and a total of six classes participated in the study. A half of each class was asked to write about factors that had increased their interest in studying English, whereas the other half wrote about factors that had reduced their interest in studying English. The participants were instructed to mention factors both at school and outside of it. A total of 106 stories were subjected to content analysis. The motivating and demotivating factors that emerged from the data were divided into four predetermined categories: motivation at school, motivation outside school, demotivation at school, and demotivation outside school. The factors were further grouped to common and other themes. Common themes included factors that had been reported by participants of at least two different school levels, whereas other themes had been reported by participants of only one school level.

Motivation at school included two common themes: the teacher and lessons, and learning new things. In addition, the sixth graders were motivated to learn English since it was considered easy and the graduating seniors reported the following four issues in regard to motivation at school: the matriculation examination, nothing motivates, texts in school books, and success and high skills. Motivation outside school, on the other hand, included

five common themes: the media, travelling, English-speaking acquaintances, usefulness and importance of English, and working life. Also other themes were mentioned. Sixth graders considered speaking English at home increasing motivation and graduating seniors reported future studies and English as a common language as motivating factors.

In contrast to motivating factors, the range of demotivating factors at school was wider compared to those outside school. The first common theme in relation to demotivation at school was *homework and examinations*. Primary school and secondary school students complained that homework had reduced their motivation to study English, whereas upper secondary school students found word quizzes and English tests of the matriculation examination demotivating. *Grammar* was the second demotivating theme and issues such as too difficult grammar and too many rules that had to be learnt by heart were reported. The third theme was labeled *studying is too difficult* and it was complained, for instance, that the vocabulary the students had to learn was too extensive. *The teacher and teaching methods* was the fourth theme of demotivation at school and it was argued, for instance, that a demanding and boring teacher as well as a lack of variation during lessons had resulted in demotivation. The fifth and final theme, *low English skills*, covered issues such as lack of experience of success. In addition to the common themes, two other themes were reported: *studying English is too easy and frustrating* was reported as a source of demotivation by primary school students and *studying English is useless and unnecessary* by upper secondary school students.

The demotivating factors outside school included only one common theme: *English is unnecessary and used too much*. It was experienced, for instance, that there was no need to learn English since it was rarely used outside school. However, some students argued that since English was used commonly and there were enough opportunities to practice it outside school, studying it had resulted boring. In addition, two other themes were reported. Primary school students had experienced *communication with foreign relatives* demotivating as it was felt that using English with them was boring. Secondary school students, on the other hand, argued that *nothing is boring* outside school.

3.9 Summary of the previous studies on demotivation

The previous studies discussed in this chapter confirm that demotivation is a salient phenomenon in L2 studies. It is, however, a relatively under-researched issue containing mostly studies that are introductory in their nature. Therefore, only some conclusions can be drawn from the findings of the studies introduced earlier. Moreover, making clear conclusion based on the previous studies is problematic for two main reasons. Firstly, demotives have been categorised in different ways, which complicates making comparisons between the studies. Secondly, there is some disagreement between researchers relating to demotivation and whether or not it includes both external and internal factors. The studies conducted by Dörnyei (1998) and Oxford (1998), for instance, concentrate only on external demotives, whereas Sakai and Kikuchi (2009) and Hirvonen (2010) investigate both external and internal demotives.

Some conclusions based on the previous studies can, however, be drawn. Firstly, *the teacher* seemed to be the main source of demotivation in the majority of the studies. In the study by Dörnyei (1998) the teacher was the most commonly mentioned demotive with 40% of the occurrences. The study by Muhonen (2004) revealed similar findings and in addition, pointed out that the teacher was considered a demotivating factor more commonly by boys than girls. Although the study by Oxford (1998) concentrated mainly on the teacher as the source of demotivation, the findings indicated that the teacher's behaviour and attitudes are indeed a potent source of demotivation among students. Moreover, both Ushioda (1996) and Hirvonen (2010) reported that the main external demotive emerging from the data of their studies was the teacher. In other words, the teacher was reported the most salient demotive in all of the previous studies, except for the study by Sakai and Kikuchi (2009) and Lehtikoinen and Leinonen (2010). In addition, there were other demotives that were mentioned frequently in the findings of the studies. These include *negative attitudes towards L2 community and L2 study, course material, compulsory nature of L2 study, simultaneous learning of many languages, attitudes towards group members, reduced self-confidence, and inadequate school facilities.*

Despite the difficulty to draw clear conclusions based on the findings, all of the previous studies shed some light into the complex issue of demotivation. First of all, the study by Ushioda (1996) illustrated that the majority of the demotivational factors reported by the participants were external. Moreover, her study as well as the study by Hirvonen (2010) introduced strategies in order to reduce and overcome demotivation to study a L2. The study by Oxford (1998) further confirmed that the teacher was considered the main source of demotivation by most of the students. The study by Dörnyei (1998), on the other hand, was the first one to concentrate on learners that were identified as demotivated, instead of selecting a cross-section of students. His study emphasised the importance of identifying the primary demotives for each learner. The findings of the study by Muhonen (2004) demonstrate that there are differences between students with low and high grades in factors they find demotivating. Moreover, the studies by Muhonen (2004), Hirvonen (2010), and Lehikoinen and Leinonen (2010) are valuable for the present study since they were all conducted in a Finnish context. The study by Sakai and Kikuchi (2009) was the first study to focus on identifying the differences in demotivates among less motivated and more motivated students. They point out that less motivated students found learning contents, lack of intrinsic motivation and test scores more demotivating than more motivated students.

As demotivation is a salient phenomenon in L2 studies and only a few studies have been conducted in order to gather information of its role in the L2 learning process, more research on demotivation is needed. Moreover, most of the previous studies discussed in this chapter concentrated on students at comprehensive schools and there is a lack of information on L2 demotivation among higher education students. In addition, most of the previous studies have investigated demotivation among students in general without making any comparisons between different groups of students. Therefore, the present study aims to provide more indepth information on L2 demotivation first of all, by focusing on the demotives that influence university students' English learning and secondly, by exploring possible similarities and differences in demotives in relation to different variables. Investigating these issues is expected to provide more information that could be useful for teachers and educators working on this level of education. The purpose of the study is

discussed in more detail in the next chapter where the research design of the present study is introduced.

4 RESEARCH DESIGN

As the theoretical framework for the present study and the previous studies on demotivation have now been examined, the focus will move on reporting the present study. In this chapter the research design and methodological choices are discussed. First, the purpose of the present study is introduced in addition to the research questions. Second, the data collection method is discussed in detail after which the choice of the participants is explained. Finally, the attention is moved to the data collection and processing procedures.

4.1 Purpose of the study and research questions

As the previous studies discussed in Chapter 3 illustrated, demotivation is a salient phenomenon in L2 learning. Despite its importance, demotivation has, however, remained rather an under-researched area and only a few studies have been conducted on the topic. There has, however, been a growing interest in the topic since L2 learning is the area of education that is perhaps most commonly characterised by learning failure; nearly everyone has failed in the study of at least one language (Dörnyei and Ushioda 2011: 142). Moreover, as learning-failure is often directly related to demotivation more research is needed to identify the sources of demotivation in order to improve the learning experiences of L2 learners.

The present study approaches demotivation from the point of view of university students, focusing on students of the Humanities and Business and Economics. The previous studies on L2 demotivation discussed in Chapter 3 have concentrated mainly on students at comprehensive schools and only the studies by Ushioda (1996) and Oxford (1998) explored demotivation among university students. Therefore, the present study aims to provide more information on the factors that demotivate university students in learning English. In

addition to identifying demotivating factors, the present study investigates also their frequency and order of importance.

As all the previous studies conducted on L2 demotivation have been exploratory in their nature, their focus has mainly been on investigating the causes of demotivation at a very general level. Moreover, most of the previous studies have examined demotivation among students in general without making any comparisons between different groups of students. Therefore, the present study aims to provide more indepth information on demotivation by exploring possible similarities and differences between university students. Consequently, the present study focuses on the following three variables: gender, faculty and L2 proficiency. All these variables have been neglected in the previous studies on L2 demotivation and only the study by Muhonen (2004) investigated the role of gender and L2 proficiency in relation to demotivation. Moreover, similarities and differences in demotives between university students of different faculties have not been studied before. Thus, more information on the role of these variables in relation to demotivation is needed.

Accordingly, the present study aims to shed light on university students' demotivation to learn English and provide much needed information that is expected to aid language teachers and educators in their work. The present study seeks to answer the following questions:

- 1) What are the external and internal factors that have a negative influence on motivation of learning English among university students?
- 2) What is the frequency and order of importance of these factors?
- 3) Are there any similarities and differences in the factors found demotivating between:
 - a) male and female students?
 - b) students of the Humanities and Business and Economics?
 - c) students of high and low proficiency in English?

The first research question aims to explore the variety of external and internal demotives. In other words, it aims to offer an understanding of what discourages university students in learning English. In the present study demotivation is seen to consist of both external and internal demotives. This distinction is made also in the previous studies conducted by Ushioda (1996), Sakai and Kikuchi (2009), and Hirvonen (2010). In all of these studies the participants reported both external and internal demotives, although external demotives were reported more frequently. The other studies discussed in Chapter 3 did not make such a clear distinction between external and internal factors. They discussed, however, factors such as negative attitudes and reduced self-confidence, which can be classified as internal demotives. The second research question examines the frequency and order of importance in which the external and internal demotives are reported. The third research questions, on the other hand, is comparative in its nature and aims to investigate possible similarities and differences in relation to demotivation between the following three variables: gender, faculty and proficiency in English. Examining differences between these variables is expected to give insights into how such differences relate to demotives. The findings of the present study are expected to aid teachers and educators in improving the English learning experiences of university students.

In order to answer the research questions a mixed methodology was applied and the data of the present study was collected through a questionnaire. The questionnaire was administered to university students of two faculties: the Humanities and Business and Economics at the University of Tampere and the University of Jyväskylä. A total of 109 questionnaires were subjected to content analysis. In the following sections the research design is discussed in more detail.

4.2 Data and data collection

Most of the studies reviewed in Chapter 3 investigated demotivation by qualitative means. It has been studied previously also by quantitative means and by applying mixed methods. *Mixed methodology* involves the collection and/or analysis of both qualitative and quantitative data in a single study as it attempts to integrate these two approaches at one or more stages of the research process (Dörnyei and Ushioda 2011: 240). Since the aim of the

present study was to investigate demotivation by both qualitative and quantitative means, a mixed methodology was applied.

Elements of *a qualitative approach* were applied for two reasons. Firstly, qualitative methods are often chosen when there is a lack of theory or existing theory fails to provide a sufficient explanation of the phenomenon (Merriams 1998: 7). Demotivation is a relatively new research area in the L2 field and no comprehensive theory of it exists to date. Therefore, it was essential first to explore demotivation by qualitative means. Secondly, as the present study examines demotivation from the point of view of the learner, adopting a qualitative approach seemed reasonable since one of the main aims of the approach is to understand the target issue from the perspective of the participants (Merriams 1998: 6).

In contrast to qualitative methods, *a quantitative approach* explores the target issue by using standardised measures so that the varying perspectives and experiences of people can be fit into a limited number of predetermined response categories (Patton 2002: 14). Whereas qualitative methods produce detailed information about a small number of participants or cases, quantitative methods yield a broad set of findings that can be generalised (Patton 2002: 14; Kalaja, Alanen and Dufva 2011: 19). Elements of a quantitative approach were applied for the following two reasons. Firstly, as the present study aims to offer an overview of demotivation among university students, gathering data from several participants seemed reasonable. Secondly, quantitative methods enable comparison and statistical aggregation of the data (Patton 2002: 14) and therefore, it was applied in order to explore differences in demotives between the three variables: gender, faculty and proficiency in English.

Recently, there has been a growing recognition of the fact that combining qualitative and quantitative methods might bring out the best of both approaches, while neutralising the shortcomings of each approach (Dörnyei 2001b: 242). Therefore, applying mixed methods to the present study seemed reasonable. Moreover, despite the fact that qualitative and quantitative approaches involve different strengths and weaknesses, they are not mutually exclusive but rather constitute alternative research strategies that can be applied in the same study (Patton 2002: 14). Numerical forms, for instance, are often explained by qualitative

means, although they are part of a quantitative approach (Kalaja et al. 2011: 20). However, applying mixed methods is also challenging since it requires the competent handling of both qualitative and quantitative research (Dörnyei 2007: 174). Moreover, it requires considerable effort to study a phenomenon with two different methods and therefore, many if not most researchers prefer to use one method instead of combining two (Dörnyei 2007: 174).

4.2.1 Data collection method: a questionnaire

From the possible data collection methods, a questionnaire was chosen as the most suitable way to collect data as it allowed investigating demotivation by both qualitative and quantitative means (Alanen 2011: 146). A *questionnaire* refers to any written instrument that presents respondents with a series of questions or statements to which they are expected to react either by writing out their response or selecting from existing responses the most suitable one (Brown 2001, as quoted by Dörnyei and Taguchi 2010: 4). Moreover, a typical questionnaire is a highly structured data collection instrument where most items are asking about very specific pieces of information (Dörnyei and Taguchi 2010: 9). Therefore, questionnaire data is particularly suited for quantitative and statistical analysis since it employs categories and viewpoints defined by the researcher in advance (Dörnyei and Taguchi 2010: 9). A questionnaire can, however, provide also data that is qualitative and explorative in its nature when made of open-ended questions where the respondents are permitted with greater freedom of expression (Dörnyei and Taguchi 2010: 10; Alanen 2011: 148).

Questionnaires are one of the most common data collection methods in L2 research and regularly used to assess L2 motivation (Dörnyei and Ushioda 2011: 213). The popularity of questionnaires as a data collection method is due to their many advantages. First of all, questionnaires are effective in terms of research time and effort as well as financial resources (Dörnyei and Taguchi 2010: 6). Therefore, by carrying out a questionnaire to a group of people, one can collect a large amount of information in a short period of time. As the present study aimed to gather information from several participants within a couple of months, the above-mentioned cost-benefit considerations proved important. The second

advantage of questionnaires is that they are easy to construct. In an age of computers and word processing software it is possible to construct a questionnaire relatively quickly with little personal investment (Dörnyei and Taguchi 2010: 1). Moreover, if a questionnaire is well constructed, processing the data can be fast and straightforward, especially by using a modern computer software (Dörnyei and Taguchi 2010: 6). Therefore, as the data of the present study was relatively large, a questionnaire was used in order to make sure that the information was gathered in a form that was readily processable. The third advantage of questionnaires is their ability to reduce the bias of interviewer effects and thus, increase the consistency and reliability of the results (Bryman 2004: 133-134). Reducing the interviewer effects was considered important as the present study targets such a negative topic and it was considered likely that the participants would have found it uncomfortable to openly discuss negative issues with an interviewer.

Although questionnaires have various advantages, they do, however, have some limitations (Dörnyei and Taguchi 2010: 6-9). Firstly, questionnaires often result in rather superficial data since the questions need to be sufficiently simple and straightforward to be understood by all respondents. Moreover, the amount of time respondents are usually willing to spend working on a questionnaire is relatively short and this naturally limits the depth of the investigation. Secondly, the researcher often has little or no possibility to check if respondents have answered all the questions, whereas in an interview, for instance, the researcher is not faced with the same disadvantage. Thirdly, respondents that are unmotivated or unreliable in the sense of responding might leave questions unanswered either by mistake or because they did not like them. Moreover, respondents often simply misread or misinterpret questions (Low 1999: 503-505). Although most of the disadvantages of questionnaires are unavoidable, some of their effects can be reduced if taken into account while constructing the questionnaire. Therefore, the questionnaire of the present study was constructed so that completing it would not take long, that is, not more than fifteen minutes and the instructions for answering the questions were given both in an oral and written form to make sure they were understood.

After considering all the pros and cons of using a questionnaire as a data collection method, it was found the most suitable option for the present study. After the decision was made,

the next step was either to construct a questionnaire from scratch or use an existing one. Since demotivation is a relatively new area in L2 research and as the previous studies introduced in Chapter 3 had studied the issue mainly through interviews (Ushioda 1996, Dörnyei 1998 and Hirvonen 2010) and written tasks (Oxford 1998, Muhonen 2004, and Lehtikoinen and Leinonen 2010) finding an existing questionnaire proved difficult. Moreover, only the study conducted by Sakai and Kikuchi (2009) had used a questionnaire as a data collection method. Their questionnaire, however, was not suitable for the present study since it was developed to investigate demotivation in a Japanese context and among upper secondary school students. Therefore, in order to use their questionnaire it would have been necessary to adjust the questions firstly, to fit the Finnish context and secondly, to investigate demotivation among university students. This proved difficult since there is a lack of information available on demotivation both in the Finnish context and among university students.

Due to the reasons stated above, the questionnaire was constructed from scratch and was modified after piloting it on a group of university students. The questionnaire was modified according to the feedback received from that group. The structure and contents of the questionnaire are explained in more detail in section 4.2.3, in which conducting the questionnaire is explained. Before that, the participants of the present study are introduced.

4.2.2 Participants

In the present study the sample group was purposefully restricted to university students majoring either in the Humanities or in Business and Economics. In addition, the participants were restricted to those that had completed one or more courses of English at university. The first criterion was employed since one of the aims of the present study was to find out similarities and differences in demotives between students of two faculties: the Humanities and Business and Economics. In order for this criterion to be fulfilled, the data was collected mainly in the courses targeted for students of these two faculties. The second criterion was set in order to make sure that the participants did not complete the questionnaire based solely on the experiences of the English course they were attending at the time. This was considered essential as some of the courses had lasted only a couple of

weeks. All in all, there were 153 participants of whom 44 had to be excluded either because they did not meet the criteria or because they had not answered the questionnaire. Therefore, the present study had a total of 109 participants.

The participants were asked some general background information in the second part of the questionnaire (see Appendix 1). It should be noted that not all questions were understood correctly or answered at all, which in turn affected the statistics introduced here. The participants of the present study were students of two universities: 71 of them were students of the University of Tampere, whereas 38 of them studied at the University of Jyväskylä. The participants included 53 male and 56 female students, of whom 44 were students of the Humanities and 65 students of Business and Economics. The major subject of the participants varied, History being the most common among the students of the Humanities, and Marketing among the students of Business and Economics. The participants were from 20 to more than 40 years of age, most of them being 20 to 25 years of age during the data collection, as can be seen in Figure 2.

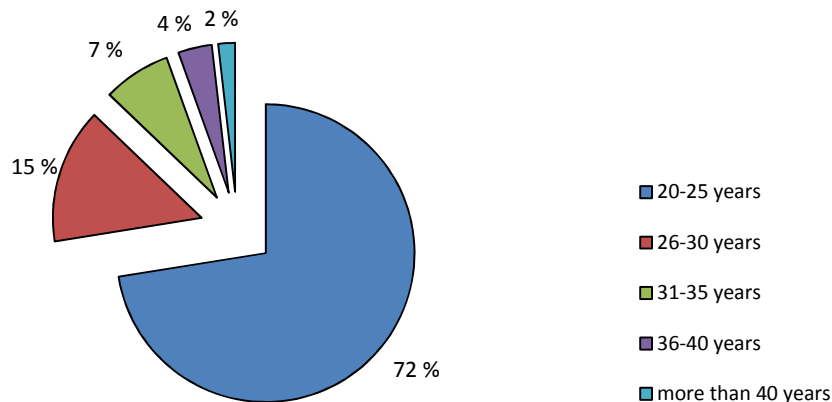


Figure 2. Age of the participants

The participants were also asked the number of English courses they had completed before attending the present course. Two participants were excluded from the statistics since they had not answered the question. The majority of the participants had completed one or two English courses, as illustrated in Figure 3.

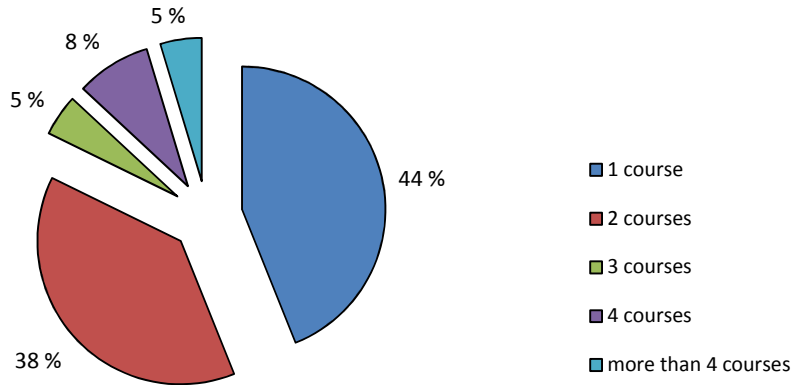


Figure 3. Number of English courses the participants had completed

The third part of the questionnaire included a self-assessment grid (see Appendix 1) where the participants were asked to evaluate their English skills. The self-assessment grid was included to be able to investigate similarities and differences between students of high and low proficiency in English. According to the findings, the present study included 59 students of high proficiency and 40 students of low proficiency. Eight participants had not completed the self-assessment grid and thus, their responses were not used in the comparison of the participants. The self-assessment grid as well as the grouping of the participants is explained in detail in the next section 4.2.3.

4.2.3 Administering the questionnaire

The data of the present study was collected between February and May 2012 through a questionnaire (see Appendix 1). From the existing types of questionnaire administrations a group administration was chosen as the most suitable for the present study. It was chosen since the targets of the questionnaire were English learners studying at university and it was possible to arrange the administration while they were gathered together in a lesson. Moreover, it has been claimed that a response rate of nearly 100% can be achieved by using a group administration (Dörnyei and Taguchi 2010: 68). Consequently, several English teachers working at the University of Tampere and the University of Jyväskylä were contacted via e-mail. Eight teachers agreed to ask their students to participate in the study and a total of thirteen groups filled in the questionnaire.

The questionnaire was administered during English lessons either at the beginning or end of the lesson, depending on the wishes of the teacher. The researcher was present when the questionnaire was administered. Filling in the questionnaire took approximately 15 minutes. In the beginning of the administration the purpose of the study as well as the structure of the questionnaire was explained. It was also made clear to the participants that the main interest of the study was in factors that had decreased their motivation to study English at university. The anonymity of the participants was emphasised to ensure that the participants would feel comfortable in sharing their negative experiences as learners of English. All the questions and directions were in Finnish as it was the common language shared by the researcher and the participants. Finnish was used also to avoid misunderstandings of the questions and to reduce the amount of time spent in answering the questionnaire.

The questionnaire consisted of three parts. The first part included *an open-ended question* where the participants were first asked to write three to five factors that had demotivated them to learn English at university. The participants were then asked to shortly justify the factors and give examples if possible. Finally, the participants were asked to put the factors in the order of importance by numbering them so that the factor that had had the most demotivating effect received number one and so on.

The second part of the questionnaire consisted of *background questions* where the participants either wrote down their response or selected it from the existing ones. The purpose of these questions was first of all, to make sure that the participants met the criteria of the present study. In other words, only students of either the Humanities or Business and Economics were selected if they had completed at least one course of English before participating in the study. Secondly, the background questions were included to be able to divide the participants into groups for comparisons.

The third and final part of the questionnaire included *a self-assessment grid* where the participants were asked to evaluate their English skills. The self-assessment grid was based on CEFR, that is, The Common European Framework of Reference for Languages. CEFR

defines levels of proficiency in foreign languages, which allow learners' progress to be measured at each stage of learning as well as on a life-long basis (Council of Europe 2001: 1). The self-assessment grid included the following three areas of language skills: understanding, speaking and writing. Understanding and speaking were further divided into two subcategories: listening and reading, and spoken interaction and spoken production. The participants were asked to evaluate their skills in all three areas by ticking a box at the end of the most suitable description. The self-assessment grid included language levels from B1 to C2, although originally it contained levels from A1 to C2. It was assumed that the level of English of the participants would be at least B1 as they had learned English for several years and therefore, the first two levels were excluded. Moreover, excluding the first two levels was also hoped to reduce the amount of time spent in answering the questionnaire as there were fewer descriptions to read and fewer options to choose from.

Based on the responses of the self-assessment grid the participants were then divided into two categories: students of high and low proficiency in English. This was done by first converting the participants' responses to numbers. In other words, each proficiency level was given a numerical value so that B1 was coded '1', B2 was assigned '2' and so on. This was done in order to calculate the average level of proficiency for each participant taking into account all areas of language use included in the grid. The participants were then divided into two groups so that the participants whose average level of proficiency was C1 or C2 formed the high proficiency group and those that had levels B1 and B2 formed the low proficiency group.

The grouping could have been performed also based on the previous English grades of the participants. The evaluation of English courses at university, however, differ as some of the courses apply numerical evaluation, that is, from 1 to 5, whereas others use a pass/fail criterion. Therefore, grouping participants according to their previous grades was not possible. Moreover, self-assessment was considered suitable for the present study since it has been claimed that learners are able to assess their own language proficiency within reasonable accuracy if two basic conditions are met (Spolsky 1992, as quoted by North 2002: 149). Firstly, if there is no special encouragement to give inaccurate responses, and secondly, if the responses deal with aspects of language proficiency which are within the

experience of the answerer. In the present study both of these conditions were considered fulfilled as inaccurate responses were not encouraged by rewards or penalties and the self-assessment grid dealt with areas of language proficiency, such as reading comprehension, that were within the experience of the students.

4.3 Data processing

In the present study both qualitative and quantitative data processing methods were used. First, qualitative content analysis was applied. *Content analysis* is a research technique that is used to make replicable and valid inferences from texts to the contexts of their use (Krippendorff 2004: 18). It can be used to investigate reoccurring trends, patterns or differences in data (Krippendorff 2004: 49). Therefore, content analysis offers an excellent tool when working with data where the results rise from the data itself. Moreover, the aim of this method is to create a condensed and explicit description of the phenomenon under investigation (Tuomi and Sarajärvi 2011:108). In the present study content analysis was applied to the data in order to examine and describe factors that cause demotivation.

Content analysis can be conducted using different approaches. Tuomi and Sarajärvi (2011: 108-118) as well as Eskola (2010: 182-186) have made a distinction between three approaches: *data-driven*, *theory-driven* and *theory-bound analysis*. The first approach involves discovering patterns and themes in the data without existing theoretical frameworks. In the second approach, by contrast, data is analysed according to an existing theoretical framework on the basis of which categories are predetermined and applied to the data. In the third approach some connections are made to the theoretical background, although the analysis does not directly base on an existing theory. In other words, patterns and themes emerge from the data itself but previous knowledge directs the analysis to some extent. In the present study the third approach was applied firstly, as there is a lack of theory on L2 demotivation and thus, analysing the data on the basis of an existing theoretical framework was not possible. Moreover, although the themes emerged from the data itself, the data-driven theory was not applied as previous knowledge on the issue directed the analysis to some extent. For instance, it was decided beforehand that demotives

that were identified in the data would be divided into two categories, external and internal demotives, that were brought from the previous research findings.

Content analysis can be perceived as having three separate stages (Tuomi and Sarajärvi 2011: 101). Firstly, the information is condensed by dividing it into parts. The aim of the study then defines which parts are taken into account. Secondly, the data is clustered, that is, the findings are grouped on the basis of similarities and differences. These groups form subcategories, which in the third stage of the process are combined into broader classifications. In the present study, the data analysis followed the process described above. Therefore, the analysis began by carefully reading each of the questionnaires. After that all demotives that emerged from the questionnaires were written in a separate file to be able to group them. All demotives were then gone through carefully and those that resembled each other were pasted in the same group in order to form *subcategories*. These subcategories were then named according to their contents and further combined to broader categories, which in the present study are called *themes*. These themes were again named according to their main contents. At this stage the themes were compared with the previous research findings. The influence of the previous studies can be seen, for instance, in the names of some of the themes. Finally, the themes were divided into *external and internal categories*. Appendix 2 illustrates the process of content analysis described here. For practical reasons the analytical process of only one theme of both external and internal demotivation is described.

In addition to content analysis, the data was processed also by means of quantitative methods, that is, statistical analysis was applied to the data. *Statistical analysis* is often applied in order to provide, for instance, frequencies, means, ranges and percentages (Dörnyei and Ushioda 2011: 213). In the present study the data was analysed statistically to investigate the frequency and order of importance of the themes that had emerged from the content analysis. Moreover, it was applied in order to investigate similarities and differences in demotives among the students. Therefore, as questionnaire data is often most usable when stored in a computer file (Dörnyei and Taguchi 2010: 83), all themes were tabulated using Microsoft Excel as a tool. After that the data was gone through several times to make sure it did not contain incorrectly entered values. This stage was considered

important as incorrect values can completely distort the results (Dörnyei and Taguchi 2010: 88). Finally, SPSS, that is, Statistical Package for the Social Sciences was used to process the data. After the statistical analysis of the data was completed, it was decided that the findings would be reported in the form of tables since more detailed information can be included in them compared to, for instance, figures (Valli 2010: 225). The tables were drawn using Microsoft Word as a tool and are explained in detail in Chapter 5.

Examining statistical significance is an essential part of statistical analysis as it denotes whether a particular result is powerful enough to indicate a more generalisable result (Dörnyei and Taguchi 2010: 97; Valli 2010: 233-234). In the present study, however, statistical significance of the findings could not be tested as the data included multiple responses from the participants. Therefore, the findings discussed in the following chapter concern the present study and cannot be generalised. Now that the research design has been discussed, the focus moves on reporting the findings of the present study.

5 FINDINGS

This chapter reports the findings of the present study. Based on the content analysis procedures explained in detail in Chapter 4, a number of demotives were identified in the data. These demotives formed subcategories that were combined to themes and classified as either external or internal demotives. The organisation of the chapter follows the order of the research questions. However, as external and internal demotives fell into several different themes and subcategories, they are discussed in separate sections instead of examining both in a single section. In other words, this chapter discusses first the external demotives after which the internal demotives identified in the data are examined. At the end of both sections a brief summary of the demotives is provided. Next, the frequency and order of importance in which the demotives were reported is described. Finally, the focus moves on examining the possible differences in demotives in regard to the following three variables: faculty, gender and proficiency in English. A computer program SPSS was applied for the basic analysis of the data.

The findings are illustrated with examples from the data. Sometimes some of the text has been omitted and replaced with --- either to keep the illustrations short and to the point or to delete quotations where individual teachers and courses can be identified. At times also some words have been added in order to clarify some of the extracts. These additional words are marked with square brackets []. The letters and number in the brackets after the quotations, such as (MH4) indicate the student.¹All examples are numbered and English translations with a matching number are provided in Appendix 3.

5.1 External demotives

Several external demotives, which refer to negative forces coming from outside the individual, were identified in the data. These external demotives fell into five themes: characteristics of English courses, the teacher, educational system, learning environment, and course contents and materials. The presentation of the themes follows their order of frequency so that the theme mentioned most frequently is discussed first. Each theme includes subcategories which also have been sequenced by their frequency and discussed starting from the subcategory identified in the data most repeatedly.

5.1.1 Characteristics of English courses

Characteristics of English courses² was the theme that emerged from the data most frequently. Three main sources of demotivation related to this theme were identified: work demands, compulsory attendance of English lessons and compulsory nature of English courses.

¹ The first letter in the brackets indicates the gender of the participant (M=male, F=female) whereas the second letter refers to the faculty of the participant (H=faculty of the Humanities, B=faculty of Business and Economics)

² The themes and their subcategories are discussed in the text without using an article in front of their names, except for the theme *the teacher*

Work demands

Heavy workload in English courses had had a demotivating effect. The main complaint was that the number of credits received from language courses was too small when compared with the amount of work they required. This is illustrated in extract (1):

(1) Kielikurssit ovat tavallisesti 2-3 op kokonaisuuksia. Pisteitä tulee siis varsin vähän, mutta työtä kurseilla on varsin paljon. Tämä on ainakin osaltaan vaikuttanut motivaatioon kaikkien kielikurssien osalta. (MH96)

The small number of credits, that is 2-3 credits, had demotivated the student to learn not only English but also other languages. Moreover, it was experienced that the workload of language courses in general was heavy. In addition, language courses were criticised for being too arduous compared to other subjects. This point is made in extract (2):

(2) Kurssien työmäärä on järjetön suhteutettuna kursseilta saataviin opintopisteisiin (esim. verrattuna Johtamiskorkeakoulun kursseihin). (MB56)

The workload of English courses was found senseless in relation to credits when compared with courses of School of Management. As a result, attending English courses was experienced demotivating. It was further pointed out that as students are required to complete a certain number of credits in an academic year to receive a study grant, choosing language courses of only 2 or 3 credits was demotivating. Thus, it was suggested that receiving more credits would increase motivation to attend English courses.

Compulsory attendance of English lessons

In addition to work demands, compulsory attendance of English lessons was found demotivating. Extract (3) illustrates this:

(3) 85% luennoista pitäisi pystyä olemaan paikalla. Tämä vähentää motivaatiota valita valinnaisia kieliopintoja. (MB4)

The student had been demotivated by the compulsory attendance and explained that having to attend the majority of the lessons had reduced his motivation to choose optional language

courses. In addition, the compulsory attendance was reported demotivating as it restricted other daily routines, as in extract (4):

(4) Läsnaölopakko rajoittaa muuta elämää. Muilla kursseilla ei usein ole läsnaölopakkoa, joten ne on helpompi sovittaa aikatauluun. Itse esim. matkustelen paljon, joten saatan olla muutaman viikon pois. (FB97)

English courses were criticised for requiring attendance, which restricted the student's other activities. The student explained that she travelled often and could be away for a couple of weeks. Moreover, she pointed out that attendance was not compulsory in other courses, which made fitting these courses in her schedule easier. In addition to travelling, the compulsory attendance was found demotivating also because it complicated attending other courses as well as working. Extract (5) discusses this:

(5) Kurssit menevät päällekkäin ja lisäksi olen myös työelämässä; velvoittava läsnaölopakko laskee motivaatiota. (FB71)

The student explained that as some of the courses she was participating overlapped and as she was working alongside her studies, the compulsory attendance had demotivated her. In addition to reporting the compulsory attendance demotivating, it was suggested that students should be allowed to decide themselves whether they attended English lessons or not. Extract (6) illustrates this:

(6) Ymmärrettävää, että kielissä läsnaöloa edellytetään, mutta englannin tapauksessa tasoerot ovat kuitenkin ehkä suurempia oppilaiden keskuudessa mitä muissa kielissä. Tällöin mielestäni osallistumisen suhteen pitäisi saada käyttää omaa harkintaa. (MB59)

The student argued that as the English language skills differ among students perhaps more than in other languages, students should be allowed to choose whether they attended English lessons or not.

Compulsory nature of English courses

The third source of demotivation related to the theme characteristics of English courses was compulsory nature of English courses. Extract (7) discusses this discontent:

(7) Kurssi on PAKKO käydä. Sitä ei ole itse valinnut joten motivaatio ei ole huipussaan. Omavalintaiset kurssit tuntuvat monesti mielenkiintoisemmilta. (FH14)

The student considered elective courses more interesting and was demotivated to learn English since it was compulsory for her to take the English course she was attending at the moment the questionnaire was administered. Moreover, she reported that her motivation was not high, as she had not chosen the course herself. A similar point is made in extract (8):

(8) Aina kun jokin on pakollista, niin siihen liittää negatiivisia ajatuksia. (FH16)

The student explained that each time something was compulsory she considered it to be something negative.

5.1.2 The teacher

In addition to the theme characteristics of English courses, different aspects related to the teacher were identified in the data. This second theme of external demotives includes the following three subcategories: teaching methods, teacher's behaviour and attitudes, and classroom activities.

Teaching methods

The way the teacher organised his or her teaching had had a demotivating effect. Mainly the way students' performance was evaluated during English courses had demotivated the students. It was felt, for instance, that the evaluation was not useful as teachers often did not give enough feedback on students' performance. This is expressed in extract (9):

(9) Jotta voisin kehittyä, tarvitsisin enemmän yksilöllistä palautetta kehityskohteista. (MB73)

The student felt that in order to develop his language skills, he needed more individual feedback on what areas he should work on. A similar point is made in extract (10):

(10) Kurssit arvioidaan vain hyväksyty/hylätty, jolloin en ainakaan itse koe saavani tarpeeksi tietoa omasta osaamisestani. Kurssin aikana tehdyistä töistä pitäisi saada yksityiskohtaisempaa ja henkilökohtaisempaa palautetta. (FB7)

The student argued that since English courses are evaluated using only pass/fail as a criterion, she felt that she did not receive enough information on her English skills. Moreover, she considered it important to receive more individual and detailed feedback also on the tasks completed during the course. In addition, a pass/fail criterion was criticised since it was felt that applying this kind of evaluation did not encourage students to try their best. Moreover, it was argued that if students were given grades from 1 to 5, they would have been more motivated to study in order to get a good grade. This is discussed in extract (11):

(11) Jos olisi ollut arvosana, olisi varmaan panostanut enemmän. En olisi halunnut huonoa arvosanaa. (FB93)

It was pointed out that if students had been given grades, this would have encouraged them to study harder in order to avoid low grades.

A further demotive related to teaching methods was the way the teacher taught the course. Issues such as the teacher-centeredness of the teaching was found demotivating, as illustrated in extract (12):

(12) Englannin opetuksen mennessä pelkäksi yksinpuheluksi (opettajalta), laskee samalla myös motivaatio kuunnella. (FB55)

It was found demotivating that lessons were characterised by the prominence of the teacher. It was argued that when it was mainly the teacher who was speaking, the motivation to listen and pay attention decreased. Moreover, lessons were considered boring and pointless when students were not activated and encouraged to speak. It was even suggested that learning English was difficult when only the teacher was speaking during the lessons. This is discussed in extract (13):

(13) Vaikka olen ollut suullisen taidon kurssilla, ei siellä ole ollut riittävästi harjoittelua, vaan opettaja on lähinnä paasannut ja korostanut omaa persoonaansa. Varsinainen oppiminen on sen vuoksi jäänyt vähiin. (MB74)

The student felt that the teacher had spoken too much in the oral course he had attended. He found that he was not able to practise his language skills as the students had such a passive role in the course. Moreover, he argued that although the course had focused on improving students' oral skills, they were not encouraged to speak and thus, not much learning had taken place.

In addition to the teacher-centeredness of the teaching, focusing too much on details had had a demotivating effect on the students. This point is expressed in extract (14):

(14) On turhauttavaa kuunnella opetusta, jos opettaja keskittyy pikkuasioihin eikä suurempiin kokonaisuuksiin. En koe oman kielenkäyttöni kannalta oleelliseksi esim. muistaa jokaikistä eroa sanojen kirjoitusasussa Amerikan englannin ja brittienglannin välillä. (FB79)

It was found frustrating that the teacher concentrated largely on small matters instead of teaching bigger entities. Moreover, the student argued that it was irrelevant to learn all details on topics covered in the lessons, such as all spelling differences between American and British English.

Teacher's behaviour and attitudes

In addition, the data revealed that different aspects related to teacher's behaviour and attitudes had demotivated the students. It was reported that particularly the way the teacher treated his or her students had had a demotivating effect. This point is made in extract (15):

(15) Opettajalla on suuri vaikutus motivaatioon. Jos opettaja ei ole pätevä tai esim. kohtelee opiskelijoita epätasa-arvoisesti, motivaatio laskee. Opiskelusta tulee silloin usein kurjaa. (FH34)

The teacher was considered to have a significant influence on students' motivation to learn English. It was pointed out that if the teacher did not treat the students equally or if he or she lacked competence in teaching, it often resulted in demotivation. In addition, it was argued that unfair, incompetent teachers made learning English an unpleasant experience.

The following extract (16) reports on the unequal treatment of students as a source of demotivation:

(16) Joillakin opettajilla on tapana 'suosia' tai keskittyä niihin opiskelijoihin, jotka ovat jo todella hyviä englannissa. Huonommille englannin taitajille voi helposti tulla paineita kurssin suorittamisesta ja pärjäämisestä. (FH35)

In this extract it was felt that teachers often favoured and concentrated more on students who already were very good at English. This was seen problematic since those who had poorer English skills often felt pressured, for instance, in doing well in the course.

Further demotives related to the teacher's behaviour were lack of encouraging and negative feedback. Both discontents are discussed in extract (17):

(17) [Opettaja] luo pelon ilmapiirin liialla arvostelulla ja vähäisellä kannustuksella, ei edistä oppimista ja aktiivisuutta. (MH29)

The student experienced that the teacher's excessive criticism and lack of encouragement had demotivated him. Moreover, he felt that both issues influenced the atmosphere of the lessons, generating fear among the students. It was also mentioned that criticism and lack of encouragement had reduced the student's activity in the learning process. The teacher's negative feedback had had a similar effect, as expressed in extract (18):

(18) Olen saanut opettajalta erittäin negatiivista palautetta pitämästäni 20 minuutin esityksestä, joka sujui omasta mielestäni hyvin. Saatu palaute ei ollut millään tavoin kannustavaa --- (MB74)

The student had received very negative feedback on his presentation, which in his opinion had gone well. The negative feedback from the teacher had discouraged him and resulted in demotivation.

In addition to the teacher's behaviour, the data revealed that also the teacher's negative attitudes had caused demotivation. It was mentioned, for instance, that teachers who had negative attitudes towards teaching had made learning an unpleasant experience for their students. It was explained that if the teacher had negative attitudes towards teaching this often resulted in demotivation also from student's side. Moreover, the teacher's negative

attitude towards his or her students was also considered demotivating. This issue is discussed in extract (19):

(19) Yllätyksekseni olen törmännyt tilanteeseen, jossa englannin opiskelu on ollut jossain määrin ikävää opettajan negatiivisen ja alentavan asenteen takia. (FB91)

The student had found studying English unpleasant due to her teacher's negative and degrading attitude.

Another issue that had caused demotivation was the teacher's lack of enthusiasm, as illustrated in extract (20):

(20) Opettajan into/innostomuus tarttuu. (MB90)

It was mentioned that the teacher's enthusiasm as well as lack of it has an influence also on how eager and motivated his or her students are to learn English.

Classroom activities

Also different aspects of classroom activities governed by the teacher were considered demotivating. It was pointed out, for instance, that a lack of group work had resulted in demotivation, as illustrated in extract (21):

(21) Osalla kursseista opiskelijat tekevät varsin vähän yhdessä, mikä laskee etenkin suullisten kurssien motivaatiotasoa. (MB76)

Demotivation was experienced since students were working together in the lessons only very occasionally. The student felt that this had reduced his motivation to learn English particularly on oral courses. In addition to group work, more speaking exercises were hoped for. This point is made in extract (22):

(22) Tunnilla voitaisiin harjoitella puhumista enemmän ja jättää suomi kokonaan pois. (MB62)

It was pointed out that oral skills should be practised more in the lessons. Moreover, using Finnish in the English lessons was considered unnecessary, and it was suggested that only English should be used in lessons.

Another demotive related to classroom activities was the way new vocabulary was learned. It was found important to learn new words related to the students' major subject, however, only reading lists of new words was considered demotivating, as illustrated in extract (23):

(23) --- sanaston läpikäyminen on relevanttia, mutta pelkkä sanalistojen lukeminen puuduttaa. (MB62)

The student stated that it was demotivating to read word lists in order to learn new vocabulary. Moreover, reading word lists was considered boring and ineffective compared to practising new vocabulary, for instance, orally.

5.1.3 Educational system

The findings of the present study reveal that also several aspects of educational system had caused demotivation. Two main issues were identified in the data: institutional policies, and course selection and organisation.

Institutional policies

The data revealed that institutional policies regarding language study had had a demotivating effect in learning English. It was reported, for instance, that there was not enough information available on the selection and requirements of English courses. It was mentioned that a lack of information particularly on the English courses required for university degree had caused demotivation. It was experienced that if students were not informed in advance what courses they were required to take, attending the right courses was difficult. Extract (24) illustrates this:

(24) Sekava byrokratia: ajoittain on vaikea tietää, mitä opiskella, mitä kurseja käydä ja mitä ylipäätään pitäisi tehdä. (MH26)

The student regarded the bureaucracy of language study as confusing since at times it was not clear what students were expected to study and which courses they were expected to take. Moreover, the data revealed that some students were also uncertain when and by what time they were expected to complete the compulsory English courses. Thus, a lack of information on English courses had resulted in demotivation to learn English.

Furthermore, the way students were selected to English courses had had a demotivating effect. This point is illustrated in extract (25):

(25) Kurseille on vaikea mahtua, koska ilmoittautumisjärjestys menee o.pisteiden mukaan. Haluamille kurseille haluamalla ajankohdilla on vaikea päästä. (MB13)

The student argued that being selected to English courses was difficult since students were selected according to the number of credits they had at the moment. In other words, the students that had more credits had better chances to be selected than those with fewer credits. Therefore, the student argued that it was difficult to be selected to those courses he wanted to take and at the time it was most suitable for him.

The difficulty of being selected to English courses had caused demotivation also because it was claimed to delay graduation. This is illustrated in extract (26):

(26) Kandin tutkintoon vaadittavalle kurssille pääsee aikaisintaan neljäntenä vuonna. Kurssit viivästyttävät mm. kandin tutkinnon saamista, mikä ei paranna positiivista kuvaa kurseista. (FH22)

It was argued that students are selected to English courses in their fourth year of studies at the earliest. This was found problematic as it delayed graduation, including getting a Bachelor's degree. As a result, the student had experienced demotivation to learn English.

Course selection and organisation

Course selection and organisation is another aspect related to the theme educational system that was found reducing motivation to learn English. It was complained that there were not enough compulsory English courses available for those students who wanted to improve their English skills. This is discussed in extract (27):

(27) --- pakollisten kurssien vähyys aiheuttaa ongelmia: englannin opiskelu tuntuu vaikealta ja hankalalta, kun opintoja on niin vähän. (FH32)

The student found studying English difficult as the selection of compulsory English courses was small and thus, not enough opportunities to practise English were provided. Furthermore, it was also claimed that there were not enough optional English courses available, as in extract (28):

(28) Valinnaisia vapaaehtoisia englannin kielen kursseja ei tarjota riittävästi (tai jos tarjotaan, tietoa siitä ei ole). (FH23)

The student considered the number of optional English courses insufficient. She also argued that if there had been any optional courses available, students were not informed of them.

In addition to the insufficient selection of English courses, also course organisation was reported as a source of demotivation. The main complaint was that English courses lasted a very short time, sometimes only a couple of weeks. It was experienced that improving one's English skills was not possible in such a short period of time. Therefore, it was hoped that English courses would last longer so that the students had more opportunities to practise their English skills. This point is expressed in extract (29):

(29) Kurssit ovat lyhyitä, mutta kielitaidon kehittäminen vaatii aikaa. (MH20)

Also another complaint was made regarding the course organisation. It was reported that some of the English courses were organised so that they concentrated strictly on either written or oral skills instead of involving both skills in a single course. It was claimed that attending English courses where students were required to read difficult texts during the whole course without practising other skills, such as speaking, was demotivating. On the other hand, being forced to take part in discussions on difficult topics several hours at a time was also considered unpleasant. This point is made in extract (30):

(30) Miksi ihmeessä pitää olla jaettu kirjallinen ja suullinen [kurssi] erikseen? Kirjallisessa tankattiin tekstejä kolme tuntia silmät sikkurassa ja suullisessa painostetaan puhumaan kolme tuntia putkeen, vaikka ei ole mitään sanottavaa. (FH38)

The student argued that separating English courses to written and oral courses was not reasonable. She found demotivating to attend written courses where she was required to read texts for three hours in a row. Similarly, she considered discouraging to be forced to speak three hours when she had nothing to say. Therefore, courses that concentrated solely on one area of English skills, either written or oral, was found reducing motivation to learn English.

5.1.4 Learning environment

Learning environment was the fourth external source of demotivation identified in the data. Three main aspects of this theme were reported: scheduling of lessons, group members and educational facilities.

Scheduling of lessons

Unfavourable scheduling of English lessons had caused demotivation among the students. Issues, such as the time of the day that the lessons were held was not suitable for all students, as illustrated in extract (31):

(31) Heti kahdeksalta maanantaina ja torstaina kuudelta illalla ei ole virkeimmillään. (MB12)

In this case, the lessons that were held early on Monday mornings and on Thursday evenings were considered unfavourable as those were the times that the student felt least energetic. Also unsuitable scheduling of English courses was considered demotivating, as expressed in extract (32):

(32) Myöhään iltapäivällä ja loppukeväästä pidetyt kurssit laskevat motivaatiota. (MB99)

In addition to considering late afternoon lessons demotivating, the student pointed out that the English courses that were scheduled for late spring reduced her motivation to learn English. Late afternoon lessons were reported unsuitable mainly as it was considered difficult to concentrate at that time of the day. It was stated that after attending lessons all day it was difficult to stay concentrated in the afternoon lessons. Scheduling English

lessons for late afternoons was further criticised as it complicated attending other activities. This point is illustrated in extract (33):

(33) [Englannin] tunnit pidetään niin myöhään iltapäivällä, että esim. työvuoron teko iltavuorossa ei onnistu. (FB98)

It was explained that since the English lessons were held late in the afternoon, it was not possible to work evening shifts.

The data revealed, however, that there was some disagreement among the students in regard to the most suitable time to attend English lessons. In addition to considering lessons that were held early in the morning, late in the afternoon and in the evening unfavourable, it was also reported that attending lessons scheduled for noon was problematic. This point is discussed in extract (34):

(34) Jostain syystä päiväluennot menevät minulla usein päällekkäin oman pääaineen kurssien kanssa (jotka koen tärkeämmiksi). --- (FB57)

It was stated that English lessons held at noon often overlapped with lessons in the major subject. Thus, attending English lessons had caused demotivation since lessons in the major subject were considered more important.

The length of English lessons was another demotivating aspect related to scheduling of lessons. It was complained that English lessons lasted too long at a time, as illustrated in extract (35):

(35) Tunnit kestävät monesti esim. 3 tuntia, joka on välillä jokseenkin uuvuttavaa. (FB65)

English lessons were criticised for lasting often three hours at a time. Attending lessons lasting such a long time was experienced tiring and had thus resulted in demotivation. A similar complaint is expressed in extract (36):

(36) --- klo 16-18.30 luento tuntuu usein liian pitkältä. 2x45min olisi parempi. (MB68)

The English lesson held between 4 in the afternoon and 6.30 in the evening was considered too long. Moreover, it was felt that lessons lasting 90 minutes would be more appropriate.

Group members

Also group members had demotivated the students to learn English for several reasons. First of all, it was mentioned that learning English with group members whose proficiency in English was significantly higher or lower had frustrated the students. Extract (37) illustrates this point:

(37) Paremmat ja 'huonommat' ovat sekaisin, eikä opetus välttämättä vastaa osaamista. (FB92)

It was stated that as there are both students with high and low proficiency in English in the same group, the level of challenge is not necessarily suitable for all students in that group. In order to meet the needs of all students, it was suggested that students should be streamed into different groups by their proficiency in English. Extract (38) illustrates this point:

(38) Yliopistossa olisi hyvä olla tasoryhmiä enemmänkin; 'englantia humanisteille' kerää erilaista sakkia ja tasoerot ovat välillä huimat. (MH49)

Grouping students according to their proficiency in English was hoped for in order to be able to attend English lessons where the level of challenge was appropriate. Therefore, holding English courses that were targeted for all students of the Humanities, regardless of their proficiency in English, was experienced unsuitable.

Moreover, the data revealed that attending English lessons particularly with group members that had more advanced English skills was considered demotivating. This point is expressed in extract (39):

(39) Jos samassa ryhmässä on ulkomailla asuneita/vaihdossa olleita/muita englannin ammattitaitajia, oma kouluenglantini tuntuu varsin alkeelliselta, ja motivaationi esimerkiksi tunnilla ääneen puhumiseen laskee. (FB55)

The student considered it unpleasant to learn English with group members that already were very fluent in English. She felt that her English skills were not advanced enough when compared with students who had spent time abroad or otherwise had had more practise. As a result, her motivation, for instance, to speak in English during the lessons had decreased.

In addition, personality conflicts between group members had had a demotivating effect, as illustrated in extract (40):

(40) Jos ryhmän muiden jäsenten kanssa ei tule toimeen, opiskelusta tulee huomattavasti hankalampaa ja motivaatio laskee. (FH34)

It was mentioned that learning English was more difficult if there were any personality conflicts between students. Moreover, not getting along with other group members was experienced to reduce motivation to learn English. In addition to personality conflicts, group members' negative attitude towards learning English had caused demotivation. Extract (41) offers an illustration of this:

(41) Kielen oppimisen innokkuuteen vaikuttaa jonkun verran se, onko kanssaopiskelijat innokkaita ja motivoituneita oppimaan englantia vai ovatko he sen suhteen erittäin negatiivisia. Tämä heijastaa oppimisympäristöön. (MB60)

The student experienced that the attitude other group members had towards learning English influenced the learning environment. He pointed out that his motivation to learn English depended, to a certain extent, on how eager and motivated other group members had been to learn English.

Also learning English in a group that was too big was reported demotivating, as discussed in extract (42):

(42) Liian suuri ryhmä: henkilökohtaiseen ohjaukseen vähän aikaa, paljon melua ja hössötystä. (MH29)

It was felt that too little personal instructing was available in a group that had several students. It was also complained that bigger groups caused more noise and fuss in general than groups with a smaller number of students.

Educational facilities

Educational facilities was a further demotive related to learning environment. Issues such as poor ventilation were mentioned, as illustrated in extract (43):

(43) Ilmastoinnin puuttuminen: Ilma on tärkein tekijä ihmisen elämässä ja ilman vähyys heikentää keskittymiskykyä ja innostusta. (MB60)

In this extract, a lack of air conditioning was mentioned as a source of demotivation. It was stressed that the air is the most important element for human beings and therefore, a lack of fresh air influences also learning as it reduces the ability to concentrate and become enthusiastic. In addition to poor ventilation, also inadequate classrooms had caused demotivation. The following extract (44) offers an illustration of this discontent:

(44) Kielistudiossa (mikin välityksellä) työskentely on hankalaa. Katsekontaktin puute ym. (FB67)

Attending English lessons that were held in a language lab was considered unpleasant. It was pointed out that a lack of eye contact, for instance, made learning more difficult and thus, had resulted in demotivation.

5.1.5 Course contents and materials

Course contents and materials was the fifth and final source of demotivation emerging from the data. This theme was divided into two subcategories: course contents and course materials.

Course contents

Course contents were criticised mainly for concentrating largely on matters that were regarded as boring and irrelevant. This discontent is expressed in extract (45):

(45) Sisällöt ovat hieman sivussa siitä mitä koen tarvitsevani (FH32)

The student pointed out that the English course contents were not meeting the needs she had as an English learner. Different topics were wished for in order to improve English skills, as expressed in extract (46):

(46) Haluaisin, että opetuksessa olisi huomioitu paremmin oman pääaineeni sanasto ja aihealueet. Nyt vain yleisesti kauppätieteistä. Oman alan erikoissanastosta olisi minulle huomattavasti enemmän hyötyä. (MB58)

Course contents were criticised for concentrating solely on topics related to business and economics in general, without paying attention to individual subjects in that field. Therefore, it was hoped that different topics as well as vocabulary related to students' major subjects were more taken into account. Moreover, it was pointed out that focusing on issues, such as professional jargon would benefit the students more.

In addition to criticising course contents in general, topics in oral courses in particular were reported demotivating. Extract (47) illustrates this:

(47) Keskustelukurssin aiheet: Aiheet ovat olleet hyvin poliittisia, vaikkakin tärkeitä ja ajankohtaisia. Taustamateriaalin etsiminen on ollut rankkaa, olisi pitänyt olla kevyempiä aiheita, joista voi keskustella vapaammin ja huolettomammin. (FH50)

Although the topics in oral courses had been regarded as important and current, it was also mentioned that they were very political. The problem with political topics had been finding information on them, which had turned out to be difficult. Consequently, easier topics were wished for.

Also course contents that were concentrating largely on details had had a demotivating effect. Extract (48) expresses this point:

(48) --- menee mun mielestä turhan pikkutarkkaan nypläykseen. Vois erottaa pakollisista kurseista omaksi nypläys-kokonaisuudeksi esim. englannin kielisen gradun tekijöille. (MB80)

Some written English courses were criticised for spending too much time on detailed information. It was suggested that courses concentrating largely on unimportant details

should not be compulsory for all students but rather targeted, for instance, for students who were writing their Master's thesis in English.

Course materials

In addition to course contents, course materials had also caused demotivation among students. It was complained first of all, that the material in English courses was uninteresting and outdated, as illustrated in extract (49):

(49) Materiaalit ovat peräisin 1900-luvulta eivätkä motivoi millään tavalla. Materiaalien tulisi olla ajankohtaisempia. Näin ollen niitä olisi mielenkiintoisempaa lukea ja käyttää. (MB62)

The materials were criticised for being outdated as they went back to the 20th century. More up-to-date materials were hoped for as it was considered more interesting to read and use materials that were current. In addition, it was complained that outdated course materials did not contain useful information since they were written various years ago and had not been updated since. Moreover, it was argued that outdated materials often contained uninteresting topics and thus, further demotivated the students.

The second demotive related to course materials was uninteresting texts. It was complained that texts studied in English courses were often very long and dealt with uninteresting topics. This complaint is expressed in extract (50):

(50) Lukion englannin kursseilla tekstit olivat usein mielenkiintoisia lyhyitä sukelluksia eri aiheisiin, yliopistossa on saattanut joutua lukemaan pitkäköjä tekstejä itseäni kiinnostamattomista aiheista. Lisäksi akateemiset tekstit ovat toisinaan melko kuivia. (FH24)

English texts had been found long and covering topics that were not interesting. Moreover, academic texts were considered boring in general. It was also explained that contrary to English texts studied at university, those in upper secondary school had been interesting, shorter writings on different topics. Discontent with texts studied at the university is expressed also in the following extract (51):

(51) Erittäin haastavien tieteellisten artikkeleiden lukeminen on vaivalloista ja niiden tärkeiden asioiden hahmottaminen vaikeaa. (FB83)

Reading extremely difficult scientific texts was found challenging. Moreover, it was pointed out that understanding the main ideas of these texts was equally demanding.

Also exercises done in the English courses had had a demotivating effect. It was reported, for instance, that the topics of exercises were uninteresting and more exercises related to the students' major subjects had been hoped for. In addition, it was stated that some of the exercises simply had not been educational, as discussed in extract (52):

(52) Esimerkiksi aukkoharjoitukset ('Täytä oikealla listasta löytyvällä sanalla') tuntuvat usein mittaavan enemmän nokkeluutta kuin kielitaitoa. (FB61)

In this extract, it was stated that gap-filling exercises where students had been required to choose a correct word from a given list and write it in the gap, were not considered educational. Exercises of this type were criticised for being irrelevant as they often measured how smart the students were rather than evaluated their language skills.

5.1.6 Summary of the external demotives

The data of the present study revealed that the external demotives seemed to have an influential role in learning English among university students. As a result, several themes and subcategories were identified in the data. First of all, the theme *characteristics of English courses* had demotivated the students as the work demands had been considered heavy and the number of credits too small. English courses had been further criticised for requiring regular attendance, which had complicated attending other activities. It had been complained, for instance, that working and attending other lessons had been ruled out. In addition, the compulsory nature of English courses had caused demotivation. It had been experienced that compulsory courses in general had reduced motivation and thus, elective courses would have been preferred.

Secondly, *the teacher* had caused demotivation. Issues, such as teaching methods, the teacher's behaviour and attitudes, and classroom activities had been reported in relation to the teacher. Teaching methods had been found demotivating as the course evaluation had not been considered informative or appropriate. Teaching methods had been further

criticised for the teacher-centeredness and focusing too largely on details. Also the teacher's negative behaviour and attitudes had resulted in demotivation and issues such as an unfair treatment of students, negative feedback and negative attitudes towards teaching and students had been identified in the data. As for classroom activities, a lack of group work and practise in oral skills had been reported, in addition to uninteresting ways of learning new vocabulary.

The third source of external demotivation had been the theme *educational system*. Institutional policies had been criticised for not providing enough information on English courses. A lack of information particularly on compulsory English courses had resulted in demotivation. Also the way students had been selected to English courses seemed to have demotivated the students. It had been complained that as the students had been selected by the number of credits they had earned, it was difficult to be selected before the fourth year of studies at the university. This was seen problematic as it had complicated, for instance, taking preferred courses as well as delayed graduation. In addition to institutional policies, both course selection and organisation had been considered demotivating. The selection of English courses had been claimed to be too small, whereas the course organisation had been criticised for arranging courses that had been too short-termed and for separating oral and written skills into different courses.

Fourthly, the theme *learning environment* had had a demotivating effect. Unfavourable scheduling of lessons and courses had been experienced demotivating. It had not been agreed, however, which time of the day was the most suitable for holding English lessons. It had been also stated that lessons that had lasted too long had been tiring and thus, had resulted in demotivation. Another issue related to learning environment had been group members. The main complaint had been attending lessons with students that had either higher or lower proficiency in English. This had been considered frustrating as it had been pointed out that the level of challenge had not been suitable for all students in that group. Moreover, streaming students into different groups by proficiency had been wished for. In addition, demotivating factors such as personality conflicts, group members' negative attitude towards learning English and too big groups had been reported. The third demotive

in learning environment had been educational facilities. Poor ventilation and unpleasant classrooms had caused demotivation.

The fifth and final source of external demotivation had been *course contents and materials*. The English course contents had been criticised mainly for being uninteresting and irrelevant. It had been also complained that too much time was spent on irrelevant details as well as unimportant, difficult topics. Therefore, it had been suggested that course contents should cover issues that were more useful for the students, such as vocabulary related to their major subjects. As for the materials, uninteresting and outdated materials had been considered demotivating. Shorter texts covering current topics had been hoped for as well as more exercises related to the students' major subjects.

To sum up, several external demotives emerged from the data forming five main themes with subcategories. It should be mentioned, however, that the data revealed also other sources of external demotivation that did not fit into the five themes discussed in this section. However, as the number of these demotives was small and as their topics differed significantly, new themes were not formed. These uncategorised demotives covered issues such as rumours concerning English courses and along distance between home and university. As the external demotives have now been discussed, the focus moves on reporting on internal demotives identified in the data.

5.2 Internal demotives

In contrast to external demotives, internal demotives refer to negative forces that exist within the individual. The internal demotives identified in the data fell under the following two themes: attitude towards studying English and reduced self-confidence. These themes and their subcategories are discussed in the order of frequency, starting with the theme that was reported the most frequently.

5.2.1 Attitude towards studying English

The first source of internal demotives identified in the data was attitude towards studying English. Two subcategories related to this theme emerged from the data: a lack of perceived value of studying English, and perceived difficulty/ease of learning English.

A lack of perceived value of studying English

A lack of perceived value to study English had demotivated the students for several reasons. It was stated, for instance, that students already had good English skills before attending English courses at university and therefore, continuing to study English was considered unnecessary. This point is illustrated in extract (53):

(53) Minulla oli hyvä käytännön kielitaito jo ennen ensimmäistäkään yliopiston englanninkurssia.(MH46)

The student felt that his English skills had been good before he had taken English courses at the university. A similar point is made in extract (54):

(54) Nykyisellä englannin kielen taidollani pärjää jo hyvin, joten en koe pakkoa sen opiskeluun enemmän. Puhuminenkin sujuu jo, eli uskallan puhua englantia helposti. (FB97)

Also in this case studying English was not perceived necessary since the student felt that she already had sufficient English skills. Moreover, she felt that speaking English was easy for her and therefore, attending English courses lacked value even more. In addition, studying English was considered unnecessary as it was argued that finding opportunities to practise English without attending English courses was easy. This point is discussed in extract (55):

(55) Englannin taitoa voi ylläpitää ilman yliopiston kursseja. Englannin kieltä on joka paikassa. (FB11)

The student pointed out that as English is used everywhere, it is possible to practise it without taking English courses at the university. Moreover, the data revealed that some students considered practising English in their free time, for instance, with international

friends more useful and productive than studying it in English courses. Thus, attending English lessons was reported demotivating.

In addition, studying English was considered less important when compared with studies in other subjects. It was stated, for instance, that other subjects were more useful career-wise. This is discussed in extract (56):

(56) Monet muut kurssit ovat vieneet aikaa enemmän ja niillä suurempi merkitys ammattitaidon kannalta. (MB78)

It was experienced that other courses were more relevant in terms of expertise in one's own field. Therefore, more time had been spent in completing courses of major subject. Moreover, it was reported that as students often have various courses running simultaneously, it is necessary for them to prioritise these courses. Consequently, less time and effort had often been spent with English courses since it was considered more significant to develop skills in other subjects. Extract (57) discusses this:

(57) Näin keväällä on paljon muitakin kouluhommia, joita tulisi tehdä. Niistä kaikista englanti tuntuu 'turhimmalta'. Jos olisi pelkästään tämä enkun kurssi meneillään, niin varmaan panostaisin enemmän. (FH14)

The student explained that as it was spring she was busy also with her other courses and had several tasks to do. Out of these tasks she considered studying English the least important. She mentioned that if she had been attending only the English course, she would have put more effort in completing it.

In addition, studying English was considered demotivating since it was felt that it did not benefit the students' major subject, as illustrated in extract (58):

(58) Pakolliset kieliopinnot tuntuvat rasittavilta 'sivuhommilta', koska niistä ei tunnu olevan suoranaista hyötyä pääaineen kannalta. (MH31)

Compulsory language courses were not found useful for studies in the major subject and therefore, they had had a demotivating effect. It was suggested that English courses should relate more to the students' major subjects in order to be more useful.

One more aspect emerging from the data was a lack of situations where English was needed. It was reported that in Finland it was enough to know Finnish to survive daily life and consequently, improving English skills at university was not considered necessary. Furthermore, it was argued that learning English was demotivating as it was not necessarily used in students' current or future jobs. This demotive is discussed in extract (59):

(59) En ole missään työtehtävissä tähän mennessä käyttänyt englantia. (MB105)

The student had experienced demotivation to learn English as he had not used it at work so far.

Perceived difficulty/ease of learning English

Also perceived difficulty or ease of learning English had resulted in demotivation. It was experienced that learning situations that were either too demanding or too easy had reduced motivation to learn English. Mainly courses that were too challenging were mentioned, as illustrated in extract (60):

(60) Fuksivuonna käymäni 3op:n pakollinen kurssi oli liian vaikea: en päässyt edes tentistä läpi ekalla kerralla. Kurssi sai tuntemaan itsensä huonoksi ja kynnyksellä mennä vapaaehtoisille kursseille harjoittelemaan (joita ei siis ole/löydy) nousi. (FH23)

The student felt that the English course she had taken in her first year of studies had been too demanding for her. She explained that she did not even pass the course exam the first time. As a result, she started to feel that she was bad at English and this had further raised the bar to attend optional English courses where she would have had opportunities to practise English.

The data revealed that also attending courses that were too easy and lacked challenge had resulted in demotivation. This point is discussed in extract (61):

(61) Oma englannin kieleni on erittäin vahva, joten välillä kaipaisi enemmän haastetta, jotta kokisi oppivansa uutta. (FB79)

More challenge was hoped for as the student already had advanced English skills. She felt that she was not able to improve her English skills and was thus demotivated.

5.2.2 Reduced self-confidence

Reduced self-confidence was the second internal source identified in the data. Two issues had caused demotivation: speaking English in front of others and poor English skills.

Speaking English in front of others

Speaking English in front of the teacher and other students was considered frightening and therefore, had resulted in demotivation. This is illustrated in extract (62):

(62) Esiintymisjännitys vaikuttaa laskevasti motivaatioon koska jännitän englannin puhumista muiden edessä ja esitysten pitämistä. (FB9)

Being nervous about speaking and giving presentations in English had reduced the student's motivation to learn English. A similar point is discussed in extract (63):

(63) Pelkään ihmisten edessä esiintymistä, ja vieraalla kielellä esiintyminen on vielä pelottavampaa kuin suomen kielellä esiintyminen. (FB10)

Speaking in front of others was considered frightening in general. The student pointed out that doing so in a foreign language made her even more nervous than speaking in Finnish. The data further revealed that also students who considered themselves good at English felt uncomfortable speaking and giving presentations in English. This point is made in extract (64):

(64) En koe olevani omalla mukavuusalueella esiintyessäni englannin kielellä, vaikka omaan mielestäni varsin kohtalaisen englannin kielitaidon. (MB87)

The student explained that although he had good English skills he still felt uncomfortable when he had to speak in English in front of others.

Poor English skills

In addition to speaking English in front of others, poor English skills had had a demotivating effect. Extract (65) illustrates this demotive:

(65) En ole koskaan ollut hyvä englannin kielessä ja yliopistossa tunne on vahvistunut, koska en ole käyttänyt kieltä juurikaan (pakollisia kursseja 2). Lisäksi tuntuu siltä, että oma taso on huomattavasti muiden tasoa huonompi (tämä myös omien kokemusten perusteella pitää paikkaansa.) Yliopistossa myös usein tunnutaan ajattelevan, että kaikki osaavat hyvin englantia, vaikka näin ei esim. minun tapauksessani ole. (FH53)

The student felt that she had never been good at English. Moreover, she pointed out that the feeling of being a poor English student had grown after entering the university as she had barely used English. The student also experienced that her English skills were significantly below average and this had resulted in reduced self-confidence. In addition, she mentioned that the general assumption seemed to be that all university students have advanced English skills, which, however, was not true in her case. As a result she had experienced demotivation to learn English.

The data also revealed that the poor English skills had demotivated students to continue studying English, in other words, to take optional English courses. It was stated, for instance, that having poor English skills had demotivated the students to attend more courses as it was feared that the courses were too demanding. It was also mentioned that as other students in optional English courses were often more advanced, attending these courses was unpleasant. A lack of willingness to choose English courses due to poor English skills is expressed in extract (66):

(66) Kun omat taidot tuntuvat olevan ruosteessa, voi olla vaikeaa mennä englannin kursseille ts. kynnys opiskella enemmän on suuri, vaikka pitäisi nimenomaan saada lisää harjoitusta.--- (FB102)

In this extract it was pointed out that those students who have poor English skills often considered it uncomfortable to attend more English courses. This was seen problematic as these students often needed more practise in order to improve their English skills. In addition to poor English skills in general, poor pronunciation was considered demotivating.

It was reported, for instance, that a lack of confidence to pronounce English words had caused demotivation. This point is illustrated in extract (67):

(67) Kuvittelen virheellisesti että nolaan itseni ääntämällä jonkun sanan väärin. (FB10)

The student explained that she imagined falsely that by pronouncing a word incorrectly she would humiliate herself in front of others. The fear of mistakes had resulted in reduced self-confidence in English pronunciation and thus, caused demotivation.

5.2.3 Summary of the internal demotives

Similar to the external demotives identified in the data, also internal demotives seemed to influence the English learning experiences of the students. The range of the internal demotives was, however, narrower as they fell under two themes: attitude towards studying English and reduced self-confidence.

Two issues in relation to the theme *attitude towards studying English* had been reported: a lack of perceived value of studying English and perceived difficulty/ease of learning English. A lack of perceived value of studying English had resulted in demotivation for several reasons. First of all, it had been argued that students already had advanced English skills and enough opportunities to practise English and thus, attending English courses at the university had been considered unnecessary. Moreover, it had been pointed out that practising English outside the classroom had often been more useful and productive than attending English courses. Secondly, it had been experienced that courses in the major subject had been more useful career-wise and therefore, more time had been spent in completing them. As a result, it had been stated that there had not been enough time to learn English properly and this had further demotivated the students. Thirdly, it had been complained that compulsory English courses had not been useful for studies in the major subject. The fourth and final issue reported had been a lack of situations where English would have been needed. It had been reported that in Finland it was enough to know Finnish to survive in daily life and thus, learning English had not been considered necessary. As for perceived difficulty/ease of learning English, it had been reported that

learning situations that had been either too demanding or too easy had reduced motivation to learn English.

The second theme of internal demotivation had been *reduced self-confidence*. Issues such as speaking and giving presentations in English had been considered demotivating. It had been experienced that speaking in front of others had been frightening in general and doing so in a foreign language had been even more unpleasant. The data revealed that also students who were fluent in English had felt uncomfortable to speak and give presentations in English. In addition to speaking English in front of others, also poor English skills had demotivated the students. It had been reported that having poor knowledge in English had made learning unpleasant. Moreover, it had been stated that attending optional English courses to improve English skills had been demotivating as it had been feared that level of the courses would be too high.

In summary, the internal demotives identified in the data had formed two themes each containing two subcategories. However, also other internal demotives had been reported that did not fit into these themes. These ungrouped internal demotives covered issues, such as a lack of motivation to study in general and personal problems. Similar to external demotives, more themes were not formed as the number of these demotives was small. Now that the external and internal demotives identified in the data have been described, the focus moves on discussing the frequency and order of importance in which the demotives were reported.

5.3 Frequency and order of importance of the demotives

The external and internal demotives discussed in sections 5.1 and 5.2 formed a total of seven themes with several subcategories. As the aim of the second research question was to investigate the occurrence of these demotives, this section concentrates on reporting first of all, the frequency of occurrence of the demotives and secondly, the order of importance in which they were reported. The findings are illustrated with tables where the themes are listed in the same order as they were discussed in the previous sections.

5.3.1 Frequency of the demotives

Calculating the frequency of each theme was accomplished by counting the number of times that the theme occurred in the data. Table 1 illustrates the findings.

Table 1. Frequency of the demotives

External/Internal	Demotive	N	%
External	Characteristics of English courses	61	19.1
External	The teacher	47	14.7
External	Educational system	37	11.6
External	Learning environment	33	10.3
External	Course contents and materials	31	9.7
Internal	Attitude towards studying English	88	27.5
Internal	Reduced self- confidence	23	7.2
Total		320	100

The total number of demotives falling under the seven themes identified in the data was 320. The theme that was reported the most frequently was attitude towards studying English as it covered 27.5% of all demotives. Characteristics of English courses was the second biggest theme and a total of 19.1% of the demotives belonged to this theme. The teacher was the third theme in the order of frequency as 14.7% of all demotives were traced back to this theme. The fourth source of demotivation was educational system and this theme covered 11.6% of the demotives. Learning environment was the fifth theme in the order of frequency since 10.3% of the demotives belonged to this theme. Course contents and materials covered 9.7% of all demotives and thus, was the sixth most often reported theme. The seventh and final theme of demotivation was reduced self-confidence accounting for 7.2% of all occurrences.

5.3.2 Order of importance of the demotives

In addition to investigating the frequency of the demotives, the order of importance in which they were reported was also explored. This was accomplished by counting the number of times that each theme was placed first, second, third, etc. Table 2 summarises the findings.

Table 2. Order of importance of the demotives

External / Internal	Demotive	First		Second		Third		Fourth		Fifth	
		N	%	N	%	N	%	N	%	N	%
External	Characteristics of English courses	29	28.2	16	15.8	14	15.9	1	4.8	1	14.3
External	The teacher	11	10.7	16	15.8	16	18.2	3	14.3	1	14.3
External	Educational system	13	12.6	14	13.9	7	8.0	3	14.3	0	0.0
External	Learning environment	4	3.9	8	7.9	16	18.2	3	14.3	2	28.6
External	Course contents and materials	8	7.8	9	8.9	10	11.4	3	14.3	1	14.3
Internal	Attitude towards studying English	30	29.1	31	30.7	20	22.7	5	23.8	2	28.6
Internal	Reduced self-confidence	8	7.8	7	6.9	5	5.7	3	14.3	0	0.0
Total of valid cases		103	100	101	100	88	100	21	100	7	100

Attitude towards studying English was the theme that was reported the most often as the main source of demotivation. A total of 29.1% of the students considered this theme the main cause of demotivation. Characteristics of English courses was the theme mentioned the second most frequently as the main source of demotivation since 28.2% of the students reported this theme. Educational system was reported by 12.6% of the students and thus, was the theme reported the third most often as the main cause of demotivation. The teacher was considered the main source of demotivation by 10.7% of the students. Course contents

and materials as well as reduced self-confidence were both reported as the main source of demotivation by 7.8% of the students. The final theme was learning environment as 3.9% of the students considered this theme the main source of demotivation.

The theme that was considered the most often the second most important source of demotivation was attitude towards studying English. This theme was reported by 30.7% of the students. The order of the rest of the themes as the second most important source of demotivation is the following: characteristics of English courses (15.8%), the teacher (15.8%), educational system (13.9%), course contents and materials (8.9%), learning environment (7.9%), and reduced self-confidence (6.9%).

Attitude towards studying English was the theme mentioned the most frequently as the third most important source of demotivation since it was reported by 22.7% of the students. The remaining six themes of demotivation were reported in the following order: the teacher (18.2%), learning environment (18.2%), characteristics of English courses (15.9%), course contents and materials (11.4%), educational system (8.0%), and reduced self-confidence (5.7%).

The theme that was placed fourth in the order of importance the most often was attitude towards studying English. This theme was reported by 23.8% of the students. There were five themes that were reported equally often as the fourth most important source of demotivation. Each of these themes was mentioned by 14.3% of the students. These themes are the teacher, educational system, learning environment, course contents and materials, and reduced self-confidence. Finally, characteristics of English courses was considered the fourth most important source of demotivation by 4.8% of the students.

Two themes of demotivation that were considered the fifth most important sources of demotivation the most frequently were attitude towards studying English and learning environment. Both of these themes were reported by 28.6% of the students. Characteristics of English courses, the teacher, and course contents and materials were each mentioned by 14.3% of the students, whereas educational system and reduced self-confidence were not reported at all as the fifth most important source of demotivation.

5.3.3 Summary of the frequency and the order of importance of the demotives

The theme that had occurred in the data the most frequently was *attitude towards studying English*. This theme consisted of internal demotives, whereas the next five themes included external demotives. These five themes of external demotivation were in the order of frequency: *characteristics of English courses, the teacher, educational system, learning environment, and course contents and materials*. Similar to the first theme, also the final theme, that is, *reduced self-confidence* included demotives that came from inside the students.

As for the order of importance, *attitude toward studying English* had been mentioned the most often as the main source of demotivation. This theme of internal demotivation, however, had been reported the most frequently also as the second, third and fourth most important source of demotivation. Moreover, it had been considered the most often the fifth most important cause of demotivation together with learning environment. The remaining six themes had been reported as the most important source of demotivation in the following order of frequency: *characteristics of English courses, educational system, the teacher, course contents and materials* with the same number of mentions as *reduced self-confidence* and finally, *learning environment*. Out of these six themes, reduced self-confidence included internal demotives, whereas the other five themes were sources of external demotivation.

All in all, the findings of the present study had indicated that *attitude towards studying English* seemed to have a significant influence on the university students motivation to learn English. This theme was not only the most frequently reported demotivating theme, but also the most important source of demotivation among the university students. However, although the main source of demotivation included internal demotives, the findings of the present study had revealed that the external demotives had had more influential part in the students' English learning than the internal demotives since they had been reported more frequently and their range was wider. As the frequency of occurrence and the order of importance in which the themes had been reported have now been examined, the focus moves on comparing the groups. In other words, the next section

concentrates on exploring possible similarities and differences in demotives in regard to the following three variables: gender, faculty and proficiency in English.

5.4 Comparison of the groups

The aim of the third and final research question was to investigate similarities and differences in demotives between different groups of students. They were examined in regard to the following variables: gender, faculty and proficiency in English. Therefore, this section discusses firstly, the similarities and differences between male and female students, secondly; between students of the Humanities and Business and Economics; and finally, between students of high and low proficiency in English. The comparison of these groups was accomplished by examining the frequency of occurrence of the seven themes of demotivation in regard to the variables. Similar to the previous section 5.3, the findings are illustrated with tables in which the themes are listed in the same order as they were discussed in sections 5.1 and 5.2. As the findings are in the form of multiple response tables, statistical testing could not be carried out. In other words, all findings discussed in this section concern the present study and cannot be generalised since statistically significant differences between the groups could not be tested.

5.4.1 Comparison by gender

A comparison by gender was accomplished by counting the number of times that the male and female students of the present study reported each theme. Table 3 illustrates the findings.

Table 3. Frequency of the demotives by gender

External / Internal	Demotive	Male		Female	
		N	%	N	%
External	Characteristics of English courses	34	22.5	27	16.0
External	The teacher	24	15.9	23	13.6
External	Educational system	14	9.3	23	13.6
External	Learning environment	18	11.9	15	8.9
External	Course contents and materials	12	7.9	19	11.2
Internal	Attitude towards studying English	43	28.5	45	26.6
Internal	Reduced self-confidence	6	4.0	17	10.1
Total		151	100	169	100

The total number of demotives mentioned by the male students was 151, whereas the female students reported a total of 169 demotives. The theme that was mentioned the most frequently by both genders was attitude towards studying English. This theme covered 28.5% of the demotives mentioned by the male students and 26.6% of the demotives reported by the female students. In addition to the first theme, also the second theme in the order of frequency was the same for both genders. In other words, characteristics of English courses accounted for 22.5% of all demotives reported by the male students and 16.0% of the demotives mentioned by the female students.

The data revealed, however, that there were also some differences between the male and female students in regards to the frequency of occurrence of the themes. For instance, the theme mentioned the third most often by the male students was the teacher (15.9%), whereas the female students reported both the teacher (13.6%) and educational system (13.6%) as the third theme in the order of frequency. Learning environment (11.9%) was the fourth theme in the order of frequency for the male students and educational system (9.3%) was mentioned the fifth most often by them. The fifth theme in the order of

frequency for the female students was course contents and materials (11.2%). Also the themes reported the sixth and seventh most often differed between the genders. Course contents and materials (7.9%) was the theme reported the sixth most often by the male students, whereas the sixth theme in the order of frequency for the female students was reduced self-confidence (10.1%). The final theme for the male students was reduced self-confidence (4%) and learning environment (8.9%) for the female students.

5.4.2 Comparison by faculty

Similar to the comparison by gender, comparing students of different faculties was accomplished by counting the number of times that the students of the Humanities and Business and Economics reported each theme. Table 4 summarises the findings.

Table 4. Frequency of the demotives by faculty

External / Internal	Demotive	Humanities		Business and economics	
		N	%	N	%
External	Characteristics of English courses	26	20.5	36	18.7
External	The teacher	14	11.0	33	17.1
External	Educational system	23	18.1	14	7.3
External	Learning environment	13	10.2	20	10.4
External	Course contents and materials	7	5.5	24	12.4
Internal	Attitude towards studying English	33	26.0	54	28.0
Internal	Reduced self-confidence	11	8.7	12	6.2
Total		127	100	193	100

Out of 320 demotives identified in the data, 127 were mentioned by the students of the Humanities and 193 by the students of Business and Economics. Comparing the order of frequency in which the themes of demotivation were reported, revealed that there were both

similarities and differences between the students of the two faculties. For instance, attitude towards studying English was the theme that was reported the most often as a source of demotivation by both groups. It covered 26.0% of the demotives experienced by the students of the Humanities and 28.0% of the demotives reported by the students of Business and Economics. Moreover, the theme that was experienced demotivating the second most often by both groups was characteristics of English courses. This theme accounted for 20.5% of the demotives reported by the students of the Humanities, whereas 18.7% of the demotives reported by the students of Business and Economics traced back to characteristics of English courses. In addition to the first and second themes, also the fifth theme in the order of frequency was the same for both groups. The fifth theme, that is, learning environment, covered 10.2% of the demotives experienced by the students of the Humanities and 10.4% of the demotives reported by the students of Business and Economics.

As for the differences, educational system (18.1%) was the theme that was reported the third most frequently by the students of the Humanities, whereas the teacher (17.1%) was mentioned the third most often by the students of Business and Economics. Moreover, the fourth theme in the order of frequency was the teacher (11.0%) for the students of the Humanities and course contents and materials (12.4%) for the students of Business and Economics. The last two themes for the students of the Humanities were reduced self-confidence (8.7%) and course contents and materials (5.5%), while the last themes for the students of Business and Economics were educational system (7.3%) and reduced self-confidence (6.2%).

5.4.3 Comparison by proficiency in English

In addition to comparing groups by gender and faculty, similarities and differences in demotives between students of high and low proficiency in English were also investigated. The comparison of the proficiency groups was carried out by counting the number of times that each theme was reported by these two groups. Table 5 illustrates the findings.

Table 5. Frequency of the demotives by proficiency in English

External / Internal	Demotive	High		Low	
		N	%	N	%
External	Characteristics of English courses	33	19.3	24	19.0
External	The teacher	28	16.4	15	11.9
External	Educational system	17	9.9	18	14.3
External	Learning environment	16	9.4	13	10.3
External	Course contents and materials	18	10.5	11	8.7
Internal	Attitude towards studying English	51	29.8	31	24.6
Internal	Reduced self-confidence	8	4.7	14	11.1
Total		171	100	126	100

Demotivation to learn English was reported 171 times by the students of high proficiency in English and 126 times by the students of low proficiency in English. Comparing demotives based on the students' gender and faculty had revealed that the two most often reported themes were the same for both groups in both cases. Similarly, the data revealed that the first two themes in the order of frequency were the same also for the students of both proficiency groups. Therefore, the theme that was reported the most frequently was attitude towards studying English as it covered 29.8% of all demotives reported by the students of high proficiency in English and 24.6% of the demotives mentioned by the students of low proficiency in English. Characteristics of English courses was the theme reported nearly as often by both groups since it accounted for 19.3% of the demotives experienced by the students of high proficiency in English and 19.0% of the demotives reported by the students of low proficiency in English. As for other similarities, the theme that was mentioned the sixth most often by both groups was learning environment. This theme covered 9.4% of the demotives experienced by the students of high proficiency in English and 10.3% of the demotives reported by the students of low proficiency in English.

In addition to similarities, there were also some differences in the order of frequency of the demotives. First of all, the third theme in the order of frequency was the teacher (16.4%) for the students of high proficiency in English and educational system (14.3%) for the students of low proficiency in English. Secondly, the source of demotivation that was reported the fourth most often by the students of high proficiency in English was course contents and materials (10.5%), whereas the teacher (11.9%) was the fourth most significant demotive for the students of low proficiency in English. Also the fifth theme in the order of frequency differed between the proficiency groups as educational system (9.9%) was the fifth most often mentioned theme by the students of high proficiency in English and reduced self-confidence (11.1%) by the students of low proficiency in English. Finally, reduced self-confidence (4.7%) was the seventh and last theme in the order of frequency for the students of high proficiency in English and course contents and materials (8.7%) for the students of low proficiency in English.

5.4.4 Summary of the comparisons of the groups

One of the main aims of the present study was to explore possible similarities and differences in demotives between university students. These comparisons were made in regard to three variables: gender, faculty and proficiency in English. As the findings discussed in this section showed, both similarities and differences had been identified in all three cases. First of all, *attitude towards studying English* seemed to be a dominant source of demotivation for the students of the present study regardless of their gender, faculty and proficiency in English. This theme of internal demotives had been experienced the most influential source of demotivation and it covered approximately one fourth of the demotives reported by the different groups of students. Secondly, *characteristics of English courses*, which is a source of external demotivation, had been reported the second most often regardless of the gender, faculty and proficiency in English of the students. In addition to these two themes, similarities concerning *learning environment* had been found between the students of different faculties and levels of proficiency in English. In other words, both the students of the Humanities and Business and Economics had mentioned this theme of external demotivation the fifth most often, whereas the students of high and low proficiency in English had reported learning environment the sixth most frequently as a cause of

demotivation. Finally, also some similarities concerning *the teacher*, that is, another theme of external demotivation, had been identified as this theme had been reported the third or fourth most often as a source of demotivation by all groups.

In addition to similarities, also differences in the demotives were found. That is to say, the remaining themes of demotivation had appeared in a different order of frequency for the students of different gender, faculty and proficiency in English. The most significant difference between the male and female students seemed to concern *learning environment* as it had been mentioned the fourth most often by the male students and the seventh most frequently by the female students. The data had revealed also some differences between the students of the Humanities and Business and Economics in regard to two themes of external demotivation: educational system and course contents and materials. The students of the Humanities had mentioned *educational system* the third most often, while the students of Business and Economics reported this theme the sixth most often as a source of demotivation. *Course contents and materials*, on the other hand, had been placed the fourth in the order of frequency by the students of Business and Economics, and the seventh by the students of the Humanities. As for the students of high and low proficiency in English, *course contents and materials* seemed to have more negative influence on the students of high proficiency in English as it had been placed the fourth in the order of frequency. The students of low proficiency in English, on the other hand, had considered this theme the least influential source of demotivation as it had been reported the seventh most often as a source of demotivation.

To sum up, comparing university students revealed first of all, that there had been both similarities and differences in demotives between students in regard to gender, faculty and proficiency in English. Secondly, it was found out that external demotives seemed to have more influence on the university students' English learning, regardless of their gender, faculty and proficiency in English. In other words, the external themes had been reported more frequently by all groups. It should be noted, however, that as the findings of this section could not be statistically tested, generalisations cannot be made based solely on them. Nevertheless, some conclusions can be drawn that hopefully aid teachers and educators in improving learning English by university students. In the next chapter, the

findings of the present study are discussed in the light of previous research on the topic and practical implications of the findings are introduced.

6 DISCUSSION

The purpose of the present study was to examine factors that have a negative influence on university students' motivation to learn English. More specifically, seeking to answer the following questions: 1) What are the external and internal factors that have a negative influence on motivation of learning English among university students? 2) What is the frequency and order of importance of these factors? 3) Are there any similarities and differences in the factors found demotivating between: a) male and female students? b) students of the Humanities and Business and Economics? c) students of high and low proficiency in English? To answer these research questions, a questionnaire was administered to a total of 109 university students. The questionnaire was then subjected to a qualitative content analysis and as a result, several external and internal factors emerged from the data. These factors were further investigated by quantitative means and a computer program SPSS was applied for the basic analysis of the data.

This chapter discusses the findings reported in Chapter 5 in the light of previous research on the topic. The discussion follows the order of the research questions. In other words, first, the demotivating factors are discussed in their order of frequency, starting with the theme that was identified in the data most frequently. After that the order of importance in which the demotives were reported is covered. This is followed by the examination of the similarities and differences in demotives in regard to gender, faculty and proficiency in English. Finally, the focus is shifted towards the possible implications of the findings for teaching English at university. It should be noted, however, that as the demotives have been categorised and labelled in different ways in the previous studies, making comparisons between them and the present study turned out to be difficult.

6.1 External and internal demotives

A total of seven themes of external and internal demotivation emerged from the data of the present study. The following five themes were sources of external demotivation: characteristics of English courses, the teacher, educational system, learning environment, and course contents and materials. Attitude towards studying English and reduced self-confidence formed the two themes of internal demotivation. Next, these themes are discussed in their order of frequency, regardless of whether they were grouped as external or internal sources of demotivation.

The findings of the present study revealed that *attitude towards studying English* was the most influential source of demotivation. This theme of internal demotivation covered more than one fourth, that is, 27.5% of all demotives identified in the data. In the present study two issues related to this theme were identified: a lack of perceived value of studying English and perceived difficulty/ease of learning English. Also in the previous studies issues related to this theme had been found to demotivate students. In the study by Sakai and Kikuchi (2009) students had been demotivated by the lack of intrinsic motivation, which covered issues such as loss of interest, goal or purpose to study English. Moreover, the study by Lehtikoinen and Leinonen (2010) revealed that English was considered useless and unnecessary by upper secondary school students. Similar to the present study, their study also indicated that students felt they had enough opportunities to use English outside classroom and as a result, studying English was considered demotivating. In addition, the findings of the studies by Muhonen (2004), and Lehtikoinen and Leinonen (2010) indicated that students who found studying English either too difficult or too easy had experienced demotivation. In the previous studies, however, factors related to the theme attitude towards studying English were not found to be the most salient source of demotivation. In the study by Muhonen (2004) they formed the third most frequently reported theme accounting for 9.9% of all occurrences. This theme, however, covered also issues, such as, lowered confidence, which in the present study formed part of the theme reduced self-confidence. In the study by Sakai and Kikuchi (2009) intrinsic motivation was the third most influential source of demotivation together with teacher variables.

The theme *characteristics of English courses* was the second most influential source of demotivation accounting for 19.1% of all demotives. Three issues in regard to this theme of external demotivation were raised: work demands, compulsory attendance of English lessons and compulsory nature of English courses. Although the findings of the present study indicated that this theme had a significant influence on the university students' motivation to learn English, it is almost non-existent in the previous research findings. Moreover, only the study by Dörnyei (1998, as quoted by Dörnyei and Ushioda 2011: 147-148) reported similar findings. In his study the compulsory nature of L2 study had resulted in demotivation and it was the fifth most often reported source of demotivation. The first two factors of this theme, work demands and compulsory attendance of English lessons, were not found to demotivate students in previous research.

In relation to the external theme *the teacher*, three issues were reported: teaching methods, teacher's behaviour and attitudes, and classroom activities. The teacher was found to demotivate students in all of the previous studies and therefore, it was expected that this theme would emerge from the data. However, it was surprising that in the present study the teacher covered only 14.7% of all occurrences and was thus, the third most influential source of demotivation. This came as a surprise since the teacher was reported the most influential source of demotivation by most of the studies discussed in Chapter 3. In the study by Dörnyei (1998, as quoted by Dörnyei and Ushioda 2011: 147-148), for instance, the teacher was the most commonly reported demotive with 40% of the occurrences. The corresponding proportion in the study by Muhonen (2004) was more than a half of all occurrences, that is, 58.6%. Moreover, both Ushioda (1996, as quoted by Ushioda 2001) and Hirvonen (2010) reported that the main external demotive emerging from the data had been the teacher. The fourth theme of the present study, *educational system*, in contrast, was not supported by the previous research findings. This theme accounted for 11.6% of all occurrences and included two subcategories of external demotives: institutional policies and course selection and organisation.

Learning environment covered 10.3% of the demotives and therefore, was the fifth most often experienced source of demotivation. The data revealed three main aspects of this theme: scheduling of lessons, group members and educational facilities. Also the previous

research findings indicated that learning environment had caused demotivation among English learners. For instance, unfavourable scheduling of lessons was found demotivating in the studies by Muhonen (2004) and Hirvonen (2010). Similar to the findings of the present study, both studies revealed that students were displeased with lessons that were scheduled for late afternoons when it was difficult to stay concentrated. In the present study, however, lessons held during other times of the day were also considered unsuitable. In regard to group members, issues such as too big groups and too different language levels had resulted in demotivation. Similar issues had reduced students' motivation to learn English also in the study by Dörnyei (1998, as quoted by Dörnyei and Ushioda 2011: 147-148). In addition, the third demotive related to the theme learning environment, that is, educational facilities was found to demotivate students also by Muhonen (2004). Both the findings of the present study and the study by Muhonen (2004) revealed that a lack of air-conditioning had demotivated students. As for the order of frequency, issues related to the theme learning environment were the second most influential source of demotivation in the study by Dörnyei (1998, as quoted by Dörnyei and Ushioda 2011: 147-148), the fourth most often reported source of demotivation in the study by Muhonen (2004) covering 9% of all demotives and the third most frequently experienced cause of discouragement in the study by Hirvonen (2010).

Course contents and materials was the sixth source of demotivation that emerged from the data. It was also the final theme of external demotivation accounting for 9.7% of the demotives. This theme was formed by the following subcategories: course contents and course materials. Also in the previous studies issues related to the theme course contents and materials were found to discourage students to learn English. The study by Sakai and Kikuchi (2009) revealed that learning contents and materials was the most influential source of demotivation among Japanese upper secondary school students. In the study by Dörnyei (1998, as quoted by Dörnyei and Ushioda 2011: 147-148) the coursebook had reduced students' motivation to learn English, although it had been listed as the least frequent demotive. Also studies conducted in the Finnish context revealed that issues related to the theme course contents and materials had resulted in demotivation. In the study by Muhonen (2004) learning material was the second most influential demotivational theme accounting for 19.8% of the demotives. Moreover, the study by Hirvonen (2010)

revealed that learning material and course contents had been considered the second most common source of demotivation among immigrant pupils.

Reduced self-confidence was the final demotivational theme emerging from the data of the present study. It was the second theme of internal demotivation and covered 7.2% of all occurrences. Two issues in regard to this theme had caused demotivation: speaking English in front of others and poor English skills. These issues are supported by the previous research findings. For instance, in the study by Muhonen (2004) aspects such as lowered confidence and a lack of language skills were reported. Similarly, the results of the study by Lehtikoinen and Leinonen (2010) indicated that low English skills had resulted in demotivation. In the studies by Dörnyei (1998, as quoted by Dörnyei and Ushioda 2011:147-148) and Hirvonen (2010) somewhat similar findings were revealed. In both of these studies experience of failure had resulted in demotivation to learn English. Moreover, similar to the present study, issues such as being behind classmates were found to reduce motivation among students. In the present study the influence of reduced self-confidence was, however, surprisingly insignificant in contrast to the studies by Dörnyei (1998, as quoted by Dörnyei and Ushioda 2011: 147-148) and Muhonen (2004). In both these studies reduced self-confidence was the third most influential cause of demotivation.

All in all, the findings of the present study indicated that the external demotives were more influential than the internal demotives as they were reported more frequently and their range was wider. This is supported also by the previous research findings that have made the distinction between external and internal demotivation. For instance, in the study by Ushioda (1996, as quoted by Ushioda 2001) all demotives were external except for one, that is, the pressure of setting too high standards for oneself. Moreover, the study by Hirvonen (2010) revealed that external demotives had more influence on immigrant pupils' English learning as their number was greater. However, the findings of the present study indicated that also internal factors played a significant part in the university students' motivation to learn English as the theme that was identified in the data the most frequently was a source of internal demotivation. Similar conclusions of the significance of internal demotives were drawn also by Sakai and Kikuchi (2009) and Hirvonen (2010).

6.2 Order of importance of the demotives

The second research question aimed to investigate the order of importance in which the external and internal demotives were reported. As previous research on the issue is scarce, comparing the findings of the present study with the previous studies turned out to be difficult. Moreover, only the study by Muhonen (2004) had examined the issue. Therefore, the findings of the second research question are now discussed in the light of the study conducted by Muhonen (2004). The focus is mainly on reporting the order in which the themes were mentioned as the main cause of demotivation to learn English. In other words, the themes that were reported the second, third, fourth and fifth in the order of importance are not discussed in detail.

The findings of the present study showed that *attitude towards studying English* was not only the most frequently reported demotivating theme, but also the most important source of demotivation among the university students. A total of 29.1% of the students considered this theme of internal demotivation the main cause of reduced motivation to learn English. In the study by Muhonen (2004) factors related to the theme attitude towards studying English were listed under the theme learner characteristics. The findings of her study revealed, however, that issues related to this theme were not considered the main source of demotivation as it was reported only by 7.2% of the ninth-graders. In other words, this theme was considered the main source of demotivation the third most often after the teacher and learning material. In addition to being the most important source of demotivation, the theme attitude towards studying English was considered the most frequently also the second, third and fourth most important source of demotivation by the students of the present study. Moreover, it was placed fifth in the order of importance the most often together with learning environment.

Characteristics of English courses was the theme experienced the second most frequently as the main source of demotivation since 28.2% of the students considered issues related to this theme the main reason why they were discouraged from learning English. *Educational system* was considered the main source of demotivation by 12.6% of the students and thus, was found the main cause of demotivation the third most frequently. The study by

Muhonen (2004), in contrast, revealed that issues related to the theme characteristics of English courses and educational system had not demotivated the ninth-graders. *The teacher* was reported the fourth most often as the main source of demotivation since it accounted for 10.7% of the occurrences. In the study by Muhonen (2004) the teacher was found to have a significantly more influential role in ninth-graders' English learning. Moreover, it was considered the main source of demotivation by nearly a half of the pupils, that is, 48.7%. In other words, the findings of her study indicated that the teacher was found the most important source of demotivation. *Course contents and materials* and *reduced self-confidence* were both considered the main source of demotivation by 7.8% of the students of the present study. In the study by Muhonen (2004), however, both themes were found more influential. Learning material, for instance, was reported the main source of demotivation by 12.6% of the pupils and was thus, the second most important source of demotivation in the order of importance. Lowered confidence and lack of skills, on the other hand, were listed under the theme learner characteristics, which was considered the main source of demotivation the third most often accounting for 7.2% of the occurrences. *Learning environment* was the final theme of demotivation and 3.9% of the students of the present study considered this theme the main source of demotivation. The correspondent proportion in the study by Muhonen was 6.3% and thus, it was reported the main demotive the fourth most frequently.

To sum up, the findings of the present study indicated, first of all, that the theme *attitude towards studying English* seemed to play a significant part in the university students' motivation to learn English. This theme of internal demotivation was considered not only the most important source of demotivation but also the second, third, fourth and fifth most influential cause for a lack of motivation. In the previous study by Muhonen (2004) this theme was not found to have such a significant part in ninth grade pupils' English learning. Secondly, the findings of the present study revealed that the external demotives were considered the main source of demotivation more frequently than the internal demotives. In other words, the total number of times external factors were considered the main source of demotivation was greater. A similar conclusion was drawn by Muhonen (2004), although her study did not make the distinction between external and internal demotivation. The findings of her study indicate, however, that the sources of external demotivation, such as,

the teacher and learning material were considered the main causes of demotivation more frequently than sources of internal demotivation.

6.3 Comparisons by gender, faculty and proficiency in English

The purpose of the third and final research question was to examine possible similarities and differences between university students focusing on three variables: gender, faculty and proficiency in English. The answers to this research question indicated that there had been both similarities and differences in regard to the variables. It should be mentioned, however, that comparing the findings with the previous studies turned out to be difficult as most of them investigated demotivation among students in general without making comparisons between them. Moreover, only the study by Muhonen (2004) investigated the role of gender and L2 proficiency in relation to demotivation. Similarities and differences in demotives between university students of different faculties, on the other hand, have not been studied before. Therefore, the findings of the third research questions are now presented in the light of only one study, that is, the study by Muhonen (2004).

The findings of the present study revealed that there had been both similarities and differences between the male and female students in the factors they had experienced demotivating. The first two themes in the order of frequency were the same for both genders. *Attitude towards studying English* was the theme experienced the most frequently as a source of demotivation and *characteristics of English courses* was reported the second theme in the order of frequency by both genders. As for the differences, *the teacher* was the third theme in the order of frequency for the male students, whereas the female students reported both *the teacher* and *educational system* as a source of demotivation the third most frequently. Also the remaining themes were reported in a different order of frequency by the male and female students of the present study. The male students reported the remaining demotivating themes in the following order: *learning environment*, *educational system*, *course contents and materials*, and *reduced self-confidence*. The female students, on the other hand, experienced the themes in this order of frequency: *course contents and materials*, *reduced self-confidence*, and *learning environment*. In the study by Muhonen (2004), on the other hand, all demotivating themes were reported in the same order of

frequency by boys and girls and thus, no differences between the genders were found in regard to the order of frequency of the demotives.

Regardless of some of the differences in the order of frequency, no significant differences were found in the distribution of the demotives. In the study by Muhonen (2004), however, some differences were revealed. For instance, the teacher accounted for 63.2% of the demotives reported by boys and 42.6% of all demotives experienced by girls. Although it was revealed that also in the present study the male students reported the teacher more frequently as a source of demotivation than the female students, there was only a slight difference in the number of times this theme was reported. In other words, the teacher accounted for 15.9% of the demotives reported by the male students and 13.6% of all demotives experienced by the female students.

Some similarities in demotives were found also when the students of the Humanities and Business and Economics were compared. First of all, both groups considered the theme *attitude towards studying English* the most influential source of demotivation. Secondly, the theme *characteristics of English courses* was placed second in the order of frequency and thirdly, *learning environment* was experienced as a source of demotivation the fifth most frequently by the students of both faculties. There were, however, also some differences in the demotives between the two groups of students as the remaining demotivating themes were reported in a different order of frequency. The students of the Humanities reported *educational system* the third, *the teacher* the fourth, *reduced self-confidence* the sixth and *course contents and materials* the seventh and final theme of demotivation. The correspondent order of the demotives reported by the students of Business and Economics was the following: *the teacher*, *course contents and materials*, *educational system* and *reduced self-confidence*. However, comparing these results with the previous research findings was not possible as the issue has not been studied before in relation to L2 demotivation.

Both similarities and differences in demotives were found also between students of different proficiency groups. Similar to the comparison by gender and faculty the first two themes in the order of frequency were the same for the students of high and low proficiency

in English. In other words, the theme *attitude towards studying English* was the most influential source of demotivation and *characteristics of English courses* the second most reported cause of demotivation. In addition, *learning environment* was reported the sixth most often by both proficiency groups. Also in the study by Muhonen (2004) it was revealed that the most frequently reported source of demotivation was the same for all proficiency groups. In her study the teacher was considered the most influential cause of demotivation among pupils with grade Satisfactory, Good and Excellent. In the study by Muhonen (2004) it was, however, found that there were some differences in the theme reported the second most frequently. A learner's attitude towards the English language was reported the second most often by pupils with grade Satisfactory, whereas learning material was considered the main source of demotivation the second most frequently by pupils with grade Good and Excellent.

As for the differences, the remaining themes of the present study were reported in a different order of frequency by the proficiency groups. The students of high proficiency in English reported *the teacher* as the third most influential source of demotivation, *course contents and materials* the fourth, *educational system* the fifth and *reduced self-confidence* the seventh and final theme of demotivation. The correspondent order of the demotivating themes reported by the students of low proficiency in English was: *educational system*, *the teacher*, *reduced self-confidence*, and *course contents and materials*. Therefore, it can be concluded that most of the demotivating themes were reported in a different order of frequency by the students of high and low proficiency in English. This is consistent with the findings made by Muhonen (2004) as her study revealed that except for the teacher all themes were reported in a different order of frequency by pupils with different grades.

All in all, the findings for the final research question indicated that there had been both similarities and differences in demotives in regard to the variables. It was found, for instance, that the themes *attitude towards studying English* and *characteristics of English courses* had been the two most influential sources of demotivation regardless of the students' gender, faculty and proficiency in English. Somewhat similar conclusions were drawn also in the study by Muhonen as both genders and all proficiency groups had considered the same theme, that is, the teacher, the main source of demotivation. In

addition to the similarities, also differences in demotives were found. Moreover, most of the demotivating themes of the present study were reported in a different order of frequency by the groups. In the study by Muhonen (2004), on the other hand, there were no differences in the order of frequency of the demotives reported by boys and girls. However, different proficiency groups reported the themes mainly in a different order of frequency.

As for the external and internal categories, similar to the findings of the first two research questions, external demotives seemed to have more influence on the university students' English learning, regardless of their gender, faculty and proficiency in English. In other words, the external themes were reported more frequently by all groups. These conclusions are consistent with the ones drawn by Muhonen (2004) as her study revealed that the themes of external demotivation, the teacher and learning material, accounted for more than a half of all demotives reported by both genders and all three proficiency groups.

6.4 Implications of the findings

The findings of the present study indicated that demotivation is a salient issue among university students. Moreover, as this conclusion is consistent with the previous research findings on L2 demotivation, it is important to consider the findings for the teachers of English at university. Therefore, in this section the findings of the present study are discussed from a more practical perspective and their implications for L2 classrooms are considered. It is important to note that although the implications are discussed from the point of view of university students, many of them apply also to L2 learners in general.

First of all, the students' attitude towards studying English seemed to play a significant part in their motivation to learn English. Moreover, demotives related to this theme were considered the most influential cause of demotivation and thus, special attention should be paid to the issue. On the basis of the findings, the students seemed to feel that English courses had not met their needs as it had been complained, for instance, that the level of challenge of the courses had not been appropriate. The main discontent was that learning English had been too easy and more challenge had been wished for. As most university students already have learned English for several years before attending courses at

university, more attention should be paid to providing teaching that is challenging enough. However, the findings also revealed that some students had considered learning English difficult and overly challenging. Therefore, in order to better meet the needs of all students, more attention should be paid to differentiation. In other words, the students who are lacking behind should be offered additional support and material as often as possible and similarly students that already are very good at English should be given additional tasks and material to work on. Another way to solve this discontent could be by grouping students according to their English skills. A wish for grouping had been expressed also by the students of the present study as it had been felt that language courses often contain students with very different language skills. However, as changes such as this often require changes also on the institutional level they are not that easy to implement. For instance, grouping students would perhaps result in a bigger number of groups, which naturally would add to the costs.

Another main discontent expressed in relation to the theme attitude towards studying English as well as course contents and materials was a lack of attention paid to the students' major subjects. Issues, such as, focusing on topics that had been irrelevant in terms of the students' major subjects had been considered demotivating. In order to diminish demotivation resulting from this discontent, teachers should focus more on issues that are relevant for their students. For instance, topics discussed in English courses should relate more to students' study field. Moreover, teaching vocabulary related to the students' major subjects as well as professional jargon could motivate students in learning English. One way for teachers to know which issues are relevant for their students is to ask students for their opinion and get them involved in influencing the course contents, and teaching and working methods.

In addition, issues related to the nature of English study at university were experienced demotivating in different areas (characteristics of English courses, and educational system). Studying English was criticised, for instance, for being compulsory and expecting regular attendance. It had been suggested that instead of courses that are compulsory for all students, optional courses should be offered and students should be allowed to choose from these courses the ones that would best meet their needs. As for the regular attendance,

attending courses that students have chosen themselves should better encourage them to attend lessons regularly and to take responsibility of their studies. Moreover, if students were able to choose courses they wanted to complete they would also have more opportunities to choose courses that they could fit in their timetable, in other words, which they would be able to attend. In addition to compulsory courses and compulsory attendance, it had been complained that there were not enough English courses available and therefore, students had had to wait before being selected to the courses. This had demotivated the students as it was complained that not being able to complete English courses during the first years of studies had delayed graduation. Therefore, offering more courses to choose from could perhaps solve also this discontent. These changes would naturally again require changes on the institutional level.

Also a lack of concentration on students' oral skills was a prominent concern that cut across demotivational themes (the teacher, educational system, course contents and materials). It had been stated, for instance, that there had not been enough speaking exercises and group work where oral skills could be practised. Moreover, it had been complained that the teacher had been speaking too much during lessons and that the students were not encouraged to take part in conversations. Therefore, more attention should be paid to practising students' oral skills by increasing teaching and working methods that emphasise speaking in the target language. Moreover it had been hoped that oral skills would be practised not only in oral courses but also in other courses. In addition, as anxiety of speaking English in front of others had been one of the sources of demotivation among the students, focusing on improving students' oral skills is of key importance. Moreover, as the findings revealed that the students of both high and low proficiency in English had found it uncomfortable to perform in English, teachers have an important role in encouraging students to speak and take part in conversations in the target language. One way to motivate students to take part in discussions could be by preparing topics that are interesting and current since many of the topics of the oral courses had been criticised for being difficult and concentrating largely on political issues. Asking students' opinion on topics they preferred discussing would help teachers in choosing topics that dealt with more relevant and interesting issues.

All in all, there seemed to be a variety of demotivating factors in the immediate language learning environment of the university students. Some of these require changes on the institutional level rather than improvements made by individual teachers. It is, however, essential that teachers are aware of the existence of these demotivates and critically evaluate their teaching methods and classroom activities. In addition, it is also important to keep in mind that even though there were many similarities in demotives between the university students, they still formed a very heterogeneous group. This factor should be accounted for and teachers should not treat university students as a mass but as individuals who have different kinds of needs in terms of learning English.

7 CONCLUSION

To conclude the present study, this final chapter concentrates on evaluating how well the present study succeeded in what it was set out to do. First, the strengths of the present study are discussed after which the limitations are considered. Finally, suggestions for further study are outlined.

Despite the significance of demotivation in L2 leaning, it has remained rather an under-researched area and only a few studies have been conducted on the topic. Therefore, it is justified to state that there was an existing need for research on the issue. The present study succeeded in shedding light on factors that discourage university students in learning English and thus, increased the much needed information on possible sources of demotivation. As a result, several practical implications could be drawn to aid educators and English teachers working with university students. For example, by recognising the existence of demotivation and by paying attention to the factors that had discouraged students, teachers can improve their students' learning experiences. In addition, some suggestions for improvements that require changes on institutional level were made. Therefore, it is of key importance that not only English teachers but also those that are responsible for institutional policies regarding studying English are involved in finding out ways to help university students to overcome demotivation to learn English.

Using a mixed methodology to research demotivation among university students was a natural choice as it allowed investigating the issue by both qualitative and quantitative means. As demotivation is a relatively new research area in the L2 field, it was essential first to explore the issue by qualitative means. Quantitative means, on the other hand, enabled data collection from several participants as well as comparison and statistical aggregation of the data (Patton 2002: 14). Using a questionnaire as a data collection method turned out to be a good option as it assured the anonymity of the students, thus allowing them to bring up negative emotions and experiences as learners of English. Furthermore, since demotivation was investigated by including an open-ended question in the questionnaire, the students were offered some freedom of expression and this allowed demotivating themes to emerge from the data itself. This was considered essential due to a lack of previous research on the issue. In addition, using a questionnaire also allowed collecting a relatively large amount of information within a couple of months.

Using the chosen methodology, however, had also some disadvantages. First of all, collecting the data through a questionnaire did not offer a possibility to check if the students had answered all the questions and therefore, some of the questionnaires had to be excluded from the analysis. Using an interview, in contrast, would have allowed the researcher to make sure that all the questions were answered. Secondly, since the questions have to be simple and straightforward to be understood by all respondents, it has been claimed that questionnaires often result in rather superficial data (Dörnyei and Taguchi 2010: 7). Thus, investigating demotivation in depth was not possible through a questionnaire. Moreover, in order to gather richer data it would have been a good idea to use multiple methods of data collection, for instance, by conducting interviews after carrying out the questionnaire. In addition, using multiple methods in collecting data would have strengthened both the reliability and the validity of the study (Merriam 1998: 207).

However, it should be noted that although most of the disadvantages of questionnaires are unavoidable, some of their effects can be reduced if taken into account while constructing the questionnaire. Moreover, in the present study, the limitations set by the methodological choices were known before the data was collected and analysed. Therefore, with the help of piloting the questionnaire and receiving feedback from several people, it was possible to

design the questionnaire so that some of its limitations could be avoided. For instance, the instructions for answering the questions were given both in an oral and written form to make sure they were understood.

In addition to the limitations of the chosen methodology, also the researcher's lack of experience might have affected both the quality of the data as well as the reliability of the findings. For instance, there is a possibility that the interpretations drawn by the researcher while analysing the data are affected by some preconceptions. However, although subjectivity is a general issue of concern that is hard to avoid (Tuomi and Sarajärvi 2011: 134-136), it could have been at least partly avoided by getting a second opinion from another interpreter and perhaps then the categorisation of the demotives would have been somewhat different. Unfortunately, using a second interpreter was not possible. In addition, it has been pointed out that the reliability and the validity of the findings can be increased, first of all, by giving a detailed description of the research process (McKay 2006: 13). Therefore, the analytical process of the present study was discussed in detail in Chapter 4 when introducing the research design. Secondly, it has been stated that providing authentic examples of the data supports the analysis and explains how the researcher came to certain conclusions (Hirsjärvi, Remes and Sajavaara 2009: 232-233). Thus, in the present study the analysis was supported by extracts from the data allowing the readers to evaluate the trustworthiness of the interpretations. Moreover, illustrative examples of the categorisation of the demotives can be seen in Appendix 2. As for the generalisability of the findings, since statistical testing could not be carried out no generalisations can be made of the findings of the present study. However, all demotives that were identified in the data were influential in the students' individual experiences as learners of English and therefore, should not be ignored.

The limitations aside, given that not much research has been conducted on L2 demotivation, the present study offered valuable information on the factors that had discouraged university students in learning English. Since the present study was exploratory in its nature, more research on the issue is definitely needed to provide more information on L2 demotivation as well as to confirm the findings of the present study. In order to investigate this complex issue, future research ought to employ several methods. In

other words, while questionnaires offer valuable data, they could be supported by additional methods in order to get deeper insights into university students' demotivation to learn English. Moreover, it would be interesting to investigate demotivation among students studying at university of applied sciences in order to find out whether there are any significant differences in demotives between them and university students. Yet another interesting topic would be to investigate university students as learners of other foreign languages to find out the sources of demotivation in other foreign languages. For instance, the findings of the study by Hirvonen (2010) indicated that immigrant pupils had experienced learning Swedish much more demotivating than learning English since Swedish does not have the status of a world language. Therefore, it would be interesting to find out whether this is the case also among university students.

To sum up, the findings of both the previous studies and the present study indicate that demotivation is a salient issue in L2 learning. Thus, it is important that L2 teachers are aware of the existence of different sources of demotivation and critically evaluate their teaching methods and classroom activities. In doing so, they can avoid further discouraging their students in L2 learning. In addition, educators and those responsible for institutional decisions regarding English study should be involved in finding out ways to improve university students' English learning experiences. Finally, it is of key importance that more research is conducted on L2 demotivation and that more information is provided on the topic in order to help university students to overcome demotivation to learn English as well as other foreign languages.

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APPENDIX 1: Questionnaire

KYSELYLOMAKE

Teen Jyväskylän yliopistossa maisterintutkielmaa, johon seuraava kysely liittyy olennaisesti. Kyselyn aiheena on yliopisto-opiskelijoiden motivaation puute englannin opiskelussa. Vastaamalla kyselyyn annat arvokasta tietoa tutkimukseeni. Kaikki vastaukset käsitellään luottamuksellisesti.

Kysely sisältää kolme osaa. Ensimmäinen osa koostuu lyhyestä kirjoitustehtävästä, toinen osa käsittelee taustatietoja ja kolmas osa sisältää itsearviointitaulukon.



"What do you think . . . should we get started on that motivation research or not?"

OSA 1 - Kirjoitustehtävä:

Englannin opiskelumotivaatioon kielteisesti vaikuttavia tekijöitä

- a) Mieti englannin kielen opiskeluasi **yliopistossa**. Mitkä tekijät ovat mielestäsi vaikuttaneet **kielteisesti** motivaatioosi opiskella englantia? Luettele näistä 3-5 tärkeintä kukin omalle viivalle tyhjän laatikon jälkeen. Perustelee myös miksi koet, että mainitsemasi tekijät ovat vaikuttaneet kielteisesti motivaatioosi opiskella englantia. Mikäli mahdollista anna myös esimerkkejä tilanteista, joissa olet erityisesti kokenut, että nämä tekijät ovat vaikuttaneet kielteisesti motivaatioosi opiskella englantia.

Perustelut:

Perustelut:

Perustelut:

Perustelut:

Perustelut:

- b) Laita luettelemasi tekijät vielä tärkeysjärjestykseen numeroimalla kunkin tekijän edessä oleva laatikko siten, että mielestäsi eniten kielteisesti vaikuttanut tekijä saa numeron 1, toiseksi eniten numeron 2 ja niin edelleen.

OSA 2 – Taustatiedot

Oppilaitos: Jyväskylän yliopisto Tampereen yliopisto

Pääaine/Opiskeluuala: _____

Opiskeluvuosi: _____

Yliopistossa suorittamasi englannin kurssit (ennen parhaillaan suorittamaasi kurssia): **Kurssien määrä:** _____ **Kurssit opintopisteinä:** _____

Viime englannin kurssin arvosana: _____

Sukupuoli: Mies Nainen

Ikä: alle 20 v. 20-25 v. 26-30 v. 31-35 v.

36-40 v. yli 40 v.

OSA 3 - Itsearviointi

Löydät seuraavilta sivuilta eurooppalaisen viitekehysten [itsearviointitaulukon](#). Valitse kustakin kielitaidon osa-alueesta (kuuntelu, lukeminen, suullinen vuorovaikutus, suullinen tuottaminen, kirjoittaminen) mielestäsi omaa englannin kielen taitoasi parhaiten kuvaava taitotaso asteikolla B1-C2. [Valitse taitotaso rastittamalla laatikko](#) mielestäsi sopivimman kuvauksen lopusta.



Itsearviointitaulukko

	B1	B2	C1	C2
Ymmärtäminen: Kuuntelu	Pystyn ymmärtämään keskeiset ajatukset selkeästä tavanomaisesta puheesta, jossa käsitellään tuttuja, tavallisesti työssä, koulussa, vapaa-aikana jne. esiintyviä asioita. Pystyn ymmärtämään keskeisen ajatuksen monista TV- tai radio-ohjelmista, jotka käsittelevät ajankohtaisia tai henkilökohtaisesti tai ammatillisesti mielenkiintoisia asioita, kun puhe on suhteellisen hidasta ja selkeää <input type="checkbox"/>	Pystyn ymmärtämään pidempää puhetta ja luentoja ja jopa seuraamaan monimutkaista perustelua edellyttäen, että aihe on suhteellisen tuttu. Pystyn ymmärtämään useimmat TV- uutiset ja ajankohtaisohjelmat. Pystyn ymmärtämään useimmat tavanomaisella puhekielellä esitetyt elokuvat. <input type="checkbox"/>	Pystyn ymmärtämään pitempää puhetta silloinkin, kun sitä ei ole muotoiltu selkeästi ja asioiden välisiin suhteisiin vain viitataan, eikä niitä ilmaista täsmällisesti. Pystyn ymmärtämään TV-ohjelmia ja elokuvia ilman suuria ponnistuksia. <input type="checkbox"/>	Minulla ei ole minkäänlaista vaikeutta ymmärtää kaikenlaista puhuttua kieltä, olkoonpa se elävää tai nauhoitettua, silloinkin kun on kyse syntyperäisen nopeasta puheesta edellyttäen, että minulla on jonkin verran aikaa tutustua aksenttiin. <input type="checkbox"/>
Ymmärtäminen: Lukeminen	Pystyn ymmärtämään tekstejä, joissa on pääasiassa hyvin tavallista arkipäivän kieltä tai työhön liittyvää kieltä. Pystyn ymmärtämään tapahtumien, tunteiden ja toiveiden kuvaukset henkilökohtaisissa kirjeissä. <input type="checkbox"/>	Pystyn lukemaan ajankohtaisia ongelmia koskevia artikkeleita ja raportteja, joissa kirjoittajat esittävät tiettyjä kannanottoja ja näkökulmia. Ymmärrän oman aikani kaunokirjallisuutta. <input type="checkbox"/>	Pystyn ymmärtämään pitkiä ja monimutkaisia asia- sekä kirjallisuustekstejä ja kiinnittämään huomiota tyylieroja. Pystyn ymmärtämään erikoisartikkeleita ja pitempiä teknisiä ohjeita silloinkin, kun ne eivät liity omaan alaani. <input type="checkbox"/>	Pystyn lukemaan helposti käytännöllisesti katsoen kaikenlaista kirjoitettua kieltä, myös abstrakteja, rakenteellisesti tai kielellisesti monimutkaisia tekstejä, kuten ohjekirjoja, erityisartikkeleita ja kirjallisuutta. <input type="checkbox"/>
Puhuminen: Suullinen vuoro- vaikutus	Selviydyn useimmista tilanteista, joita syntyy matkustettaessa kohdekielisisillä alueilla. Pystyn osallistumaan valmistautumatta keskusteluun aiheista, jotka ovat tuttuja, henkilökohtaisesti kiinnostavia tai jotka koskevat arkipäivän elämää (esimerkiksi perhe, harrastukset, työ, matkustaminen ja ajankohtaiset asiat). <input type="checkbox"/>	Pystyn viestimään siinä määrin sujuvasti ja spontaanisti, että säännöllinen yhteydenpito syntyperäisten puhujien kanssa on mahdollista ilman, että kumpikaan osapuoli kokee sitä hankalaksi. Pystyn osallistumaan aktiivisesti tuttuja aihepiirejä koskevaan keskusteluun, esittämään näkemyksiäni ja puolustamaan niitä. <input type="checkbox"/>	Osaan ilmaista ajatuksiani sujuvasti ja spontaanisti ilman, että minun juurikaan tarvitsee hakea selvästi ilmauksia. Osaan käyttää kieltä joustavasti ja tehokkaasti sosiaalisiin ja ammatillisiin tarkoituksiin. Osaan muotoilla ajatuksia ja mielipiteitä täsmällisesti ja liittää oman puheenvuoroni taitavasti muiden puhujien puheenvuoroihin. <input type="checkbox"/>	Pystyn vaivatta ottamaan osaa kaikkiin keskusteluihin ja asioiden käsittelyihin. Tunnen hyvin idiomaattiset ilmaukset ja arkikielen puheenparret. Pystyn ilmaisemaan ajatuksiani sujuvasti ja välittämään täsmällisesti hienoja merkitysvivahteita. Osaan perääntyä ja kiertää mahdolliset ongelmat niin sujuvasti, että muut tuskin havaitsevat sitä. <input type="checkbox"/>

	B1	B2	C1	C2
Puhuminen: Suullinen tuottaminen	Osaan liittää yhteen ilmauksia yksinkertaisella tavalla kuvatakseni kokemuksia ja tapahtumia, unelmiani, toiveitani ja pyrkimyksiäni. Pystyn perustelevaan ja selittämään lyhyesti mielipiteitäni ja suunnitelmiani. Pystyn kertomaan tarinan tai selittämään kirjan tai elokuvan juonen sekä kuvailemaan omia reaktioitani. <input type="checkbox"/>	Pystyn esittämään selkeitä ja yksityiskohtaisia kuvauksia hyvinkin erilaisista minulle mielenkiintoisista aiheista. Pystyn selittämään näkökantani jostakin ajankohtaisesta kysymyksestä ja esittämään eri vaihtoehtojen edut ja haitat. <input type="checkbox"/>	Pystyn esittämään selkeitä ja yksityiskohtaisia kuvauksia monimutkaisista aiheista, liittämään mukaan alateemoja, kehittelemään keskeisiä seikkoja sekä päättämään esitykseni sopivaan lopetukseen. <input type="checkbox"/>	Pystyn esittämään selkeän ja sujuvan kuvauksen tai perustelun asiayhteyteen sopivalla tyyllillä. Esityksessäni on tehokas looginen rakenne, joka auttaa vastaanottajaa havaitsemaan ja muistamaan tärkeitä seikkoja. <input type="checkbox"/>
Kirjoittaminen	Osaan kirjoittaa yksinkertaista, yhtenäistä tekstiä aiheista, jotka ovat tuttuja tai henkilökohtaisesti kiinnostavia. Pystyn kirjoittamaan henkilökohtaisia kirjoituksia, joissa kuvaan kokemuksia ja vaikutelmia. <input type="checkbox"/>	Osaan kirjoittaa selkeää, ja yksityiskohtaista tekstiä hyvin erilaisista aiheista, jotka kiinnostavat minua. Pystyn kirjoittamaan esseiden tai raporttien, jossa välitän tietoa tai esitän syitä jonkin tietyn näkökannan puolesta tai sitä vastaan. Pystyn kirjoittamaan kirjoituksia, joissa korostan tapahtumien tai kokemusten henkilökohtaista merkitystä. <input type="checkbox"/>	Pystyn ilmaisemaan ajatuksiani ja näkökantojani suhteellisen laajasti selkeässä, hyvin rakennetussa tekstissä. Pystyn kirjoittamaan yksityiskohtaisia selvityksiä monimutkaisista aiheista kirjoituksissa, esseissä tai raportissa sekä korostamaan tärkeimpinä pitämiäni kysymyksiä. Osaan valita oletetulle lukijalle sopivan tyylin. <input type="checkbox"/>	Osaan kirjoittaa selkeää, sujuvaa tekstiä asiaankuuluvalla tyyllillä. Pystyn kirjoittamaan monimutkaisia kirjoituksia, raportteja tai artikkeleita, jotka esittelevät jonkin yksittäisen tapauksen. Käytän tehokkaasti loogisia rakenteita, jotka auttavat vastaanottajaa havaitsemaan ja muistamaan keskeiset seikat. Pystyn kirjoittamaan yhteenvetoja ja katsauksia ammattiin tai kirjallisuuteen liittyvistä julkaisuista. <input type="checkbox"/>

Vastasithan kaikkiin kohtiin!

Kiitos vastauksistasi!

APPENDIX 2: Illustration of the analysis

Table 6. Illustration of the analysis of external demotives

Stage 1: Extracts from the data Reading through the data to form a general overview of it	Stage 2: Subcategories Looking for similarities in the demotives and grouping the ones that resemble each other	Stage 3: Themes Further combining subcategories to themes	Stage 4: Main categories Dividing the themes into external and internal categories
(68) Englannin kurssien, kuten muidenkin kielikurssien opintopistemäärä on varsin alhainen (2-3op) suhteessa kurssien työmäärään. (FH45)	Work demands		
(69) Pakollinen läsnäolo on vaikea sovittaa aikatauluun, kun tekee töitä. Poissaolot vaikeuttavat kurssin läpi pääsemistä mikä ärsyttää, kun olisin valmis opiskelemaan kyllä etänä. (FB72)	Compulsory attendance of English lessons	Characteristics of English courses	External demotives
(70) Pakko ei motivoi. Kun saa itse valita mitä, missä ja milloin opiskelee, opiskelu on mielekkäämpää ja motivoivampaa. (FH54)	Compulsory nature of English courses		

Table 7. Illustration of the analysis of internal demotives

Stage 1: Extracts from the data Reading through the data to form a general overview of it	Stage 2: Subcategories Looking for similarities in the demotives and grouping the ones that resemble each other	Stage 3: Themes Further combining subcategories to themes	Stage 4: Main categories Dividing the themes into external and internal categories
(71) Maailmalla pärjännyt hyvin kielitaidolla lukion opeilla. Yliopiston kolme kurssia tuntuvat myös siksi turhilta. (MH31)	A lack of perceived value of studying English	Attitude towards studying English	Internal demotives
(72) --Motivaatio lopahti kun tehtävät olivat vaikeita ja kurssin tentti erityisesti tuntui vaikealta. (FH22)	Perceived difficulty/ease of learning English		

APPENDIX 3: English translations of the quotations

(1) Language courses are typically 2-3 credits. The number of credits is thus very small, although the courses require a lot of work. This has at least partly influenced motivation in regard to all language courses. (MH96)

(2) The workload of the courses is ridiculous compared with the number of credits earned in those courses (e.g. compared with the courses of School of Management). (MB56)

(3) Attendance is required in 85% of the lessons. This reduces motivation to choose optional language courses. (MB4)

(4) Compulsory attendance restricts other activities. Other courses do not often require attendance and therefore, it is easier to fit them in the timetable. For instance, I travel a lot and thus, I might be away a couple of weeks. (FB97)

(5) Courses are overlapping and in addition to that, I am also working; compulsory attendance reduces motivation. (FB71)

(6) It is understandable that language courses require attendance, but in the case of English, students' language skills differ perhaps more than in other languages. I think that in cases like this, students should be allowed to decide themselves if they want to attend English lessons or not. (MB59)

(7) It is COMPULSORY to take the course. I did not choose it myself and thus, motivation is not very high. Elective courses are often more interesting. (FH14)

(8) Always when something is compulsory I think of it as something negative. (FH16)

(9) To be able to make progress, I would need more individual feedback on areas I should work on. (MB73)

(10) Since courses are evaluated using only pass/fail as a criterion I feel that I do not get enough information on my English skills. More detailed and individual feedback should be received on tasks completed during the course. (FB7)

(11) If students had been given grades, I would have studied more. I would not have wanted to get a low grade. (FB93)

(12) When the teaching is characterised by (the teacher's) monologue, motivation to listen decreases. (FB55)

(13) Although I attended an oral course, we did not practise enough there and it was the teacher who was speaking and highlighting himself/herself. As a result, not much learning had taken place. (MB74)

- (14) It is frustrating to listen if the teacher focuses on small matters instead of bigger entities. I do not think it is relevant for me to remember, for instance, every single spelling difference between British and American English. (FB79)
- (15) The teacher has a significant influence on motivation. If the teacher is not competent or, for instance, treats his/her students unequally, motivation decreases. This often makes learning English unpleasant. (FH34)
- (16) Some teachers tend to 'favour' or concentrate on students who already are very good at English. Those who have poorer English skills might easily feel pressure in completing and doing well in the course. (FH35)
- (17) [The teacher] generates an atmosphere of fear by criticising too much and encouraging too little, this does not promote learning and being active. (MH29)
- (18) I have received very negative feedback from the teacher on my 20-minute-presentation, which in my opinion went well. The feedback was not encouraging in any way --- (MB74)
- (19) Much to my surprise, I have encountered a situation where learning English was unpleasant to some extent because of the teacher's negative and degrading attitude. (FB91)
- (20) The teacher's enthusiasm/a lack of enthusiasm has an influence. (MB90)
- (21) In some of the courses students are working together very rarely and this reduces motivation especially in the oral courses. (MB76)
- (22) Speaking could be practised more in the lessons and Finnish could be completely omitted. (MB62)
- (23) --- going over vocabulary is relevant but only reading word lists is boring. (MB62)
- (24) Confusing bureaucracy: at times it is hard to know what to study, which courses to take and what should be done in general. (MH26)
- (25) It is difficult to be selected to the courses since the order of enrolment is based on the number of credits. It is difficult to be selected to the preferred courses at the preferred time. (MB13)
- (26) Students are selected to the course compulsory for Bachelor's degree in their fourth year of studies at the earliest. Courses delay getting a Bachelor's degree, amongst other things, and this does not improve the image of the courses. (FH22)
- (27) --- a lack of compulsory English courses causes problems: learning English feels difficult when there are so few courses. (FH32)

- (28) There are not enough optional English courses available (or if there are, there is no information about them). (FH23)
- (29) The courses are short but improving one's language skills takes time. (MH20)
- (30) Why on earth are written and oral [courses] separated? During the written course we read texts for three hours and in the oral course we were pressured to speak three hours in a row even though there was nothing to say. (FH38)
- (31) I do not feel the most energetic at eight o'clock on Monday and at six in a Thursday evening. (MB12)
- (32) Courses that are scheduled for late afternoon or late spring reduce motivation. (MB99)
- (33) [English] lessons are held so late in the afternoon that working evening shifts, for instance, is not possible. (FB98)
- (34) For some reason lessons that are held at noon often overlap with lessons in my major subject (which I consider more important). --- (FB57)
- (35) Lessons often last, for instance, three hours, which at times is quite tiring. (FB65)
- (36) --- a lesson held between 4 p.m. and 6.30 p.m. often feels too long. 2x45 minutes would be better. (MB68)
- (37) Better and 'worse' students are mixed, and teaching does not necessarily meet the skills of the students. (FB92)
- (38) It would be good to have more groups of different levels at university: English for the students of the Humanities gathers different kinds of students and the differences in language skills are sometimes huge. (MH49)
- (39) If in the same group there are those that have lived abroad/been somewhere as an exchange student/other experts of the English language, my own English skills seem very poor and this reduces my motivation, for instance, to speak in the lessons. (FB55)
- (40) If I do not get along with other group members, studying is clearly more difficult and this reduces motivation. (FH34)
- (41) Enthusiasm towards learning a language depends, to a certain extent, on other group members and whether they are eager and motivated to learn English or very negative about it. This influences the learning environment. (MB60)
- (42) Group is too big: there is little time for personal instructing, a lot of noise and fuss. (MH29)

(43) Lack of air conditioning: The air is the most important element for human beings and a lack of air reduces the ability to concentrate and become enthusiastic. (MB60)

(44) Working in a language lab (using a microphone) is difficult. A lack of eye contact etc. (FB67)

(45) The contents are not exactly what I feel I need. (FH32)

(46) I would like the teaching to take better into account the vocabulary and topics related to my major subject. Now those related to Business and Economics are discussed only very generally. Learning professional jargon related to my field would be clearly more useful for me. (MB58)

(47) The topics of the oral course: The topics have been very political, although important and current. Finding background information on them has been hard, there should have been easier topics which we could have discussed more freely. (FH50)

(48) --- concentrates in my opinion too much on details. Could be separated from the compulsory courses into a separate entity targeted, for instance, for students who are writing their Master's thesis in English. (MB80)

(49) Materials go back to the 20th century and do not motivate at all. Materials should be more up-to-date. In this way it would be more interesting to read and use them. (MB62)

(50) Texts studied in English courses in the upper secondary school were often interesting, short writings on different topics, at the university I have had to read long texts on topics that are not interesting to me. In addition, academic texts are at times quite boring. (FH24)

(51) Reading extremely difficult scientific texts is challenging and understanding their main ideas is difficult. (FB83)

(52) For instance, gap-filling exercises ("Fill in with a correct word found in the list") often seem to measure more students' wit than language skills. (FB61)

(53) I had good practical skills in English even before taking the first English course at the university. (MH46)

(54) I can survive well with my current English skills and thus, I do not have a need to study it more. Also speaking goes well already, in other words, I have the courage to speak English without problems. (FB97)

(55) It is possible to practise English without taking courses at the university. English is everywhere. (FB11)

(56) Many other courses have taken more time and they are more relevant in terms of expertise in my own field. (MB78)

(57) There are many other school-related tasks that need to be done during spring. Out of them English feels the most 'irrelevant'. If I had only this English course I think I would put more effort into it. (FH14)

(58) Compulsory language studies feel like tiring 'extra work' because they do not seem to be useful to studies in major subject. (MH31)

(59) I have not used English at any job duty so far. (MB105)

(60) The compulsory course of 3 credits that I took during my first year of studies was too difficult: I did not even pass the exam the first time. The course made me feel bad at English and this raised the bar to attend optional courses (which do not exist). (FH23)

(61) My English skills are very strong and at times I would like to have more challenge in order to feel that I am learning something new. (FB79)

(62) Performance anxiety reduces motivation because I am nervous about speaking English in front of others and giving presentations. (FB9)

(63) I am afraid of performing in front of others, and performing in a foreign language is even scarier than in Finnish. (FB10)

(64) I do not feel like I am in my comfort zone when I am performing in English, although I think I have quite good English skills. (MB87)

(65) I have never been good at English and this feeling has grown at the university because I have barely used English (2 compulsory courses). It also feels like my level is significantly below other students' level (this is true also based on my own experiences). The general assumption at university seems to be that everyone knows English very well, although this is not true, for instance, in my case. (FH53)

(66) When my English skills seem rusty, it can be difficult to attend English courses, in other words, the bar to study more is higher although I should get more practise. --- (FB102)

(67) I imagine falsely that I will humiliate myself in front of others by pronouncing a word incorrectly. (FB10)

(68) The number of credits of English courses, like other language courses, is very low (2-3 credits) compared to the amount of work of the courses. (FH45)

(69) Compulsory attendance is difficult to fit to my timetable as I am working. Being absent makes it difficult to pass the course and this is annoying since I would be prepared to study by distance. (FB72)

(70) When something is compulsory it does not motivate. When I am allowed to choose myself what, where and when to study, it makes studying more enjoyable and motivating. (FH54)

(71) I have survived well abroad with English skills that I learned at upper secondary school. The three courses at university seem therefore useless. (MH31)

(72) --- I lost motivation when exercises were difficult and especially the course exam felt difficult. (FH22)