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SECOND LANGUAGE DEMOTIVATION:

FACTORS THAT DISCOURAGE PUPILS FROM LEARNING THE ENGLISH LANGUAGE

A Pro Gradu Thesis in English

by

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Vieraan kielen oppimismotivaatiota on perinteisesti tutkittu tarkastelemalla motivaatioon myönteisesti vaikuttavia tekijöitä. Tämän tutkielman tarkoituksena on tarkastella motivaatioon kielteisesti vaikuttavia tekijöitä, eli demotivoivia tekijöitä. Tutkielmassa vastataan kysymyksiin: 1) Mitkä tekijät vaikuttavat kielteisesti englannin kielen oppimismotivaatioon koulussa? 2) Mikä on näiden tekijöiden esiintymistiheys ja tärkeysjärjestys? 3) Miten nämä tekijät ovat suhteessa sukupuoleen? 4) Miten nämä tekijät ovat suhteessa koulumenestykseen, jota mitataan viimeisimmällä englannin numerolla?

Aineisto koostui 86:n Jyväskyläläisen 9. luokkalaisen laatimasta kirjoitustehtävästä, joilla kartoitettiin demotivoivia tekijöitä. Englannin kielen oppimismotivaatioon vaikuttavat demotivoivat tekijät luokiteltiin teemoittain ja niistä kerätiin yksityiskohtaista ja kuvailevaa tietoa. Esiintymistiheyttä tutkittiin tarkastelemalla tekijöiden kokonaislukuja ja tärkeysjärjestystä järjestämällä tekijät niille annetun painotuksen mukaisesti. Tekijöiden yhteyttä sukupuoleen arvioitiin vertailemalla tekijöiden kokonaismääriä ja tärkeysjärjestystä tyttöjen ja poikien välillä. Tekijöiden yhteyttä koulumenestykseen arvioitiin ristiintaulukoinnin avulla, sekä laskemalla arvosanojen keskiarvo kunkin teeman sisällä, joita puolestaan verrattiin keskenään yksisuuntaisen varianssianalyysin ja monivertailutestin avulla.

Englannin kielen oppimismotivaatioon vaikuttavat demotivoivat tekijät jakautuivat viiteen teemaan: opettaja, oppimateriaali, oppijan ominaisuudet, kouluympäristö ja oppijan kielteinen asenne englannin kieltä kohtaan. Tekijöiden kokonaisluvut ja tärkeysjärjestys noudattelivat samaa järjestystä, opettajan ollessa ylivoimaisesti kielteisin. Tyttöjen ja poikien välillä ei esiintynyt merkittäviä eroja. Tytöt kokivat oppimateriaalin jonkin verran kielteisempänä kuin pojat, kun taas pojat kokivat opettajan kielteisempänä. Arvosanojen keskiarvojen vertailussa ilmeni, että englannin kieltä demotivoivana tekijänä pitävien oppilaiden keskiarvo oli merkittävästi alhaisempi kuin opettajaa tai oppimateriaalia demotivoivana pitävien oppilaiden keskiarvo.

Asiasanat: learner characteristics. motivation. L2 learning. demotivation.
            amotivation.

CONTENTS

1 INTRODUCTION

Motivation is a concept that often turns up in everyday talk. However, the theorization of this everyday concept is somewhat more complicated. It could be described as a driving force that energizes human behavior and directs it. Thus, the study of motivation, to put it simply, is concerned with *why* a person engages in action and carries it on. Correspondingly, research on L2 motivation, or L2 motivation, is concerned with what makes a person want to learn a second language and what keeps him or her interested in learning it, i.e. motivated. However, motivation to learn a L2 is a complex construct, considering that language is always socially and culturally bound and hence, quite different from other school subjects (Dörnyei 2001). More specifically, the mastery of a L2 is also a social event that is inevitably accompanied by some elements of the L2 culture.

Research on L2 motivation has traditionally been interested in the positive influences that generate interest in learning and facilitate in sustaining it. However, there is also another side to motivation that probably every learner has encountered at some point: experiencing temporary loss of motivation. Take for example a situation where a learner feels humiliated or a situation where he or she is being bullied by the teacher; these events are more likely to reduce his or her motivation than to reinforce it. What this means is that just as there are influences that have a positive effect on motivation, there are also ones with a negative effect. These influences are called *demotivating* influences. Contrary to positive forces that facilitate in sustaining motivation during action, demotivating forces reduce motivation during action.

This 'darker side' of motivation or demotivation has been almost completely ignored in research on L2 motivation. Demotivation is an area of research that ought to receive more attention, considering that it has direct educational implications. In other words, in addition to knowing what motivates a learner, being aware of the hazards that undermine motivation is essential both for teachers and for learners. Therefore, this study sets out to explore this ignored area of L2 motivation,

demotivation. The first objective is to find out what the demotivating factors are that discourage pupils in an English classroom. The second objective is to find out what the frequency and order of importance of the demotivating factors is, in order to see which factors are the most influential ones. The third objective is to find out what their relation is to gender and the fourth objective what their relation is to achievement as measured by the latest English grade.

The study is descriptive and has characteristics of both qualitative and quantitative research. In order to find out about demotivating factors, a number of ninth graders were asked to complete a task, or more specifically, to write down in their own words about the factors they find demotivating. The task sheet also contained background questions concerning sex, class and the latest English grade. The writing tasks were analyzed qualitatively, gathering descriptive information on the demotivating factors. The frequency and order of importance, as well as, demotivating factors in relation to gender and achievement were analyzed quantitatively or statistically.

The study is structured in the way that Chapter 2 provides an overview of the field of L2 motivation, discussing some of the relevant theories and approaches in mainstream research. Following this, Chapter 3 discusses the findings of the few previous studies on demotivation, weighing their strengths and weaknesses. Chapter 4 focuses on the present study, giving information on the aims of the study, subjects and data collection and procedures. Chapter 5 presents the findings, starting with a descriptive account of the demotivating factors. Then follows the findings made on the demotivating factors in relation to gender and achievement. Chapter 6 includes a conclusive summary of the findings along with a discussion of their implications. Chapter 7 evaluates the study and offers suggestions for future studies on demotivation.

2 MOTIVATION TO LEARN A SECOND LANGUAGE

Learning a L2 is a complex process in which motivation plays an important role. The research on motivation to learn a L2 was initiated over four decades ago, drawing on ideas in social psychology. In the subsequent decades there has been a considerable diversity and development of theories and approaches in the study of motivational aspects of L2 learning. One discernable development was the emergence of the cognitive motivation theories as a consequence of the cognitive revolution that took place in psychological research. The most recent development has been the emergence of more situated approaches that have taken place in the 1990s, also referred to as the "educational shift" by Dörnyei (2003:11).

Chapter 2 attempts to provide an overview of the advances in research on L2 motivation. The task is not a simple one because there have been literally hundreds of various theoretical approaches in the field of L2 motivation and only few attempts have been made to synthesize them (Dörnyei 2001:46). Hence, this overview attempts to discuss some of the most influential theories and approaches found in mainstream research by summarizing their main ideas. The ones to be discussed in the following were also chosen because they are particularly illustrative in their own area of focus. The overview starts off by discussing the pioneering work of Gardner and his associates, who in Dörnyei's (2001:47) words, "literally founded the field". Following this, some well-known alternative theoretical approaches are discussed briefly. Then, moving on to more recent research, some of the more situated approaches or theories on L2 motivation are discussed. It is worth noting that the present study could be placed among the line of research mentioned last because of its situated approach. Finally, two of the key concepts related to the present study are explained in the end of this chapter.

2.1 Motivation to learn a second language: Gardner's theory

The research on L2 motivation was initiated over four decades ago in Canada, at which time L2 motivation was seen purely as a socio-psychological phenomenon. It is hardly surprising that of all the places this happened in Canada considering the coexistence of English- and French-speaking communities there. Consequently, L2s were viewed as mediators between the different language communities and language learning as a highly social event (Dörnyei 2003:4). The pioneering work was done by Gardner (and Lambert 1972, Gardner 1985) who developed a socio-psychological or educational model of L2 learning. Their pioneering work has laid down a foundation to almost all the subsequent research on L2 motivation and has remained undisputed, although it has been criticized and there have been attempts to expand the model (e.g. Oxford and Shearin 1994).

Gardner's (1985) socio-educational model consists of five interrelated components: *integrativeness*, *attitudes toward the learning situation*, *motivation*, *integrative orientation* and *instrumental orientation*. Regarding the two orientations, integrative orientation refers to a desire to interact and to identify, at least to some extent, with the members of the L2 community. Instrumental orientation refers to a desire to learn the L2 in order to achieve some pragmatic goals, such as getting a better job or higher salary (for a summary of the concepts see Noels et al. 2003). Intergrative orientation is one of the three forms of the integrative aspects in Gardner's model. The other two forms are *integrativeness* and *integrative motivation*. According to Gardner (2003:172), integrativeness refers to "an openness on the part of individuals that would facilitate their motivation to learn the material". Integrative motivation is the total complex of the three components, integrativeness, attitudes towards the learning situation and motivation (Gardner 2003:174). Motivation, according to Gardner (1985), consists of three components: motivational intensity, desire to learn a language and attitudes towards learning the language.

In Gardner's model, motivation is the most important component, i.e. the driving force. The role of the orientations is to arouse motivation and direct it either towards

an interpersonal goal (integrative) or a practical goal (instrumental). The key idea of the model is that all the components, integrativeness, attitudes toward the learning situation and integrative and instrumental orientations, influence motivation and that consequently, since acting through motivation, they have an indirect effect on achievement (Gardner 2003:205).

Another important implication of the pioneering work done by Gardner has been the formulation of the Attitude/Motivation Test Battery (AMTB) (Gardner 2003:171). The AMTB is a widely used, standardized instrument for studying L2 motivation. According to Gardner, it is comprised of 11 subtests, nine of which measure attitudinal and motivational variables. Eight of them measure the three primary concepts in the model: motivation, integrativeness and attitudes toward the learning situation. The AMTB also includes two subtests that measure the reasons for learning another language, one focusing on integrative orientation and the other on instrumental orientation.

As already mentioned, Gardner's model has received criticism over the years. First of all, the integrative aspect has caused some confusion (e.g. Oxford and Shearin 1994, Dörnyei 2003). Further, the model has been criticized for excluding some aspects of motivation, such as temporal variation and contextual aspects, e.g. the classroom environment (Dörnyei 2003). Also, there has been confusion about how L2 motivation differs from foreign language motivation (e.g. Oxford and Shearin 1994). These aspects of L2 motivation are discussed further in the following sections.

2.2 Alternative theoretical approaches to second language motivation

Self-determination theory

One of the most influential approaches in the field of L2 motivation has been the *self-determination theory* developed by Deci and Ryan (1985). The theory has three cornerstones: *intrinsic motivation*, *extrinsic motivation* and *self-determination*. Intrinsic motivation is based on inner needs for competence and self-determination. It

energizes a variety of behaviors and the primary rewards for it are the experiences of effectiveness and autonomy. In other words, an intrinsically motivated person experiences interest and enjoyment and feels competent and self-determined (Deci and Ryan 1985:32). Alternatively, extrinsically motivated behavior has an external perceived locus of causality, that is, a person acts in order to receive an extrinsic reward or to comply with an external constraint (Deci and Ryan 1985:49). Therefore, the behavior is not something that is done because it is interesting but something that is done to get an external reward. These rewards can be, e.g. monetary rewards, awards, tokens or prizes and even avoidance of punishment may act as a reward. Self-determination, in turn, refers to a quality of functioning that involves the experience of choice, in other words, the experience of an internal perceived locus of causality (Deci and Ryan 1985:38). More precisely, self-determination refers to the capacity to choose and the have those choices determinate one's actions, instead of being driven by some forces or pressures. However, self-determination is more than a capacity: it is also a need. That is, self-determination leads to developing competencies and this helps to accommodate with the social environment (Deci and Ryan 1985:38).

The fundamental idea of the theory by Deci and Ryan (1985) is based on four tenets. Firstly, people have an intrinsic need for self-determination. Secondly, people have an intrinsic need to be competent and to master optimal challenges. Thirdly, there are three potential aspects to the events relevant to behavior and they each have a functional significance. The informational aspect facilitates an internal perceived locus of causality and thus, enhances intrinsic motivation. The controlling aspect facilitates an external perceived locus of causality and thus, undermines intrinsic motivation. The amotivating aspect (see also section 2.4) facilitates perceived incompetence, which also undermines intrinsic motivation. The salience of these aspects to a person determines the significance of the event. Fourthly, the three aspects just described can be related to intrapersonal events too. Similarly, the internally informational events facilitate intrinsic motivation, whereas internally controlling and internally amotivating events undermine it (Deci and Ryan 1985).

The expanded model by Oxford and Shearin

Oxford and Shearin (1994) have contributed to the ongoing discussion on L2 motivation by expanding Gardner's (1985) socio-educational model. In their views, the prevailing model has some aspects that are confusing or problematic. For instance, the assumption in Gardner's (1985) model that a person learns a L2 in order to become a member of the L2 community or to gain a practical goal, excludes some of the motivational orientations, such as cultural curiosity or intellectual challenge (Oxford and Shearin 1994). The argument makes sense, considering for example, a person who wants to learn Latin. That person is unlikely learning the language in order to become a member of the community. Furthermore, Oxford and Shearin have pointed out another neglected aspect in Gardner's (1985) model: motivation works differently in a foreign language environment and in a L2 environment. In other words, a foreign language learner is not surrounded by stimulation the same way that a L2 learner is, hence, a foreign language learner is more likely to be driven by an instrumental need for achievement (Oxford and Shearin1994).

Oxford and Shearin (1994:25) have emphasized that it was not their intention to challenge the prevailing concept of L2 motivation but to expand the model. They suggest that the traditional model by Gardner (1985) should be taken further by incorporating contributions from potentially valuable motivational and developmental theories in it. Oxford and Shearin (1994) would expand the model to include need theories (e.g. job satisfaction and need for achievement), expectation-value theories (e.g. instrumentality), equity theories (ratio of a learner's contributions to the outcome), reinforcement theories (receiving intrinsic or extrinsic rewards) and cognitive developmental theories (Piaget and Vygotsky), to name a few.

A social constructivist model

Williams and Burden (1997:137) described their model of L2 motivation as "cognitive and constructivist, socially contextualised and dynamically interactive". The

fundamental idea of their model is that the central component of motivation is making the decision to act. The reason why the emphasis is on this phase is that even if a person has strong reasons for engaging in some action, he or she may not necessarily do anything about it. The decisions are made on issues, such as, whether to do something or how much time and effort to put on it. Further, these decisions are based on the learner's own construction of the world and are also influenced by internal attributes that he or she brings to the situation, e.g. his or her personality or confidence. The internal attributes, in turn, reflect the learner's beliefs, society and the surrounding culture (Williams and Burden 1997). Accordingly, the decisions the learner makes are influenced both by internal factors and external factors. The internal factors include aspects such as, developmental age and stage, gender, attitudes and intrinsic interest in the activity. In contrast, the external factors consist, for instance, of significant others, nature of interaction with significant others, learning environment and broader context, which refers to different surroundings, e.g. family networks or cultural norms.

In the model by Williams and Burden (1997), motivation can be either intrinsic, that is, doing something because it is enjoyable in itself, or extrinsic, that is, doing something to achieve other ends. Further, in order to get motivated, a learner has to be aroused, usually by curiosity or interest and he or she has to sustain that arousal (Williams and Burden 1997). The model also stresses the importance of being in control of one's actions and believing in one's capabilities. Also, different motivational styles have an effect on motivational outcomes: a learner who seeks to master an activity by trying harder is more likely to remain motivated, whereas a learner who sees failure as due to lack of ability easily looses his or her motivation.

2.3 More situated approaches to second language motivation

A process-oriented approach to L2 motivation

Another aspect of L2 motivation that has been left with little attention is the time element in motivation. The level of motivation is not stable and can vary even within a single lesson (Dörnyei 2003). Hence, Dörnyei (2001) has taken this aspect of motivation into account in his model, *the process-oriented approach* (see also Chambers 1993 in section 3.1 and Ushioda 1996a in section 3.2). The model consists of three temporal segments: *preactional* stage, *actional* stage and *postactional* stage. What happens in these stages is that, first, the motivation needs to be generated (preactional). The motivational dimension related to this stage is referred to as *choice motivation* because the generated motivation leads to the selection of the goal or task that a learner starts to pursue. Secondly, the motivation needs to be maintained and protected during the action (actional). This motivational dimension is also referred to as *executive motivation*. Thirdly, following the completion of the action, a learner evaluates how things went (postactional). This, in turn, contributes to the selection of the activities that a learner pursues in the future.

The key tenet of the model is that a learner is influenced by different motives in each stage Dörnyei (2001). In the first stage there are motives, such as incentive values associated with L2 learning or expectations of family. In the second stage there are motives, such as quality of learning experience or teacher's influence. In the third stage these motives can be, e.g. self-concept beliefs or feedback.

Discursive social psychology of L2 learning

Another model on L2 motivation that falls under the more situated approaches is the one advocated by Kalaja and Leppänen (1998). Drawing attention to the inaccuracies in mainstream research, such as, negligence of subjects' opinions in data collection and the lack of situatedness of L2 motivation, Kalaja and Leppänen

launched an alternative for the mainstream tradition they called *discursive social psychology of L2 learning* (1998). In this approach, language is not viewed as something that reflects the reality directly but instead, the reality is constructed through and with language. Accordingly, L2 motivation is viewed as a discursive phenomenon. This means that instead of taking the existence of motivation for granted, it is produced in various situations and contexts by various people. In other words, "motivation is something that is produced in people's talk and writing" (Kalaja and Leppänen 1998:174) Thus, motivation can be constructed, e.g. in classroom interactions, educational literature or talk among friends.

Accordingly, this view of motivation makes it possible to see how real-world phenomena are produced (Kalaja and Leppänen 1998:172). Furthermore, this view stresses the importance of examining motivation as a variable and situatedly, which is made possible by this conceptualization of motivation. That is, viewing motivation as a discursive phenomenon allows researchers to study it as it occurs in real-life situations, instead of studying it as a constant construct that lies within a person.

Task motivation

The final example of more situated approaches comes from the area of L2 motivation, which Dörnyei refers to as "the culmination of the situated approaches in second language motivation research" (2003:14): the motivational basis of language learning tasks. Interest in task motivation can also be seen as a good example of the educational shift, considering the important role tasks play in a L2 classroom.

Dörnyei (2003) has produced a model of task motivation he calls *the task processing system*. The system is based on three interrelated components: *task execution*, *appraisal* and *action control*. Task execution refers to a learner's engagement in behaviors that support the learning of the task. Then follows the action plan that is either provided by the teacher or is drawn up by the learner him- or herself or the task team. Appraisal refers to the continuos processing of the various stimuli coming from the environment and of the progress made. At the same time, the learner compares the performances with the predicted ones or with the possible

alternative ones. Action control refers to processes involving self-regulatory mechanisms that adjust the action by enhancing, scaffolding or protecting it. According to Dörnyei (2003), the way that these three mechanisms interrelate is that while a learner is engaged in executing the task, he or she continuously appraises the process and if there is something that needs to be attended, this activates the action control system.

2.4 Related concepts: amotivation and demotivation
2.4.1 Amotivation

The concept of amotivation was introduced by Deci and Ryan (1985). In their definition, amotivation refers to the relative absence of motivation that is not caused by a lack of initial interest but rather by the individuals feelings if incompetence and helplessness when faced with the activity. Accordingly, amotivating events are events that occur within the person that signify his or her inability to master some situations or events (1985:110). In short, amotivation refers to lack of motivation and an amotivated learner is someone who thinks 'there is no point in me pursuing this'.

Amotivation can derive from various sources. Vallerand (1997, as quoted in Dörnyei 2001) has found four reasons for a learner being amotivated. First, a learner thinks he or she lacks the ability. Secondly, a learner does not think that the strategies to be followed are effective enough. Thirdly, a learner thinks that the effort required to reach the outcome is far too excessive. Fourth, a learner feels helpless thinking that his or her efforts are inconsequential considering the enormity of the task to be accomplished.

2.4.2 Demotivation

Traditionally, motivation has been understood and studied as a multifaceted construct consisting of various influences with a positive effect. Motivational factors or motives have been considered as kind of inducements with the effect of energizing ongoing action (Dörnyei 2001). However, there is another aspect to motivation that has been

left with little attention. Just as there are influences that have a positive effect on motivation, there are also those that have a detrimental effect on motivation. These influences are called demotivating influences. The notion of demotivation is relatively new and has not been fully adopted yet in the field of L2 research. However, Dörnyei (2001) has attempted to provide a definition for it. Accordingly, demotivation "concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Dörnyei 2001:143). Thus, demotivation could be regarded as the negative counterpart of motivation. Similarly, demotives could be regarded as the negative counterparts of motives. Furthermore, a demotivated learner is someone who has lost his or her interest for some reason. The loss of interest can derive from various sources of demotivation. For instance, a teacher who cannot control the class or a boring textbook can act as a demotive for a learner.

However, the notion of demotivation cannot be related to every reluctant learner. Dörnyei (2001) has distinguished at least three negative factors that cannot be referred to as demotives. Firstly, there are powerful distractions, e.g. watching television instead of doing one's homework. These cannot be regarded as demotives because they do not carry negative value. Hence, instead of reducing motivation they distract a learner by presenting a more attractive alternative. Secondly, gradual loss of interest cannot be regarded as a demotive because demotives are specific factors or incidents that reduce motivation on a single event. Thirdly, there are circumstances when a learner recognizes the inconvenience or high costs of pursuing the goal. This means, for example, that a learner realizes that classes take place too late in the evening or that the studying is too time-consuming. The reason why this cannot be referred to as demotivation is that it involves internal processes of deliberation and no external inducements are present. The situation would be different if someone else convinced the learner that the costs for pursuing the goal are too high. Then, this other person could be regarded as an external factor demotivating the learner.

Dörnyei (2001) points out that demotivation does not mean that a learner has lost his or her motivation completely. On the contrary, the positive influences that originally made up the motivational basis of behavior can still be there. For instance, a learner may still be highly motivated to learn English, it being an important world language, even if his or her teacher were, say, incompetent or malevolent. When a learner has lost his or her motivation completely that refers to amotivation (discussed above). The difference between these two related concepts is that when an amotivated learner is someone who has found the general outcome expectations to be unrealistic for some reason, a demotivated learner is someone whose motivation has decreased due to some external factor.

However, in the course of time, demotivation can develop into amotivation (Dörnyei 2001), that is, a series of demotivating experiences can lead to a total loss of motivation, i.e. amotivation. Take, for example, a learner whose English teacher continually humiliates him or her on purpose. It is possible that due to these continuos demotivating experiences, this learner gradually loses interest in the language. However, if the demotives cease to exist for reason, the level of motivation can return to normal. For instance, the learner described above could regain his or her interest in English if the bullying teacher were replaced with someone else.

3 PREVIOUS STUDIES

The following section presents the main findings of the studies by Chambers (1993), Ushioda (1996a), Dörnyei (1998b) and Oxford (1998). The studies by Chambers and Ushioda offer a general overview on motivational factors, including demotivating factors. The studies by Dörnyei and Oxford are conference presentations but focus specifically on demotivation.

3.1 Factors influencing motivation in learning second languages

Chambers (originally 1993, but based on 1999) conducted a study on motivation which attempted to explore the factors that influenced pupils' motivation in learning foreign languages. The emphasis was particularly on learning German in the UK. One of the key factors that prompted the study was the national curriculum reform in 1991. As a result, all pupils were required to take a foreign language in Key Stages 3 and 4 (age 12) and to continue to study the language till the end of the compulsory school age. On account of this, a new challenge was presented by those year 10 pupils who may have opted out of a foreign language before the reform. The study had three areas of focus. The first area, attitude towards the behavior, concentrated on the attitudes pupils had towards learning German and on the influences of these attitudes. The second area, subjective norm, was concerned with the social aspects, such as, to what extent parents, home background, the relationship with the teacher, influenced motivation and attitude. The third area of focus, perceived behavioral control, concentrated on the influence of a pupil's perception of her/his ability to learn German on his/her motivation.

Chambers' (originally 1993, but based on 1999) study was longitudinal. The data were gathered by questionnaires and interviews. This was done in two phases in 1992 and 1994. In phase 1, a total of 1481 11-year-old, 13-year-old and 15-year-old pupils from four schools in Leeds were asked to fill in questionnaires covering the three areas related to motivation. Afterwards, 10% of the pupils were interviewed on the same topics. The aim was to complement the answers given. Two years later (phase 2) the same pupils in the same schools underwent the same process. In addition, a comparative dimension was also included in the study. This was gained by repeating the same process in Kiel, Germany, where 1251 11-year-old, 13-year-old, 15-year-old and 17-year-old pupils took part in the research project.

Apart from the follow-up interviews, the data were analyzed mainly quantitatively. The range of statistical methods was as wide as the amount of questions in the questionnaire. To make it short, the data were analyzed through such methods as

percentages, t-tests, correlation analysis, cross-tabulations and chi-square tests. The interviews were recorded and analyzed.

First area of focus - attitudes towards the behavior

The first area of focus, attitudes towards the behavior, included questions about attitudes brought to the classroom, or more specifically, anticipation of German, French and other subjects. It was found that the pupils had adopted a generally positive outlook across all subjects. When asked about the prospect of learning a foreign language, 81.6% had been excited or looked forward to it. Compared with girls, boys showed more enthusiasm for science than girls. As for the foreign languages, girls were more positively inclined towards learning French and boys towards German.

The next battery of questions belonging to the first area of focus concerned the pupils' effort in studying German. A very small percentage claimed not really having tried at all. The majority reported having tried quite hard and about one-third having tried very hard. A consistent pattern could be discerned from the responses, implying that the older the pupils got the less effort they made.

Another battery of questions dealt with the pupils' classroom experiences. The pupils were asked about their likes and dislikes and which factors had influenced their views on what went on in the classroom. Many of the classroom activities were found negative in some way. Speaking was considered negative because it had caused embarrassment. Writing tasks were considered uninteresting and meaningless copying of texts. Listening exercises were considered generally unpleasant. There were complaints about unclear recordings, defective equipment, foreigners speaking too fast, inappropriate tasks and inauthentic nature of the activity. The most liked activities were pair work and group work, which were considered positive because of their collaborative nature. However, the pupils also considered them positive because they saw them as an opportunity to escape their duties and chat about other things. What was surprising was that the most enjoyed activities were those that most of the pupils had not experienced in the German classroom. The most influential

factors contributing to a positive language learning experience were the teacher, the textbook, the equipment and teacher-made material. At the same time, the teacher and the textbook were also considered negative factors. It was reported that the teacher had progressed too fast, the teacher had shouted if the pupils had made mistakes and that the teacher had changed too often. The textbook, in turn, was considered boring and out-of-date. The other factors, computers, furnishings, pen pals and exchanges had had little or no effect on the pupils' language learning experiences.

The last battery of questions belonging to the first area of focus in Chambers' (originally 1993, but based on 1999) study concentrated on the pupils' attitudes to the country and the speakers of the languages they were learning. Most of the pupils who had traveled abroad had visited Spain. Only a few had visited Germany or France. When asked about the countries they wished to visit, the United States and Australia came first, although, as time went by, an increasing number of the pupils started to show interest in Germany. When asked about the willingness to learn the language of the country to be visited, the pupils felt generally enthusiastic about the idea, however, once again, the enthusiasm decreased over the years. On the other hand, the prospect of getting a job in a foreign country was considered interesting and the level of interest grew over the years. The pupils were also asked about how they felt about the Germans, French and about themselves. The pupils were generally positive about the Germans but became less positive as they grew older. The same pattern applied to the attitudes towards the French. The pupils' view of themselves was positive and it became even more positive as they got older.

The second area of focus – subjective norm

The second area of focus in Chambers' (originally 1993, but based on 1999) study included two batteries of questions, the first one containing questions about the influence of parents and family background. It was found that the pupils received encouragement from their parents and felt encouraged to learn foreign languages, especially in the early years. As they got older, they had felt less encouraged.

Another thing that was established was that the parents' opinion on the usefulness of learning a subject had an influence on a pupil's opinion. The responses suggested that the parents had been more likely to offer encouragement if the subject was perceived to be generally useful. The responses also indicated that the encouragement tended to focus on mathematics and English, rather than on German or French. As for the parents' competence in German or French, the pupils regarded them to have little or no competence at all.

The second battery of questions concentrated on the teacher's assessment of the pupils' progress and effort. The most significant finding was that half of the pupils' were unaware of their teacher's opinion of their effort and progress.

The third area of focus – perceived behavioral control

The third area of focus in Chambers' (originally 1993, but based on 1999) study was perceived behavioral control. In the first battery of questions the pupils were asked to evaluate any previous foreign language experience. Most of the 11-year-olds claimed to have had foreign tuition, almost all of them in French. This finding was quite surprising given that foreign languages did not belong to the National Curriculum in Key Stages 1 and 2. When asked about how much the pupils had enjoyed learning foreign languages the response was generally positive. The main reason for the pupils' enjoyment and also for lack of enjoyment were the teacher and his or her teaching. The second battery of questions was about the pupils' progress in German. The responses were generally positive, although, in course of time, the pupils' view on their progress became more negative.

In the last battery of questions, the pupils were asked how German teaching could be improved. Despite the generally negative attitude towards learning German, the majority of the pupils chose not to answer the question. The few pupils who answered the question suggested that there should not be any changes. Those few pupils who had opinions on the issue suggested that there could be more interesting teaching methods, more exchange visits, change of teacher, more oral work, more computer work and better books and equipment.

Comparison of the results from Leeds and from Kiel

As mentioned above, the study by Chambers (originally 1993, but based on 1999) also had a German dimension regarding learning of English in Germany. It was concluded that the German pupils held similar views as their English counterparts. Broadly speaking, their likes and dislikes were the same, with the teacher being on the top of the list. Also, the pupils' responses to their effort and progress and parental influence did not reveal anything different from those in Leeds. The differences in perception were found in the level of motivation. In comparison to the Leeds pupils, the Kiel pupils were more motivated to learn the foreign language. The majority of the pupils acknowledged the utility value of English, it being a world language, and considered gaining competence in English worth the effort. Furthermore, the Kiel pupils had had more experience of travelling abroad and their outlook on other countries was positive. Also, the prospect of working abroad was attractive for the Kiel pupils, in contrast to the Leeds pupils. Yet another striking difference was found in the way the pupils viewed themselves. The Kiel pupils held quite a negative view of Germans, whereas, the Leeds pupils had seen themselves in a positive light.

The strength of Chambers' (originally 1993, but based on 1999) study lies in the large number of subjects providing information. Also, the comparison and combining of the various motivational aspects that came up in the study provides some interesting conclusions and implications on perceptions of language learning and motivational influences. First, it was established that in spite of all that initial enthusiasm and anticipation the pupils have for learning a new language, the decrease in motivation comes inevitably in the years to come. According to Chambers (originally 1993, but based on 1999), the teacher was the key factor in everything. Not only was he or she the reason why the pupils both looked forward or dreaded to learn a new language, but also the source of motivation as well as demotivation. A particular aspect of the teacher's role, which was quite concerning was the absence of communication regarding the effort and the progress made by the pupils.

However, it could be argued that some of the findings in Chambers' (originally 1993, but based on 1999) study are inconclusive or merely assumptions because the conclusions were solely based on the statistics. For instance, concerning parental influence it was assumed that the pupils would adopt their parents' negative attitude because a positive correlation was found between the two. However, it was left unclear whether the pupils' negative attitude was the product of their parents' negativity or vice versa. Also, some other questions were left unanswered, such as, what caused the discouragement of those enthusiastic foreign language learners as time went by and what were the reasons for diminishment in perceived parental encouragement. In addition, regarding the comparison of British with German pupils, it is worth asking what the real effect of the perceived utility of the language learned was on the results. English being a world language, the general level of motivation among the Kiel pupils was considerably higher than among the Leeds pupils who could see no point in learning German.

3.2 The role of motivational thinking

Ushioda (1996a) conducted a small-scale study on L2 learning motivation which aimed to explore learners' own working conceptions of their motivation and of their perspectives in relation to aspects of motivational evolution and experience over time.

The study was conducted among twenty students of French at the Trinity College in Dublin, Ireland. The data were collected in two stages, using an interview on both occasions. The first interview (December 1991) was loosely structured and the purpose was simply to explore the subjects' own working conceptions of the factors that had motivated them to learn French. The more structured follow-up interview aimed to find out about the subjects' thinking in relation to motivational experience and evolution over time. It included questions concerning motivational evolution, motivational perspectives on the L2 development, demotivating factors affecting L2 motivation and motivational strategies.

The data were processed by detailed content analysis. Then the motivational factors were grouped into dimensions and arranged in order of importance. Also, the subjects were given individual profiles based on the emphasis of motivational dimensions they had mentioned in order to find out which were the predominant ones. Furthermore, it was tested whether there was a correlation between the motivational dimensions and prior school achievement, measured by a post-primary grade average and a C-test average.

The analysis revealed eight motivational dimensions: academic interest, language-related enjoyment, desired levels of the L2 competence, personal goals, positive learning history, personal satisfaction, feelings about French-speaking countries or people and external pressures/incentives. The individual profiles showed that language-related enjoyment and positive learning history were the predominant dimensions, followed by desired levels of the L2 competence and personal goals. A positive correlation was found between successful subjects and two dimensions: positive learning history and desired levels of L2. A negative correlation was found between grades and personal goals, which implied that the subjects with less successful learning histories tended to define their motivation in terms of personal goals.

The follow-up interviews had four areas of focus, the first one being motivational evolution over time.

Motivational evolution over time

The questions in Ushioda's (1996a) study concerning motivational evolution brought up two kinds of changes: global and qualitative changes. The global changes referred to changes in the degree of motivation. For some, motivation had grown stronger through coursework or exams or became of a personal relationship with a speaker of the language. Further reasons for stronger motivation were being less anxious over grammar, improvement in the L2 after a summer in France and desire to work harder after failure in an exam. Motivation had also gotten weaker for some and the reason for it was dissatisfaction with coursework.

Qualitative changes fell under five topics. Qualitative developments included such issues as development of intrinsic motivation, positive or negative feelings about France and appreciation of the L2 skills through personal experience. The second topic was overriding short-term incentives. This meant that the motivation had grown higher through such incentives as immediate exam pressure or desire to pass exams for a reward of spending year in France. The third topic referred to a clearer definition of the personal goals related to the L2. These goals included postgraduate studies in the L2, teaching profession and integrating the second language into a professional career. The fourth topic referred to other priorities that had had an affect on L2 motivation. These other priorities were related to other subjects of study, such as, career prospects or better academic success potential in some other subject of study. The other priorities also meant stronger motivation in the other subject of study and immediate study pressures of the other subject. The last topic referred to personal crises affecting L2 motivation. Two types of crises, depression and parental bereavement had led to temporary loss of motivation. Disruption of motivation had resulted from parental separation and from family emigration to the United States.

Motivational perspectives on the L2 development over time

The second question in the study by Ushioda (1996a) was concerned with motivational perspectives on L2 development, focusing on such aspects as the importance of doing well in French and on the factors attributing to success/lack of success. The responses revealed that the subjects who had given motivational emphasis on positive learning history felt that it was motivationally important to do well in French. The importance of doing well in French could be seen in such things as doing average was not good enough or feeling ashamed or disappointed if one did not do well enough. As for the evaluation of success and/or development in the L2, it had been done by two criteria. Firstly, success was evaluated by academic merits, which included issues such as exam performance, maintaining grade standard and comparing grades with other students. Secondly, success and/or development was evaluated through improvement in the L2. These improvements could be seen, e.g in

written work or in communication and in eradication of mistakes in spoken language. As for the students who had not considered doing well in French motivationally important and, in fact, had not done well, they had motivated themselves by focusing on incentives, e.g spending the following academic year in France. As for the factors attributing to being successful in French, these were mostly internal, such as, personal abilities, love of the L2 and hard work. Internal factors also referred to personal circumstances or experiences, such as cumulative time spent in France, having to communicate in the L2 while working in France and being able to spend more time on the L2 than at school. The range of external factors was much smaller. It included such factors as good teachers and enjoyment of class with particular teacher or competitive class standards motivating hard work.

Factors negatively affecting L2 motivation

The third question in Ushioda's (1996a) study was concerned with demotivating factors. Those factors were mostly external and associated with the learning environment. One of these external factors was L2 classes with native speakers. The feeling of demotivation in classes derived from private jokes, which alienated the teacher and from too a casual atmosphere. It was also considered demotivating that there were too many classes or that they were too large in size. Furthermore, listening to artificial prepared speeches was experienced as a waste of time and speaking on uninteresting topics in a contrived atmosphere was difficult. Another group of external factors was related to L2 coursework and methods. Numerous aspects in that area caused demotivation, including particular course of lectures, studying literature and dull teaching methods in a particular grammar class. In addition, activities such as role-plays, learning grammatical rules and writing on a set of topics with little relevance were considered demotivating. Moreover, it was also considered demotivating that the emphasis was on learning facts and figures and that there had been a gap between coursework studied and exam questions. External demotivating factors were also found in institutional policies and attitudes. What was considered demotivating was lack of L2 use, both in lectures and in oral practice.

Furthermore, it was reported that the department had failed in meeting the students' needs and had shown an inflexible attitude toward coursework submission deadlines. Other aspects criticized in the institution were lack of individual attention and not being able to change course options. There was, however, one subject who attributed demotivation to internal factors. In this case, demotivation derived from the pressure of setting standards too high.

Motivational strategies

The fourth question in Ushioda's (1996a) study concerning motivational strategies revealed four types of strategies. The first strategy was to focus on the incentives or pressures. These incentives were spending a year in France or a summer trip to the United States. The pressures came from the dread of failure or from the guilt of wasting parents' money. Also, the thought of exams coming up brought pressures. The second strategy was to focus on the L2 study itself, which referred to setting oneself to the tasks to achieve and getting work done before deadlines. The third strategy was seeking temporary relief from the L2 studies. This meant taking a break, avoiding disliked tasks and indulging in activities unrelated to the L2. Also, activities unrelated to coursework offered temporary relief, e.g. L2 films, news, newspapers, eavesdropping on tourists. Finally, the fourth strategy was to talk over motivational problems. This was done by means of positive self-talk or by talking to other students.

One of the most important findings of Ushioda's study was the discovery of the varying temporal perspectives that shape motivational thinking. What this means is that a learner's motivation either derives from the continuum of L2 learning and from L2-related experience or that the motivation is directed towards future goals or perspectives. The findings also suggest that these two motivational orientations do not necessarily rule out each other, meaning that in the course of time, the motivation deriving from the enjoyment of L2 learning might develop into goal-oriented motivation.

What is significant about Ushioda's study is that she adopted a qualitative ethnographic approach to research on motivation, although, language learning motivation had traditionally been studied quantitatively. Ethnography refers to research in which people make sense out of everyday situations through reflection and use of commonsense (Bogdan and Taylor 1975). As Ushioda points out, traditionally motivation has been viewed as a measurable affective variable in L2 learning. Accordingly, motivation has been defined in terms of effort, desire and attitudes towards the activity involved in achieving the goal (e.g. Gardner 1985). The quantitative concept of motivation differs from the qualitative one adopted by Ushioda (1996a). Accordingly, motivation is viewed as patterns of thinking and beliefs that shape a learner's working conceptions of motivation. Furthermore, motivation may be viewed in terms of how a learner thinks, what he or she believes and how he or she interprets relevant experiences, which is what determines his or her involvement in learning.

However, it might be questionable to generalize Ushioda's findings because it was a small-scale study. On the other hand, the purpose of the study was not to undermine previous quantitative research on motivation but to offer an alternative way of exploring motivation.

Another thing that raises question in Ushioda's (1996a) study is the categorization of the motivational factors, which were discovered in the first interviews. Some of the categories, or dimensions, seemed to overlap. For instance, the dimensions 'academic interest' and 'language-related enjoyment' were very close to each other. That is, they were both related to liking the French language and culture. Also, the dimensions 'language-related enjoyment' and 'personal satisfaction' were based on the same notion: enjoying or getting satisfaction from being able to communicate in French. The same notion was also strongly present in 'desired levels of the L2 competence'. Therefore, it seems that narrowing down the number of categories would have made the presentation of the motivational factors clearer.

Furthermore, some issues were left unclear in Ushioda's (1996a) study because the findings of the follow-up interviews did not provide any quantitative information. For example, the demotivating factors discovered were presented in the form of list

and it was left unreported which of the factors were primary ones. The same applied for the other three follow-up questions, too. Including quantitative information would have been a valuable addition for the study.

3.3 Demotivating factors identified by Dörnyei

Dörnyei (originally 1998b but based on 2001) conducted a study on demotivation, aiming to find out the variety of demotivating factors. The study was prompted to a great extent by the concluding findings of Chambers (1993) and Oxford (1998), who both emphasized the importance of communication and cooperation with the students with respect to (de)motivational matters. Hence, Dörnyei's (originally 1998b but based on 2001) study of demotivation was conducted in close cooperation with his students, who were participants of an MA course on 'Demotivation in Second Language Learning'. Dörnyei's study differed from those by Chambers (1993), Oxford (1998) and Ushioda (1996a) in that it focused specifically on learners who had been identified as being demotivated, whereas the three previous studies reported so far had been carried out by taking a cross-section of students and asking them about not so good learning experiences.

Dörnyei's (originally 1998b but based on 2001) study was qualitative. The subjects were 50 secondary school pupils in various schools in Budapest. They were studying either English or German as a foreign language and had been identified as being particularly demotivated by their teachers or peers. The data were collected by structured interviews that ranged from 10 to 30 minutes. A list of core questions was used in the interviews: the subjects were asked to answer these questions at some point during the interview but no rigid structure was set and the subjects were allowed to speak freely.

The recorded interviews were analyzed in three steps to find out the variety of demotivating factors. First, all the salient demotivating topics mentioned by the students were marked and common themes established. Then, the most important demotivating factors were identified for each student. After the primary factors had been identified, they were tabulated according to the main categories established

earlier. Only primary demotivating factors were included in the tabulation because it was assumed that some of the other factors mentioned were only reflections of already existing demotivation caused by the primary factors. This was based on the assumption that once a student had lost interest in learning the L2, everything related to it felt slightly negative.

Nine categories emerged from the data. The teacher was the most frequent source of demotivation. The demotivating aspects about the teacher were related to his or her personality, commitment to teaching and attention paid to students. In addition, his or her competence, teaching methods, style and rapport with students were considered demotivating. It was reported, among other things, that the teacher shouted all the time and that he or she always concentrated on his or her favorite students. Furthermore, the teacher did not show up in the classes whenever "it was raining or cold or windy, or if the roads were icy" (Dörnyei 2001:152). Also, the teacher had expressed lack of commitment by letting students know in the very first class that he or she would not be putting much effort into lessons because there was "no point in learning English for just two lessons a week" (Dörnyei 2001:152).

Reduced self-confidence was the second frequent source of demotivation. On one hand, reduced self-confidence derived from experience of failure or lack of success. On the other hand, reduced self-confidence was also indirectly related to the teacher, meaning that reduced self-confidence was partly due to some classroom events that were within the teacher's control, e.g. marking. For instance, one student reported that he or she received only average grades in English despite the hard effort and this had reduced his or her confidence. He or she also felt that it was impossible for him or her to get better grades because the teacher had "picked on" (Dörnyei 2001:152) him or her.

Inadequate school facilities was as frequent as the second category, reduced self-confidence. Inadequate school facilities meant the group being too big or not being on the right level, or teachers changing too frequently. It was reported that what had supposed to be a beginners' group had turned out to include students who already knew English and this had placed the beginners in a disadvantaged position. Another thing reported was that in ten years there had been 11 different teachers who all had

"tried out new methods, demanded different things and considered different things important" (Dörnyei 2001:152).

Negative attitude towards the L2 was the fourth source of demotivation. For example, German language was considered incomprehensible because of its structure, grammar and the way it sounds.

The compulsory nature of the L2 study was the fifth source of demotivation. This meant, for instance, feeling compelled to choose German over another language because of its utility.

Interference of another foreign language being studied came sixth. This could be seen in mixing up the two languages. It was mentioned that German and English are so similar that they get mixed up easily. Secondly, it was reported that learning the L2 interfered with another language studied. Hence, the L2 was seen as a threat to the mastery of this other language, which was considered easier and more useful in any case.

Negative attitude towards the L2 community was the seventh source of demotivation. For instance, American culture with its best known aspects, such as McDonalds and films, was considered unattractive by some students.

Attitudes of group members came eight. For one student this meant always feeling embarrassed because he or she felt that the other group members laughed at him or her because of his or her poor English skills.

The coursebook was the ninth source of demotivation. It was simply disliked and described in such words as "the worst coursebook in the world" and "incredibly bad"(Dörnyei 2001:153).

The teacher was the most frequent demotivating factor with the frequency of 40% of all the factors. The teacher could be considered even more predominant when the other teacher-related category, reduced self-confidence, was taken into account. Together these two categories made up more than half of all demotivating factors. Two other factors with significant proportions (more than 10%) were inadequate school facilities and negative attitude towards the L2.

The strength of Dörnyei's (originally 1998b but based on 2001) study lies in its focused approach on the subject. More clearly, he targeted his investigation directly

on demotivation by gathering descriptive and detailed information about the phenomenon. Also, focusing specifically on demotivated learners offered interesting insights into the sources of demotivation because these learners had presumably given them a lot of thought. Because of the focused approach, the study by Dörnyei (originally 1998b but based on 2001) provides valuable information on demotivation.

Although the focused approach was the strength of Dörnyei's (originally 1998b but based on 2001) study, it might be its weakness as well. On the one hand, using demotivated students for gathering information about demotivation seems logical, but on the other hand, excluding students that are not specifically demotivated must have had some implications for the outcome. What is meant by this is that the variety of demotivating factors might have been wider if both types of students would have been included in the study. This could be concluded from the fact that a learner does not have to be specifically demotivated in order to experience a temporary drop in motivation because demotivating factors are external forces that reduce motivational basis of an ongoing action. Hence, it is rather safe to say that every learner has some experience of feeling demotivated. In fact, it seems likely that including learners who are not specifically demotivated in the study would have brought additional views on the subject by telling about their sources of demotivation, offering a more thorough account on the topic.

Another aspect of the study by Dörnyei (originally 1998b but based on 2001) that raises questions is the abandonment of the demotivating factors other than the primary ones. First of all, it hardly feels safe to assume that a learner could not experience demotivation from more than one source. Furthermore, the reasoning behind the decision to exclude the remaining demotivating factors does not seem quite logical. It was assumed that some of the demotivating factors were merely reflections of the existing demotivation, meaning that because a learner had already lost interest in the language, everything else was seen in a negative light. First, excluding data based on mere speculation strikes as unconventional. Secondly, the fact that some of the factors were excluded because a learner had expressed demotivation towards everything implies that the learner might in fact be amotivated, which refers to a total loss of motivation, rather than being demotivated, i.e. feeling

temporary loss in motivation because of some external factors. This raises questions about the primary factors, too: were they related specifically to the L2 being studied or could it be that they are merely reflections of an overall demotivation?

3.4 Demotivating factors identified by Oxford

Oxford (1998, as quoted in Dörnyei 2001) conducted a qualitative study on demotivation, which focused on a teacher's influence on (de)motivation. The data were collected by essays. Approximately 250 students, both in high schools and universities, were asked to write about their experiences over a period of five years. The students were given a few prompts, such as, 'Describe a situation in which you experienced a conflict with a teacher' and 'Talk about a classroom in which you felt uncomfortable'. The data were analyzed by conducting content analysis.

Four broad themes emerged from the data. The teacher's personal relationship with the students was the first theme and it included issues such as, the teacher showing lack of caring and general belligerence. Furthermore, the teacher was criticized for being hypercritical and for patronizing or favoring a student.

The teacher's attitude towards the course or material was the second theme and it referred to his or her lack of enthusiasm, sloppy management and close-mindedness.

Style conflicts between teachers and students was the third theme. This theme included issues such as, multiple style conflicts and conflicts about the amount of structure and or detail. Also, there were conflicts about the degree of closure or seriousness of the class.

The nature of classroom activities was the fourth theme. It included aspects such as, irrelevance overload and repetitiveness.

The strength of Oxford's (1998) study lies in its large number of subjects. Due to that, it is fairly safe to make generalizations. In addition, the study by Oxford (1998) sets ground for possible future studies on demotivation, especially for the ones concerning the teacher's influence or teacher-pupil relationship, by offering a wealth of information.

The weakness of Oxford's (1998) study can be found in its narrow scope, meaning that it focused only on one demotivating factor, the teacher. This may not have been the intention of the study but the prompts used in it probably influenced the students' opinions by leading them to think about the teacher. Furthermore, if the purpose of the study was to focus only on the teacher as a source of demotivation, it does not seem logical to ignore the other demotivating factors. More precisely, focusing only on the teacher does not really offer anything new to research on demotivation because most of the previous studies (e.g. Dörnyei 1998b, Chambers 1993) have already concluded that the teacher is the primary source of demotivation.

4 PRESENT STUDY

What mainly prompted this study was the novelty of this particular area of research. Considering the limited amount of information available on demotivation, a further examination was much needed. There was also a need for a study that has its focus on demotivation itself. Hence, the main objective of this study was to concentrate on demotivation instead of viewing it as one constituent of motivation (cf. e.g. Chambers 1993, Ushioda 1996a). In fact, motivational aspects traditionally included in L2 research, such as, social influences or attitudes towards the country and the speakers of the language studied, were not included in this study because they are not essential for research on demotivation. This can be argued because the motivational aspects mentioned are constituents of the motivational basis of behavior, whereas demotives are external and incidental forces and, hence, independent of the initial motivational basis.

The purpose of this study is to provide much needed information on demotivation, more specifically, to provide information on the variety of demotivating factors. To ensure this, the subjects were not led in any direction in their responses (cf. Oxford 1998). Nor were any of the factors reported excluded from the analysis (cf. Dörnyei 1998b). Furthermore, as regards the order of importance of the demotivating

factors, in this study the subjects were allowed to decide for themselves which were the most influential ones (cf. Dörnyei 1998b and Ushioda 1996a).

Above all, this study addresses two more issues that have traditionally been taken into account in research on L2 motivation but ignored in the studies on demotivation: the role of gender and school achievement. In the L2 research the motivational differences between the sexes have been studied (e.g. Aplin 1991, Blatchford 1992) and it has been established that school achievement is related to motivation (e.g. Ushioda 1996a). However, what is their relation to demotivation is still open to questions. This is what this study attempts to unravel. To sum up, this study has four areas of focus. The first one is concerned with finding out the demotivating factors. The second one focuses on the frequency and order of importance of the factors. The third area of focus is concerned with demotivating factors among boys and girls and the fourth with demotivation and achievement.

4.1 Aims of the study

This study seeks answers to the following questions:

1) what are the demotivating factors that discourage pupils in an English classroom

2) what is the frequency and order of importance of the demotivating factors

3) what is their relation to gender

4) what is their relation to school achievement as measured by the latest English grade.

The main interest of this study is to identify the demotivating factors. The first question aims at finding out the variety in the demotivating factors. The aim of the second question is to give an idea of the proportions and of the order of importance of the demotivating factors. The third question aims at offering an insight into the proportions and into the order of importance of the demotivating factors among boys and girls. The aim of the fourth question is to find out whether there is a connection between achievement in English and demotivating factors.

A descriptive approach was chosen for this study. This was done because having both qualitative and quantitative elements present in this particular study seemed to be the best way to approach the topic. A descriptive study often begins with general questions about the phenomenon studied, for instance, with a heuristic objective (Selinger and Shohamy 1989). This means that there may not be any complete theories at this point. Therefore, the data are collected in an attempt to gather as much of the contextual information as possible. Since demotivation is a relatively new area of research and there are not any complete theories available, it was essential to begin the study by exploring the phenomenon by using qualitative methods. The purpose of these methods was to yield descriptive information about sources of demotivation. A similar qualitative approach has been adopted in some of the previous studies on demotivation. For instance, Oxford (1998) carried out a content analysis of 250 essays and Dörnyei (1998b) used structured interviews in his study.

The qualitative methods used in this study refer to personal documents. What is meant by personal documents is a variety of materials in which people reveal in their own words their views of their life or some aspects about themselves. According to Bogdan and Taylor (1975: 96) personal documents can either stand for an individual descriptive account for a person's life or ”an individual's reflection on a specific event or topic”. Since the first aim of this study was to identify the sources of demotivation in an English classroom, the most applicable approach was to learn about demotivation from the pupil's point of view. The type of personal document used in this study is what Bogdan and Taylor (1975) refer to as solicited composition. That is a short narrative that covers a specific topic and can be created especially for the researcher. What is good about solicited compositions is that they focus on a single topic and can be assembled for the analysis.

As mentioned above, this descriptive study has characteristics of both qualitative and quantitative research. As selinger and Shohamy (1989) point out, descriptive research is often used to establish the existence of a phenomena by explicitly describing them and this may also provide measures of frequencies. Also in this study the qualitative analysis was complemented by quantification. The data obtained from the descriptive analysis was analyzed further by descriptive statistics. Generally

taken, descriptive statistics consist of procedures which are used to describe different aspects of the data (Selinger and Shohamy 1989). These procedures provide information about how often certain phenomena occur, how different and varied certain groups of language learners are with regard to the phenomena, correlations and relationships among various variables. In this study the aim of the statistical analysis was to find information about the frequencies of the demotivating factors and about how varied certain groups (boys and girls, well achieved and less well achieved learners) are with regard to sources of demotivation. The statistics used in this study are discussed in more detail in 4.3.2.

4.2 Subjects and data collection

The data collection was carried out on May 2003 in a Finnish comprehensive school in Jyväskylä where 91 ninth-graders, 50 males and 41 females were asked to complete a task. The reason why ninth-graders were asked to take part in this particular study was that, first of all, by the end of the ninth grade, English has been a compulsory subject for several years and due to this, the subjects are more or less on the same level motivationally. To make this clearer, the main aspect here is the compulsory nature of English in the comprehensive school. It is fairly safe to assume that the motivational level would have been quite different among, e.g. university students of English. Secondly, it seemed likely that by the end of ninth grade the pupils would have opinions on studying English and have encountered situations in which something has had a negative effect on motivation to learn the language.

Using a simple writing task for data collection seemed to be the best way to get the pupils express their thoughts about issues that had felt demotivating. The writing task resembled an unstructured interview, in which subjects can externalize their thinking with very little interference. However, the idea of using an interview in this study was forsaken for two reasons. First, the pupils might have felt uncomfortable talking about such negative issues with a stranger and might have held back. Secondly, using written data enabled the use of a larger group of subjects.

The pupils received a task sheet (see appendix) which contained the topic and the instructions for the task and three background questions concerning sex, class and the latest English grade. First, with a purpose to reduce the number of blank sheets, there was a small introduction to the topic and then came the instructions. The pupils were simply asked to tell in their own words about issues at school that they felt had had a negative influence on their motivation to learn English, i.e. demotivating factors. The introduction and the instructions, translated into English were as follows:

> "Many issues affect the meaningfulness of learning at school (own abilities, books, working methods, teacher, class atmosphere etc.), either in a positive or negative way.
>
> Describe in your own words WHAT has had a NEGATIVE effect on your motivation to learn the English language and describe as accurately as possible IN WHAT WAY. In case there are several factors affecting negatively, first talk about the factor that you have found the most negative, then the second etc. You can also provide an example of a situation in which you have felt uncomfortable with learning English."

The pupils received the instructions both orally and in writing. After the briefing the pupils had approximately twenty minutes to write down their answers. In order to obtain as detailed information about the demotivating factors as possible, it was strongly emphasized in both instructions that instead of merely naming the negative factors it was important to explain as accurately as possible in what way they were considered negative, i.e. demotivating. The reason why the pupils were asked to write first about the factors which they considered the most negative and then the second etc. was to gain information about the order of importance of the

demotivating factors. It was also taken into account in the instructions that it might be difficult for the pupils to name the demotivating factors. Therefore, they were also given an option to answer the question by describing a situation in which learning English had felt uncomfortable, which might reveal the sources of demotivation as well.

4.3 Data processing
4.3.1 Qualitative analysis

Out of 91 tasks 86 were subjected into analysis. Five tasks had to be excluded because they were returned blank. The first step in the analysis was to separate the tasks provided by boys and girls. This was done because it would make the comparison easier at a later stage. The next step was to conduct a detailed content analysis. Selinger and Shohamy (1989) have discerned two main types of techniques to analyze qualitative data. The first type is descriptive and exploratory in nature and aims at establishing categories from the data. The second type utilizes already existing categories and is confirmatory in nature. The first type of technique was used in this study since there were not any already existing categories that could have been applied to the data. The analysis followed quite closely the procedure described by Selinger and Shohamy (1989). The analysis began by identifying demotivating factors from the data, which were then categorized, or divided into themes. After the themes had been established, they were applied to the remainder of the data. Due to this procedure the themes were adjusted and refined. After this, the same procedure was repeated several times. The purpose of this phase was to verify the findings by assuring that the same demotivating factors and themes emerge from the data again.

In summary, the qualitative analysis in this study began by recording all the demotivating factors that emerged from the data, gathering as detailed and descriptive information about them as possible. Then all the demotivating factors were examined thematically by tracing commonalities and underlying patterns across them. The most logical way to do this was to divide the factors into themes according to where these factors originated from or by the bigger entities they were a part of.

Once the themes had been established, the analysis was repeated many times in order to verify the discovered themes. The process of identifying and thematizing the factors is illustrated with the following example. This example, like all the examples from now on, is first presented in Finnish, which was used in the tasks and then followed by a rough English translation[1].

So, example (1) should clarify the processing. The underlining was part of the original text.

(1)   Vanha opettaja vaihtui, kun jäi eläkkeelle. Siinä oli asennetta. Opettajan pitää olla innostunut, sellainen joka tietää ja joka osaa lausua opettamaansa kieltä. Tarkastaa läksyt kyselemällä myös niiltä, jotka ei viittaa. Eli entinen ope oli täydellinen.
      Nykyinen ope on masentava. Se ei puhu paljoa englantia tunnilla, nössöilee ja antaa välinpitämättömyydellä oppilaiden luistaa tehtävistä. Totta, yhdeksäsluokkalaisten pitäisi jo hoitaa itse omat tehtävänsä, mutta jos tehtyjä (joillain tekemättömiä) tehtäviä ei tarkasteta, tulee sellainen olo, ettei opettajaa aine niin kovin paljon kiinnosta. Opiskelusta ei tule mitään. Tässä siis kaksi melko ääripäätä.
      Ope on tärkeä, mutta myös kirjat. En ole tehnyt nykyisestä enkunkirjasta kuin puolet tehtävien helppouden takia. Toisaalta, toisille sama tehtävä voi olla vaikea, mutta jos tehtäisi niin kuin matikassa "A" ja "B" tehtäviä, kahden tasoisia...öh, tulipa tekstiä. (F20)

      (My teacher changed because the old teacher retired. That teacher had an attitude. A teacher
      should show enthusiasm and he or she should be of that kind that commands and knows how to pronounce the language he or she teaches. The teacher should check the homework by asking also from those who have not raised their hands. So, my previous teacher was perfect.
      Our current teacher is depressing. The teacher does not use English in the class all that much, is too yielding and so indifferent that he or she does not even care if the pupils skip their homework. True, ninth graders should take care of homework by themselves but if the teacher does not even bother to go through the homework the pupils have prepared (some have not), one cannot help thinking that the teacher is not all that interested in the subject. One cannot even study. So, here are too extremes.
      The teacher is important but so are the books. I have not done more than half of the exercises in our current English book because the exercises are so easy. On the other hand, the same exercise can be difficult for someone else, but what if we had "A" and "B" exercises like in math, on two levels...er, this turned out to be a long answer.)

Several factors emerged from this particular answer. First, there were aspects about the teacher that had been considered demotivating, e.g. not knowing how to

pronounce ("opettajan pitää olla...sellainen, joka ...osaa lausua opettamaansa kieltä"), lack of authority ("nössöilee") and being indifferent ("nykyinen ope...antaa välinpitämättömyydellään oppilaiden luistaa tehtävistä"). Secondly, the books had some demotivating qualities or, more precisely, the exercise book, which had been considered too easy. The factors recorded from this answer fell under two themes: the teacher and learning material. All the teacher-related factors saliently originated from the teacher him/herself and negative remarks about the exercise book fell under a broader theme, learning material.

Moving towards the quantitative analysis, it was also concluded and marked down from this answer that, in this case, the teacher was the primary source of demotivation and learning material the secondary. This deduction was made (also with the rest of the data) because the pupils had been instructed to write about the demotivating factors in a specific order, i.e. write about the most negative factor first. Hence, the teacher was given the primary emphasis as a source of demotivation and learning material the second.

4.3.2 Quantitative analysis

As discussed above, the first research question, 1) what are the demotivating factors that discourage pupils in an English classroom, was analyzed qualitatively. The remaining three questions, 2) what the frequency and order of importance of the demotivating factors was, 3) what their relation to gender was and 4) what their relation to school achievement was as measured by the latest English grade were analyzed quantitatively.

The frequency of the demotivating factors was obtained by simply counting the total number of factors, regardless of whether they had been given primary emphasis or secondary, etc., as long as the factor had been mentioned as a source of demotivation. The order of importance of the demotivating factors was examined by arranging the demotivating factors according to the emphasis they had been given,

bold.

i.e. counting the number of factors that had been introduced as the primary source of demotivation and then the secondary source, etc.

The next objective was to determine the frequency and order of importance of the demotivating factors among the boys and girls. This was done by using exactly the same methods as with the whole group, as accounted above. The total number of the factors was counted by adding together all factors falling under the same theme, whether they were mentioned first or second, etc. Then, the order of importance of the demotivating factors was determined by arranging the factors according to the emphasis given. Another objective was to find out whether there would be statistically significant differences in sources of demotivation between the sexes. This was tried out by using **Chi square** analysis, by examining the differences in the frequencies of demotivating factors between the boys and girls. The Chi square test is a procedure for comparing the frequencies of different variables (Selinger and Shohamy 1989). If a significant Chi square is obtained, it indicates that meaningful differences exist. Unfortunately, the analysis could not be carried out because the number of the demotivating factors was uneven. Hence, the only way to compare the two was to compare the total numbers and percentages.

The last objective was to find information about the demotivating factors in relation to school achievement as measured by the latest English grade. At this point two more pupils had to be ignored because they had not given their grades. The analysis was made between the primary demotivating factors and the grades, because it would have been impossible to include the secondary factors or the ones mentioned third or fourth in the statistical analysis. Besides, using the primary factors in the comparison seemed logical because they were the ones that had had the strongest effect on the pupils' motivation, being the most influential ones.

The first step in the analysis was to examine how the demotivating factors were distributed between the pupils with different English grades. This was done by using **cross-tabulation**. This procedure is used for studying the relationship between two variables (Norušis 1983). The variables are displayed in cells in a table together with various percentages. The cells, in turn, are formed by crossing the column variables and row variables (in this study from the grades and demotivating factors). The cell

entries provide information about the relationships between the variables. In order to get a more composite picture of the distribution, the grades were divided into three categories: Satisfactory (grade 5 and 6), Good (grades 7 and 8) and Excellent (grades 9 and 10). The distribution of the demotivating factors was examined by comparing the frequency of the factors within each grade category to the other grade categories. At this point, the statistical analysis could not be taken further in order to find out whether the differences between the grade categories were statistically significant: a Chi square test was tried out but could not be carried out because the numbers were uneven. Therefore, the demotivating factors in relation to the grades were examined for statistically significant differences by comparing the grade averages of the themes with each other. For this purpose, the first step was to determine the grade average and the variability within each theme. This was done by computing the mean and the standard deviation for each theme. Standard deviation was determined in order to find out how widely distributed the grades were within the themes. Then the analysis continued with **a one-way analysis of variance.** This procedure is used for examining the differences in more than one group (Selinger and Shohamy 1989). The analysis is performed in order to determine the F value. The F value, in turn, is the ratio of the variance between the themes over the variance within the themes. Determining the F value was essential for the subsequent comparison because if it is significant, it indicates that there are statistically significant differences between the themes. The F value is significant when the variability between the themes is greater than within the themes. After the F value was determined, the themes of demotivating factors were compared with each other in order to locate the statistically significant differences. This was made by **multiple comparisons**, in which the themes were compared with each other in pairs two themes at a time. Multiple comparison protects against calling too many differences significant by setting up stringent criteria for declaring them (Norušis 1983). That is, the difference between the two variables must be large to be identified as a true difference.

5 FINDINGS: DEMOTIVATING FACTORS

This study sought answers to the following questions: 1) what are the demotivating factors that discourage pupils in an English classroom 2) what is the frequency of the demotivating factors and order of importance of the demotivating factors 3) what is their relation to gender and 4) what is their relation are to school achievement as measured by the latest English grade. The first question is answered in section 5.1 of this chapter. The aim is to give a thorough presentation of the demotivating factors, which emerged from the data. The factors are reported in themes. The second question is answered in section 5.2, which includes the frequency and the order of importance of the demotivating factors with the whole group. Section 5.3 covers question three, meaning that it presents the frequency and the order of importance of the demotivating factors among boys and girls and also the possible differences between the two sexes. Section 5.4 addresses the issue of the possible connection between school achievement and sources of demotivation.

5.1 The themes

The first of the three research questions was: what are the demotivating factors in the English classroom. The demotivating factors that emerged from the answers were grouped into five themes: the teacher, learning material, learner characteristics, school environment and learner's attitude towards the English language. This section offers a descriptive account of the demotivating factors, presenting them there by themes. Each theme is illustrated with examples from the data. The themes will be presented in order of frequency, which means that the theme of demotivating factors that appeared most frequently is discussed first, then the second, etc.

5.1.1 The teacher

The teacher was the primary source of demotivation. The negative aspects of the teacher were more thoroughly described than any other theme. The negative aspects of the teacher were divided into three subthemes: teaching methods, lack of competence and personality. These three subthemes will be discussed starting with the teacher's more general aspects, his or her teaching methods and then moving on to more personal aspects, to his or her competence and finally to his or her personality.

Teaching methods

The first theme, teaching methods, actually refers to all kinds of classroom activities and to the teacher's way of organizing things. What seemed to be causing demotivation in pupils was the temporal aspects of teaching, meaning that the progress teaching had been either too slow or too fast. The first alternative, too slow progress, was considered more frustrating than the other one. It was complained that the teacher had spent too much time with one single topic and that this had made the lessons extremely boring. Consider, for example, (2):

(2)   Ollaan yleensä tunteja yhdessä kappaleessa, kun voisi mennä jo eteenpäin. (F12)

  (We usually spend hours working on one single chapter when we could already move on.)

In contrast to complaints about the slow progress, there were also complaints about the teacher having moved too fast. Accordingly, the teacher should have adjusted the teaching to such a rate that everyone could have been able to keep up and that the teacher should have made sure that he or she had not lost anyone before moving on, as in (3) and (4):

(3)   Ja toinen juttu on se, että opettaja menee liian nopeasti eteenpäin joissain asioissa. Menee sen mukaan eteenpäin kun parhaat oppilaat tajuaa!!! (F11)

       (And another thing is that the teacher moves on too fast with some things. The teaching progresses in proportion as the best pupils get the hang of it!!!)

(4)   En tiedä mikä opetuksessa on vikana, mutta ei siellä kyllä opi mitään. Asiat neuvotaan yhden kerran ja sitten kaikkien pitäisi osata. (F30)

       (I do not know what is wrong with the teaching but nobody is not learning anything in there. Everything is being told once and after that everyone is suppose to know how to do it.)

Another demotivating factor was lack of variation. It was reported that it had been extremely boring to repeat the same things over and over again. Consider (5):

(5)   Esimerkiksi, kun käymme samat asiat kerran vuodessa kolmen vuoden ajan. Siksi ainakin minun oppimismotivaatio on laskenut. (M28)

       (For example, when we go through the same things every year for three years. That is why at least my learning motivation has decreased.)

Furthermore, the actual teaching methods and classroom activities had caused demotivation as well. Some were strongly against project work and working in groups in general, while others wished to see more of them in the English class. Also, giving presentations in front of the class was one type of activity that some pupils had not been all that keen on participating. For instance, compare (6) and (7):

(6)   Tunnit on aika samanlaisia aina. Voisi olla enemmän sellaisia ryhmätöitä! (F29)

       (The lessons are pretty much the same all the time. There should more of that sort of activity as group work!)

(7)   Ikäviä juttuja semmoiset, missä pitää mennä luokan eteen sönkkäämään jotain englannin esitelmää. (F22)

       (Those are unpleasant situations when you have to step up in front of the class and give a presentation in English.)

Another aspect of teaching causing demotivation was that reading tasks had been overrated in some pupils' opinion. It was argued that, instead of all that endless reading the teacher should have organized also something different for classroom activity, as in (8):

(8)   Liikaa lukemista. Pitäisi olla luovaa, jossa oppilaat ajattelee itse. (M37)

     (There is too much reading. There should be something creative so that pupils could use their own thinking.)

Yet, another demotivating aspect of teaching was homework. What seemed to be the problem was that either the teacher had given too much homework or that the homework had included tasks about grammar points that had not even been taught yet. Also, the teacher had reviewed the same homework many times and sometimes had spent the entire lesson doing that and occasionally, had not reviewed the homework at all. Furthermore, the teacher had asked questions also from those that had not known the answer. For example, consider (9) and (10):

(9)   [Opettaja] antaa liikaa läksyjä ja tarkastaa samat läksyt vähintään kaksi kertaa. (M18)

     ([The teacher] gives too much homework ja goes through the same homework at least twice.)

(10) On ärsyttävää, kun ei osaa jotain, eikä viittaa, niin silti opettaja kysyy minulta, eli pommittaa, vaikka hän hyvin tietää, että viittaan, jos minä tiedän jonkun asian. (F11)

     (It annoys me that if I do not know the answer and have not raised my hand, still the teacher asks me the question or bombards me, eventhough the teacher knows very well that I will raise my hand if I know the answer.)

Finally, another aspect of teaching causing demotivation was that the teacher had put too much weight on grammatical matters and had ignored the importance of vocabulary, as in (11):

(11)   Sanoja harjoitellaan liian vähän. Ne ovat tärkeämpiä kuin kielioppi. (F4)

(We spend too little time on practicing new words. They are more important than grammar.)

Lack of competence

The next demotivating aspect of the teacher, his or her lack of competence, had reflected on many things in the classroom according to the pupils. First of all, it had affected the quality of teaching. It was reported that due to the teacher's incompetence the teaching had been inconsistent, as in (12):

(12)   Opettaja ei osaa opettaa ja sählää luokassa. Ja ärsyttää, koska sen takia ei opi niin hyvin. (F14)

(The teacher cannot teach and is disorderly in the class. It is annoying because that is why a person does not learn so well.)

Secondly, it was claimed by several pupils that the teacher had not been able to stick to the schedule, as in (13).

(13)   Kielteisesti on vaikuttanut opettaja [nimi poistettu] ... joskus oppilaat joutuvat neuvomaan opettajaa joissain asioissa. Esim. **kun aloitimme ysiluokan olimme menossa vasta kasiluokan kirjan puolivälissä**, kun muut luokat, joilla oli eri opettaja, aloittivat jo ysin kirjaa. Tällainen opetus on haitaksi tulevaisuudelle kun on kolme vuotta huono opettaja. (M27)

(What has effected negatively is the teacher [name omitted] ... sometimes the pupils have to advice the teacher on some things. For example, **in the beginning of ninth grade we had barely reached halfway of the eight grade textbook**, while the other class, which were taught by a different teacher, had already started working on the next one. This kind of teaching has an adverse effect to one's future if one is being taught by a lousy teacher for three years.)

Furthermore, what also caused demotivation in the teacher was that he or she had been unorganized. The teacher had not been able to keep track of the lessons, neither previous nor the present one, and what comes to homework, he or she had failed to keep track of them also. Consider (14):

(14)   [negatiivisesti on vaikuttanut] opettaja, joka tarkastaa läksyt vähintään kaksi kertaa, eikä tiedä missä kappaleessa mennään. Ei jaksa tehdä läksyjä, kun opettaja on ihan ulkona läksyistä. (M26)

([what has had a negative effect is] the teacher, who goes through the same homework at least twice and does not know at which chapter we are. I do not feel like doing the homework because the teacher has no idea what had been assigned for homework.)

The teacher's poor English skills were another source of demotivation. It was argued that the teacher's mastery of grammar had been weak and, furthermore, the teacher could not speak English, as in (15):

(15)   Ryhmämme englanninopettaja on **ammattitaidoton**. Hän **ääntää englantia huonosti** Ja samat tehtävät tarkistetaan noin seitsemän kertaa. **Olen myös itse joutunut korjaamaan kieliopillisia virheitä, joita opettaja ei ole tajunnut**. Nykyinen opettajamme on kolmas meillä ollut eri opettaja ja näistä kolmesta selvästi huonoin. Tuntuu, että **lähes koko luokka puhuu englantia häntä paremmin**. Herää kysymys: "Miten tuollainen opettaja voi saada opettajan paperit?" (M25)

(Our English teacher is **incompetent**. **His or her pronunciation is terrible** and we have to go through the same exercises about seven times. **Also, I myself have had to correct some of the grammatical mistakes that our teacher had made and had not even realized making them**. Our current teacher is the third one that has taught us and is clearly the worst of these three. Seems like **almost everyone in our class speaks better English than the teacher**. This raises the question: "How can it be that a teacher like that could have become a teacher in the first place?)

Finally, another demotivating aspect of the teacher's competence was lack of authority. It was complained that the teacher had failed to offer the pupils an undisturbed learning environment by being too yielding. Consider (16):

(16)   Englannin opiskelu on kivaa, mutta silloin **on tylsää jos ope ei pidä jöötä vaan lepsuilee**. Kun viime vuonna oli niin mahtimummo opena, niin nyt ei tunnu, että oppisi kunnolla kun ei ole [nimi poistettu] paukuttamassa sanakirjalla päähän. (F13)

(Studying English is fun, but **it is boring when the teacher does not maintain discipline but is too yielding**. Last year I had such an amazing old lady as a teacher, so now it feels as if I were not learning properly because [name omitted] is not here anymore, banging me on the head with a dictionary.)

Personality

 As the final subtheme suggests, there were many features in the teacher's personality that had caused demotivation. One of these features was that the teacher had been too uptight. It was reported that he or she had lashed out at pupils and that the atmosphere in class had been unpleasant. For example, consider (17):

(17) Englannin tunnilla olisi hyvä olla rento ilmapiiri (eli opettaja ei saa olla liian virallinen ja tiukka)...jos opettaja huutaa ja raivoaa jatkuvasti kaikille, se pilaa koko päivän. (F10)

(There ought to be a relaxed atmosphere in the English classes (meaning that the teacher should not be too formal and uptight)...if the teacher yells and lashes out at everyone all the time it spoils the whole day.)

Another feature causing demotivation was lack of dedication. The teacher had not seemed genuinely interested in the English language and had not shown any enthusiasm. Furthermore, the teacher had struck somewhat indifferent because it had seemed as though he or she had had no expectations, nor had he or she cared whether the pupils had done their work. Consider (18) and (19):

(18) **Ei ole oikein motivaatiota opetella uusia sanoja, kun opettaja ei sitä odota**. Sitten niitä sanoja ei osaa, kun tulee vastaan esim. puhuessa jonkun englanninkielisen tyypin kanssa. (F31)

(**I do not really have motivation to learn any new words because the teacher does not expect it**. And then when you encounter those words, e.g. when talking to an English guy, you do not know them.)

(19) Nykyinen ope on masentava. Se ei puhu paljoa englantia tunnilla, nössöilee ja **antaa välinpitämättömyydellä oppilaiden luistaa tehtävistä**. Totta, yhdeksäsluokkalaisten pitäisi jo hoitaa omat tehtävänsä, mutta jos tehtyjä (joillain tekemättömiä) tehtäviä ei tarkasteta, **tulee sellainen olo, ettei opettajaa aine niin kovin paljon kiinnosta**. (F20)

(Our current teacher is depressing. The teacher does not use English in class all that much, **is** too yielding and **so indifferent that he or she does not even care if the pupils skip homework**. True, ninth graders should take care of homework by themselves but if the teacher does not even bother to review the homework the pupils have done (some have not), **one cannot help thinking that the teacher is not all that interested in the subject**.)

Besides all the things listed so far, there were even more demotivating aspects in the teacher's personality. Some of these were pretty harsh, for instance, the teacher was claimed to be too old, odd, annoying, foolish, lacked credibility and also that the teacher's monotonous speaking voice had made everything feel dull. It was also reported that the teacher had been biased or unfair and had paid more attention to the pupils sitting in front of the class than to those sitting in the back, as in (20):

(20)   Jotkut opettajat ovat ovat "puolueellisia", eli "syrjivät" toisia, huonompia oppilaita. (F4)

   (Some teachers are "biased", meaning that they "discrimate" others, less-talented pupils.)

Finally, it was also reported to be demotivating that the teacher had had a tendency to compare a pupil with others, which had led to preconceived opinions, as in (21):

(21)   Tympeintä on, kun **opettajat vertaavat taitoja sisarusten taitoihin**, esim. jos sun isosisko tai isoveli on ollut huono englannissa, niin olet sinäkin ja sille ei voi mitään. Heti erityisopettajalle vaikkei välttämättä tarvitsisi. (F33)

   (The most sickening thing is that when **teachers compare you to your brothers or sisters**, meaning that if your older brother or sister has not been good in English then you cannot be either and there is nothing you can do about it. You go straight to special education, eventhough it was not really necessary.)

5.1.2 Learning material

The second theme in order of importance causing demotivation was learning material. What appeared to be the most demotivating aspect about learning material was the books. Both the textbook and the exercise book had qualities that did not please everybody. However, it was reported that the exercise book had contained slightly

more demotivating aspects than the textbook. It was complained that the book had struck as being uninteresting and the exercises in it had been boring. Furthermore, some said that the exercises had been too difficult, whereas some wished they had been more challenging. Consider (22) and (23).

(22)   Kielteisesti on vaikuttanut kirjamme jotkut vaikeat tehtävät. (F24)

(What has had a negative effect [on learning motivation] is some of the difficult exercises in our book.)

(23)   Ope on tärkeä, mutta myös kirjat. **En ole tehnyt nykyisestä enkun kirjasta kuin puolet tehtävien helppouden takia**. Toisaalta, toisille sama tehtävä voi olla vaikea, mutta jos tehtäisi niin kuin matikassa "A" ja "B" tehtäviä, kahden tasoisia... (F20)

(The teacher is important but so are the books. **I have not done more than half of the exercises in our current English book because the exercises are so easy**. On the other hand, the same exercise can be difficult for someone else, but what if we had "A" and "B" exercises like in math, on two levels...)

The exercise book was also considered demotivating for containing tasks which had been pointless and meaningless, as in (24).

(24)   Kielteisesti on vaikuttanut, öö...joskus tuntuu, että kaikesta, mitä tehdään, ei opi mitään. Siis tehdään tehtäväkirjasta joitain **hassuja tehtäviä, mistä ei jää mitään mieleen**. En osaa sanoa, auttaisiko, jos tehtävät olis erilaisia, vai eikö auttais. (F31)

(What has had a negative effect, er...sometimes I have a feeling that nobody learns anything. That being, every time we do some **silly exercises in the book, which are completely forgotten** as soon as the lesson is over.)

Once again, the lack of variation was stated as a demotivating factor. It was complained that the same exercises had been repeated over and over, as in (25).

(25)   Kirjassamme on joitakin tehtäviä, jotka ovat todella samanlaisia. Ne tehtävät voisivat olla erilaisempia. (M34)

(There are some exercises in our book that are all alike. Those exercises could be more different from each other.)

The textbook had also had quite a few demotivating aspects. First of all, it was considered demotivating that the books had been all worn out and in a bad shape. In addition, the book was called boring and it was said that the texts in it had been childish and of very little interest. Yet another aspect that was found demotivating was some of the topics in the book. For instance, consider (26) and (27):

(26)   Omasta mielestäni kirjan kappaleet ovat aika tylsiä... Tekstit voisivat käsitellä enemmän nuoria koskevia aiheita. (F38)

(I think the chapters are pretty boring... There should be more texts about issues that young people can relate to.)

(27)   Kirjojen tyhmät kappaleet joita (joitakin) väitetään tosiksi ovat ärsyttäviä. (M36)

(The stupid texts in the book that are claimed to be true stories (or some of them) are annoying.)

5.1.3 Learner characteristics

One more source of demotivation lied within the pupils themselves. The theme is labelled learner characteristics, which in this case refers to a pupil's potentials or skills or, in short, to everything that comes from inside the learner. Learner characteristics were reflected in motivation in two ways. The first and most commonly reported aspect of learner characteristics was lowered confidence in a pupil's language skills or lack of skills. It was reported that studying English had been difficult for a pupil if he or she had not learnt the basic things and if he or she had been left behind or had found it difficult to keep up with the others, as in (28):

(28)   Englannin tunneilla on tympeetä, vaikka olisikin kiva opettaja, sillä on inhottava opiskella, jos ei ole oppinut ala-asteella perustaitoja. (F33)

(English classes are dull despite of a nice teacher because not having learnt the basic skills in elementary school makes studying repulsive.)

Poor language skills also caused demotivation because the workload had been twice as big for the less talented ones than for the others and this had felt overwhelming for some pupils. Consider (29):

(29) Pitää opetella. Hikistä tuskaa. Ei sitä mikään pysty korjaamaan, paitsi joku keksintö, joka syöttää aivoihin tiedot ja ne pysyvät siellä ilman opettelua. (M42)

(I have to learn. It is real torture. Nothing can fix it, except some invention that could feed the information to my brain and that it would stay there and this would happen without all that learning.)

In addition, the same extra load of work was also reported as a problem when having done the homework or when having prepared for exams.

Interestingly, it was claimed that good language skills had also caused demotivation. It was reported that it had been difficult to maintain an interest in the English language because it had gotten too easy and unvaried, as in (30) and (31):

(30) Englanti on niin helppoa, ettei siihen oikein jaksa keskittyä, kun ei ole mitään haastetta. (M45)

(English language is so easy that it is difficult to concentrate on it beacuse it does not offer any challenge.)

(31) No, jos on lukenut englantia tarhasta asti, niin tunnit alkaa tuntua todella tysältä vanhan kertaamiselta. (F34)

(Well, if you have studied English since you were in kindergarten, it starts to feel like you are only going through things that have already been taught and it makes learning extremely boring.)

Finally, the last demotivating aspect related to learner characteristics was bad experiences. For instance, failing an exam had had a demotivating effect on learning motivation. In fact, it was reported that poor performance in a nation-wide English test had been experienced demotivating.

5.1.4 School environment

The next theme, school environment, covers such aspects as the school building, school resources, practice, etc. Three types of points came up. First of all, there had

been some problems with the scheduling of English classes. The problem was that the classes had taken place either too early in the morning or, as complained in most cases, late in the afternoon. The reason why this was considered a problem was that, apparently, neither of these times had not been that suitable for studying languages. Consider (32) and (33):

(32)   [Negatiivisesti on vaikuttanut] tunnin sijoittuminen iltapäivään, jolloin ei jaksa opiskella kieliä. (F21)

   ([It has had a negative effect that] the class is in the afternoon, when you do not have enough strength to study languages.)

(33)   Englannin tuntini ovat iltapäivällä, enkä jaksa olla silloin enää skarppina. (M38)

   (My English classes are in the afternoon and at that time I am not so sharp anymore.)

Secondly, changes in the teaching staff were considered demotivating. It was not only teacher change that had caused demotivation but also that the teacher had changed too often. For instance, consider (34):

(34)   **Jos hyvä opettaja vaihtuu**. Ensinnäkin, sen totutteluun menee aikaa, eikä osaa mitään asioita kunnolla. Menee vain ajatukset sekaisin, kun miettii, miksi opettajan täytyi lähteä. (F37)

   (**If a good teacher is replaced**. First of all, it takes time to get used to the idea and in the meantime you cannot do anything right. You are only confused because all you do is wonder why the teacher had to leave.)

Another aspect causing demotivation was that the regular teacher had been absent for a long time. It was reported that learning had suffered if the teacher had been absent for a long time, as in (35):

(35)   Kun opettaja on kauan poissa, kaikki menee sekaisin, eli ei pysy asiassa sijaisen kanssa. (F37)

   (When the teacher is absent for a long time everything goes upside-down, meaning that you cannot keep to the subject with the substitute teacher.)

The third demotivating aspect related to school environment was the actual classroom where the English lessons had taken place. There had been some dissatisfaction with the classroom either because there had been something wrong with the temperature or with the air-conditioning. Consider (36) and (37):

(36)   Yleensä luokassa on liian kuuma tai kylmä. Hikisenä on vaikea opiskella. (M39)

(It is usually too hot or too cold in the classroom. It is difficult to study when you are sweating.)

(37)   [Negatiivisesti on vaikuttanut] pieni ja tunkkainen enkun luokka ja huono ilma luokassa. (M40)

([What has been negative is] a small and stuffy English classroom and poor air in there.)

5.1.5 A learner's attitude towards the English language

The last theme emerged from the pupils' attitude towards the language, meaning that the language itself was reported to be the main source of demotivation. There was not really a detailed explanation available for what had given rise to such a negative attitude toward the English language. Instead, it was merely pointed out that English is a "stupid" subject, there is no point in learning it and English has never really struck as interesting, as in (38):

(38)   Joo tota...englanti ei ole ikinä sillein kiinnostanut. (F38)

(Well...the English language has never really interested me.)

5.2 Frequency and order of importance of the demotivating factors

Five themes of demotivating factors emerged from the data: teacher, learning material, learner characteristics, school environment and learner's attitude towards the English language. The demotivating factors falling under these themes totaled 111. The total number of the demotivating factors was gained by counting all the factors belonging to the same theme, regardless of the importance they had been given. The total number of the demotivating factors can be found in table 1 and in figure 1.

Table 1. Demotivating factors.

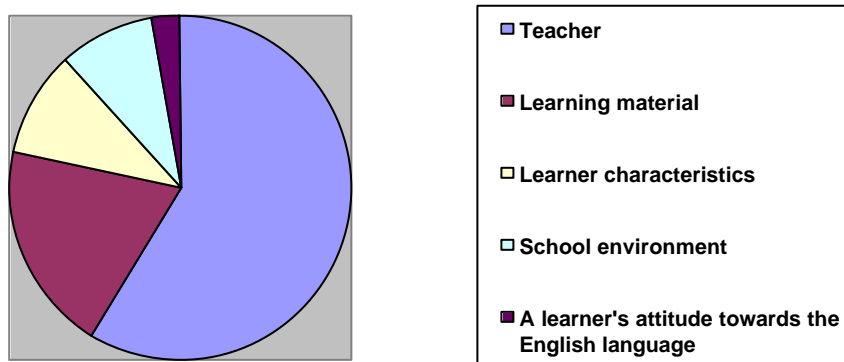|	N	%
The teacher	65	58.6
Learning material	22	19.8
Learner characteristics	11	9.9
School environment	10	9
A learner's attitude towards the English language	3 _____	2.7 _____
Total	111	100

Figure 1. Demotivating factors

The teacher was the source of demotivation that turned out to be the most frequent. He or she was mentioned 65 (58.6%) times. Learning material turned out to be the second, with the total number of 22 (19.8%). The frequency of learner characteristics, mentioned by 11 (9.9%) pupils was close to the frequency of school environment, mentioned by 10 (9%) pupils was, whereas, a learner's attitude towards the English language, mentioned by three (2.7%) came last measured by frequency.

The order of importance of the demotivating factors was gained by adding together all the demotivating factors with the same emphasis, i.e. adding together all the factors mentioned first, the factors mentioned second, etc. Table 2 shows the distribution of the demotivating factors in the order of importance, whereas figure 2 shows the distribution of the primary sources of demotivation.

Table 2. Demotivating factors in the order of importance

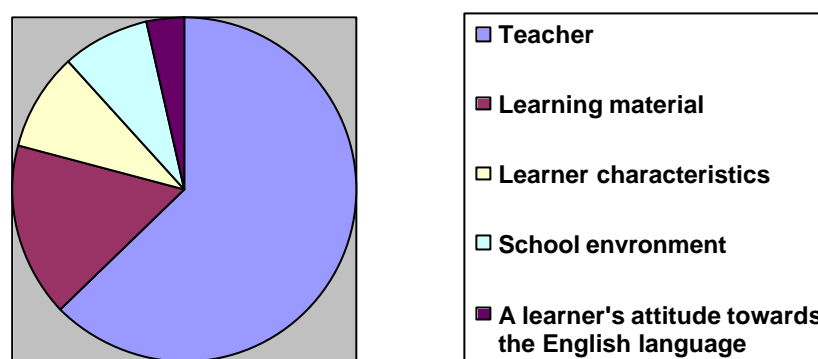|	Primary		Secondary		Third		Fourth		Total	
	N	%	N	%	N	%	N	%	N	%
The teacher	54	48.7	11	9.9	-	-	-	-	65	58.6
Learning material	14	12.6	7	6.3	-	-	1	0.9	22	19.8
Learner characteristics	8	7.2	2	1.8	1	0.9	-	-	11	9.9
School environment	7	6.3	2	1.8	1	0.9	-	-	10	9
A learner's attitude towards the English language	3	2.7	-	-	-	-	-	-	3	2.7
									111	100

Figure 2. Primary sources of demotivation.

A total of 64 (74.4%) pupils reported one single theme. Twenty pupils (23.3%) reported two themes, whereas only one pupil (1.2%) reported three themes and one (1.2%) four themes. The numbers were obtained by simply counting how many pupils had reported one theme, two themes, three themes and four themes, adding them together.

More specifically, the teacher was the primary source of demotivation to 54 (48.7%) pupils and the secondary source for 11 (9.9%). Learning material was the main source of demotivation for 14 (12.6%) and secondary for seven (6.3%). Also, one pupil (0.9%) had placed it fourth in order of importance. Learner characteristics turned out to be the primary source of demotivation for eight (7.2%), secondary source for two (1.8%) pupils and was placed third by one (0.9%). The next theme, school environment, had been given primary emphasis by seven (6.3%) pupils, secondary emphasis by two (1.8%) and was place third by one (0.9%). A learner's attitude towards the English language was the primary source of demotivation for three (2.7%) pupils and was reported only as the primary source of demotivation.

5.3 Demotivating factors among boys and girls

One of the four objectives of this study was to find out what the demotivating factors were among the boys and girls and whether there would be differences between the sexes. The aim was to determine whether there would be statistically significant differences between the sexes by using a Chi square test but, unfortunately, the test could not be applied to the data because the number of the demotivating factors was uneven. The demotivating factors reported by the boys and girls were also examined from two points of view: what was the frequency and the order of importance of the demotivating factors. The demotivating factors among the boys can be found in table 3.

Table 3. Demotivating factors among boys.

	Primary		Secondary		Third		Fourth		Total	
	N	%	N	%	N	%	N	%	N	%
The teacher	31	54.4	5	8.8	-	-	-	-	36	63.2
Learning material	5	8.8	2	3.5	-	-	-	-	7	12.3
Learner characteristics	6	10.5	-	-	-	-	-	-	6	10.5
School environment	4	7	2	3.5	-	-	-	-	6	10.5
A learner's attitude towards the English language	2	3.5	-	-	-	-	-	-	2	3.5
									57	100

Regarding the frequency of the demotivating factors, the teacher was the predominant source of demotivation among the boys. It was mentioned 36 (63.2%) times. Learning material, which was mentioned seven (12.3%) times, came second. Learner characteristics and school environment were both reported by six (10.5%)

pupils. A learner's attitude towards the English language came up only two (3.5%) times.

As for the order of importance of the demotivating factors among the boys, only primary or secondary sources of demotivation were reported. The teacher was the primary source of demotivation for 31 (54.4%) and secondary for five (8.8%). Learner characteristics was the next primary source of demotivation among the boys. It was given the primary emphasis by six (10.5%), being reported only as a primary source. Then came learning material, which had been ranked first by five (8.8%) and second by two (3.5%) boys. School environment was the main source of demotivation for four (7%) and secondary for two (3.5%) boys. A learner's attitude towards the English language appeared only as a primary source and was reported by two (3.5%) boys.

The demotivating factors among the girls can be found in table 4.

Table 4. Demotivating factors among girls.

	Primary		Secondary		Third		Fourth		Total	
	N	%	N	%	N	%	N	%	N	%
The teacher	23	42.6	6	11.1	-	-	-	-	29	53.7
Learning material	9	16.6	5	9.2	-	-	1	1.9	15	27.8
Learner characteristics	2	3.7	2	3.7	1	1.9	-	-	5	9.3
School environment	3	5.5	-	-	1	1.9	-	-	4	7.4
A learner's attitude towards the English language	1	1.9	-	-	-	-	-	-	1	1.9
									54	100

The teacher was the source of demotivation among the girls that turned out most frequent, altogether 29 (53.7%) times. Learning material came second and was

reported by 15 (27.8%) girls. Learner characteristics came up five (9.3%) times and school environment four (7.4%) times. A learner's attitude towards the English language was reported only by one (1.9%) girl.

As for the order of importance, the teacher was placed first by 23 (42.6%) pupils. It was also the secondary source for six (11.1%) girls. Learning material was the primary source for nine (16.6%), secondary for five (9.2%) and was placed the fourth by one (1.9%) girl. School environment was placed the first by three (5.5%) and the third by one (1.9%) girl. Learner characteristics was the main source of demotivation for two (3.7%) girls, was given secondary emphasis also by two (3.7%), being placed the third by one (1.9%) girl. A learner's attitude towards the English language was the primary source for one (1.9%) and appeared only as a primary source.

The comparison of the demotivating factors among the boys and girls was also done with a focus on the frequency and the order of importance of the factors. The frequencies of the demotivating factors among the boys and girls can be seen in figure 3.

□ Teacher

■ Learning material

□ Learner characteristics

□ School environment

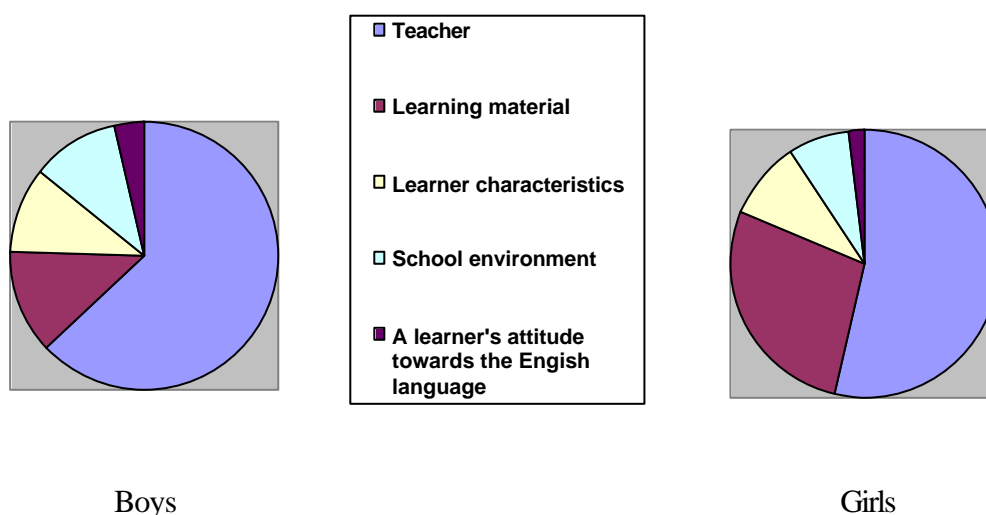■ A learner's attitude towards the Engish language

Boys   Girls

Figure 3. Demotivating factors among boys and girls.

The comparison of the total number of demotivating factors among the boys and the girls revealed only slight differences. The order of the demotivating factors according

to the number was the same with both, with the teacher being the most frequent theme, learning material the second, learner characteristics the third, school environment the fourth and the learner's attitude the fifth. However, there were some differences in the distribution of the themes. The frequency of the teacher and learning material was somewhat different among the boys and girls. The result of the comparison suggests that the boys are more inclined to attribute demotivation to the teacher than the girls. Learning material seemed to be, however, considered more demotivating by the girls, concluding from the fact that it turned out to be over twice as frequent among the girls than among the boys. The differences in the frequencies of the other themes were less distinct.

The demotivating factors among the boys and the girls were also compared in respect to the order of importance, focusing especially on the primary factors. The distribution of the primary sources of demotivation can be found in figure 4.

Boys   Girls
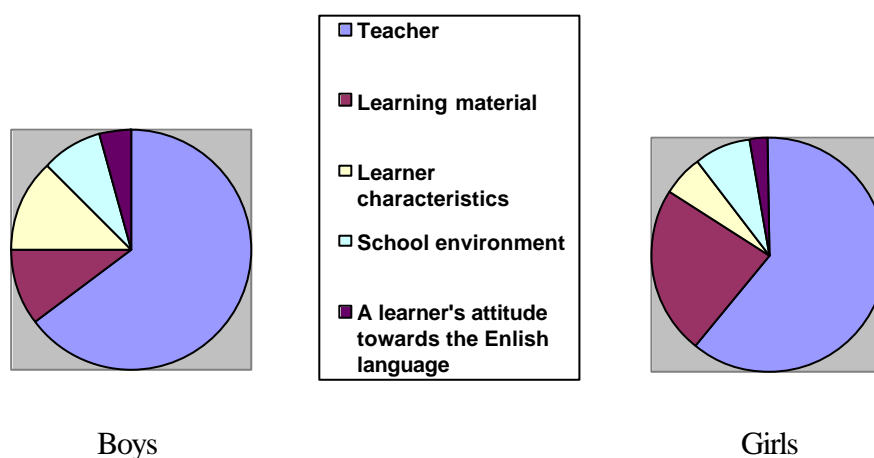
Figure 4. Primary sources of demotivation among boys and girls.

The comparison of the demotivating factors in the order of importance showed few differences between the boys and girls. The first visible difference was that there were only primary or secondary sources of demotivation among the boys, whereas, a few factors had also been placed third or fourth by the girls. The second difference between boys and girls could be seen in the primary sources of demotivation (see

figure 4). The comparison of the sources of demotivation with primary emphasis shows that the order was different for the boys and the girls. The order of the primary sources of demotivation among the boys was: the teacher, learner characteristics, learning material, school environment and attitude towards the English language. Correspondingly, the order of primary sources of demotivation among the girls was: the teacher, learning material, school environment, learner characteristics and attitude towards the English language. The striking difference could be seen in the importance given to learner characteristics. It was the second most influential source of demotivation for the boys, whereas it was not placed until fourth by the girls.

The comparison of the secondary sources of demotivation reveals a couple of differences. First, learning material as a secondary source of demotivation was nearly three times more common among the girls than among the boys. Secondly, learner characteristics appeared as a secondary source only among the girls and school environment only among the boys.

As already mentioned, the demotivating factors with the third or fourth emphasis were reported only by the girls. Hence, no comparisons could be made.

5.4 Demotivating factors and school achievement

The fourth objective of this study was to find out what the demotivating factors were in relation to school achievement as measured by the latest English grade. As mentioned above, the comparison was made between the primary sources of demotivation and the grades. Also, two pupils were omitted from the analysis because they had not provided their grades. They were both omitted from 'learner characteristics' since it was the primary source of demotivation for both of them. Due to this, 'learner characteristics' became now the fourth frequent primary source and 'school environment' the third, when otherwise they would have been the other way around.

The first thing examined was how the demotivating factors were distributed between the pupils with different grades using cross-tabulation. The grades were divided into three categories: Satisfactory (5 or 6), Good (7 or 8) and Excellent (9 or 10). The comparison was made by comparing the frequency of

the demotivating factors within each grade category to the other grade categories. The distribution of the demotivating factors by grades is shown in table 5 and in figure 5.

Table 5. Cross-tabulation of demotivating factors by English grades.

		Satisfactory (5 or 6)	Good (7 or 8)	Excellent (9 or 10)	Total
The Teacher	Count	6	24	24	54
	%	54.5	58.5	75.0	64.3
Learning material	Count	1	9	4	14
	%	9.1	22.0	12.5	16.7
School environment	Count	0	5	2	7
	%	.0	12.2	6.3	8.3
Learner characteristics	Count	1	3	2	6
	%	9.1	7.3	6.3	7.1
A learner's attitude towards the English language	Count	3	0	0	3
	%	27.3	.0	.0	3.6
Total	Count	11	41	32	84
	%	100.0	100.0	100.0	100.0

Satisfactory   Good

The teacher

Learning material

School environment

Learner caracteristics

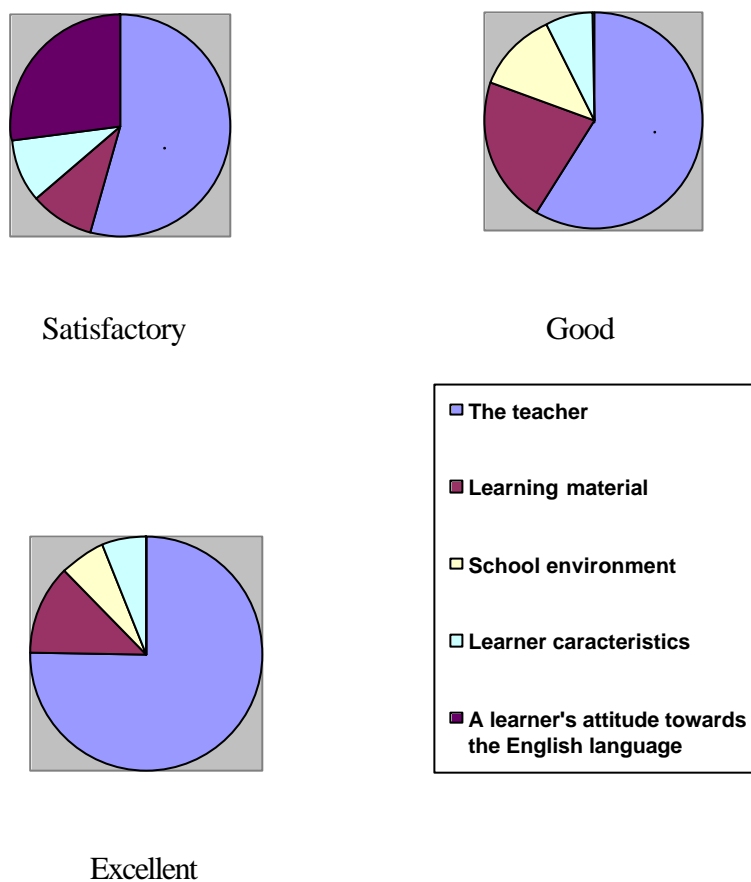A learner's attitude towards
the English language

Excellent

Figure 5. Demotivating factors by English grades.

The teacher was the most frequent theme among the pupils with an English grade Satisfactory and was reported by six (54.4%) pupils. A learner's attitude towards the English language was the second frequent theme among the pupils with this grade. It was a source of demotivation for three (27.3%) pupils. Both learning material and learner characteristics were reported by one (9.1%) pupil with grade Satisfactory. School environment was not mentioned by the pupils with grade Satisfactory.

The teacher was the most frequent theme also among the pupils with grade Good. He or she was a source of demotivation for 24 (58.5%) of them. Learning material came second and was reported by nine (22%) pupils with grade Good. School environment came third in frequency among the pupils with grade Good and was

reported by five (12.2%) pupils. Learner characteristics was reported by three (7.3%) pupils with grade Good. A learner's attitude towards the English language was not mentioned once among the pupils with grade Good.

The teacher was the most frequent theme also among the pupils with grade Excellent. He or she was mentioned by 24 (75%) pupils. Learning material was reported by four (12.5%) pupils with grade Excellent. Both school environment and learner characteristics were reported by two (6.3%) pupils with this grade. A learner's attitude towards the English language was not mentioned once.

At this point, the statistical analysis could not be taken further in order to find out whether there were statistically significant differences between the grade groups. A Chi square test was tried out but could not be carried out because the numbers were uneven. Therefore, the differences were explored by comparing the grade averages of the themes with each other. The first step in the analysis was to determine the grade average within each theme of demotivating factors and the variability within the themes (for details, see table 6.)

Table 6. Grade averages and variability within the themes of demotivating factors.

	N	Mean*	Std. Deviation**
The teacher	54	8.19	1.065
Learning material	14	8.29	.994
School environment	7	8.14	1.069
Learner characteristics	6	7.83	1.722
A learner's attitude towards the English language	3	6.00	.000
Total	84	8.10	1.147

* Mean is the grade average within each theme.
** Standard deviation indicates the variability within a theme. The higher it is, the more widely distributed the grades are within a theme.

The grade average of the whole group was 8.10. Learning material had the highest mean 8.29, whereas, a learner's attitude towards the English language had the lowest mean 6.00 and was the only theme with an average lower than the total average. Learner characteristics was the most varied theme with the highest standard deviation 1.72, which means that the variety of grades within the theme was wider than in the other themes. A learner's attitude towards the English language had the lowest variation with standard deviation 0.00, which means that all the pupils under this theme had the same grade and hence, no variability could be found.

The next phase in the analysis was to perform a one-way analysis of variance in order to determine the F value. The F value, in turn, is the ratio of the variance between the themes over the variance within the themes. If the variability between the themes is greater than within the themes, the F value is significant and this means that there are statistically significant differences between the themes. The analysis can be found in table 7.

Table 7. One-way analysis of variance.

	Sum of squares	df	Mean square	F	Sig.
Between groups	14.542	4	3.636	3.033	.022
Within groups	94.696	79	1.199		
Total	109.238	83			

The analysis resulted in a statistically significant F value. This is because the F value is significant at .022 that is smaller than the level of significance .05. However, the significant F value alone did not point out where the differences were. Therefore, the themes were compared with each other in pairs in order to find the differences. The purpose of the comparison was to point out the themes

that were significantly different from each other in grade average. The comparison of the themes is shown in table 8.

Table 8. Multiple comparison of the grade averages between the themes of demotivating factors.

		Mean Difference	Std. Error	Sig.
Teacher	Material	-.10	.328	.999
	Environment	.04	.440	.000
	Characteristics	.35	.471	.967
	Attitude	2.19	.649	.030*
Material	Teacher	.10	.328	.999
	Environment	.14	.507	.999
	Characteristics	.45	.534	.948
	Attitude	2.29	.697	.037*
Environment	Teacher	-.04	.440	1.000
	Material	-.14	.507	.999
	Characteristics	.31	.609	.992
	Attitude	2.14	.756	.101
Characteristics	Teacher	-.35	.471	.967
	Material	-.45	.534	.948
	Environment	-.31	.609	.992
	Attitude	1.83	.774	.241
Attitude	Teacher	-2.19	.649	.030*
	Material	-2.29	.697	.037*
	Environment	-2.14	.756	.101
	Characteristics	-1.83	.774	.241

* The mean difference is significant at the .05 level.

Statistically significant differences in grade average were found between the theme 'a learner's attitude towards the English language' and the themes 'the teacher' and 'learning material'. What this means is that the grade average among the pupils who found the English language the most influential demotivating factor (6.0) is so much lower than the grade average of those who considered the teacher (8.19) or learning material (8.29) the primary one, that the difference is statistically significant.

Correspondingly, the grade average among the pupils who attributed demotivation primarily to the teacher or to learning material is statistically significantly higher than the grade average among those who attributed demotivation to the English language. These findings can be extended to other pupils too. In other words, it can be assumed that the grade average among pupils who find the language itself demotivating will be lower than among pupils who find the teacher or learning material demotivating, but this assumption should be made with some reservations.

6 CONCLUSIONS

6.1 Summary of the findings

This study set out to find out 1) what the demotivating factors that discourage pupils in an English classroom are, 2) what the frequency and order of importance of the demotivating factors is, 3) what their relation is to gender and 4) what their relation is to school achievement as measured by the latest English grade. The findings indicated that, clearly, the teacher had an important role in pupil motivation. The teacher was a source of demotivation for over a half of the pupils (65/58.6%) and the most influential demotivating factor for almost half of them (54/48.7%). Finding the teacher's strong influence on pupil demotivation made in this study is consistent with the findings of the previous studies on demotivation (e.g. Chambers 1993, Dörnyei 1998b, Oxford 1998). The demotivating aspects of the teacher were related to his or her teaching methods, lack of competence and personality. Taylor (1962) and Hargreaves (1972) ended up with similar categories in their studies on pupils' views of their teachers. The categories used in their studies were teaching, personality and discipline, the latter of which fell under 'competence' in this study. When asked about what was demotivating about the teacher, the pupils had different views of it. In fact, in the case of teaching methods, it turned out that one pupil's liking was another pupil's disliking or demotivation: some felt the teacher progressed too slow and others too fast, some longed for more project work and others found them demotivating. Similar results have been attained before. Aplin (1991) asked

pupils about activities they liked and disliked and it turned out that the activities reported were found on both lists. Futhermore, some of the demotivating aspects related to teaching methods found in this study were also found in all the previous studies on demotivation (Chambers 1993, Ushioda 1996a, Dörnyei 1998b, Oxford 1998). It is worth noting that when writing tasks were considered generally demotivating in the studies by Chambers (1993) and Ushioda (1996), they did not turn up once in this study but, instead, reading tasks were considered generally demotivating. Regarding the teacher's (lack of) competence, the pupils held quite similar views. The aspects of the teacher that were attributed to his or her lack of competence, such as, being disorganized, lack of authority and poor English skills, clearly had a demotivating effect. The conclusion was also made in the studies by Dörnyei (1998b), Oxford (1998) and Taylor (1962), who reported that the most valued quality of the teacher in pupils' views was firmness and mastery of the subject he or she taught. As for the teacher's personality, demotivation was attributed to features, such as, lack of dedication, indifference, shouting at pupils and being biased. The exact same features were also discovered by Chambers (1993), Ushioda (1996a) and Dörnyei (1998b).

Learning material was the second source of demotivation. As many as one out of five (22/19.8%) pupils found the learning material demotivating and it was also the main source of demotivation for 14 (12.6%) pupils. The most powerful demotivating factors (and the only ones reported) were the textbook and the exercise book. In general, they were considered boring, childish and filled with exercises that were either too easy or too difficult. Chambers (1993) came to the same conclusion that learning material (or the textbook) was a powerful demotivating factor along with the teacher. Coursebook was also found in Dörnyei's (1998b) list of demotivating factors, although it did not come until the ninth.

Learner characteristics was the third source of demotivation. As many as 11 (9.9%) pupils found demotivation within themselves and eight (7.2%) of them found this to be the main reason for demotivation. Basically, demotivation had three origins: poor English skills (resulting in workload getting overwhelming), good English skill (feeling there is no challenge) and bad experiences (e.g. failing an exam). Similar

results have been reported by Dörnyei (1998b), who included reduced self-confidence as a demotivating factor.

School environment was the fourth source of demotivation. It was reported by 10 (9%) pupils, of which seven (6.3%) considered it the most influential one. School environment included aspects, such as, scheduling of classes, dissatisfaction with the classroom and teacher change. Factors related to school environment have also emerged in the previous studies: institutional policies and attitudes (e.g. department's inflexible attitude and lack of individual attention) in Ushioda's (1996a) inadequate school facilities (groups being too big and teachers changing too frequently) in Dörnyei's (1998b) study.

A learner's attitude towards the English language was the fifth source of demotivation. It was also the least frequent theme being reported by only three (2.7%) pupils, who were also the only ones ranking it first. The English language was considered demotivating because it did not strike as interesting and there was no point in learning it. In comparison with the previous studies, the one by Dörnyei (1998b) is the only one that had the same source of demotivation. However, the difference was that he found that the L2 (German) was considered demotivating because of the way it sounded and operated, not because it was useless.

The question about demotivating factors in relation to gender was one that had not been studied before in studies on demotivation. The findings indicated that demotivation was attributed to the same factors among boys and girls. Generally speaking, there were not any distinct differences between the two. However, the comparison of the frequencies of the factors suggested that boys were more inclined to attributing demotivation to the teacher than girls, whereas learning material was considered twice as demotivating by girls than by boys. The comparison of the demotivating factors in the order of importance revealed a few differences between boys and girls. First, there were only primary and secondary demotivating factors among boys, whereas among girls, there were also factors placed third or fourth. Secondly, the comparison of the most influential demotivating factors showed that the boys were more inclined to attribute demotivation to themselves, judging form the fact that learner characteristics was the second most influential demotivating factor

among boys, whereas it was not placed until the fourth by girls. Girls, in turn, found learning material the second most powerful demotivating factor.

The fourth area of focus in this study, demotivating factors in relation to school achievement, was also one being ignored in the previous studies. The present study tackled this issue by examining the relationship of the primary demotivating factors and the latest English grades, which were divided into Satisfactory (5 or 6), Good (7 or 8) and Excellent (9 or 10). Once again, the teacher was the dominant demotivating factor in all three grade categories. However, the comparison showed that the teacher was especially dominant among pupils with grade Excellent, being the number one source of demotivation for 75% of them. The comparison also showed that the factor 'a learner's attitude towards the English language' was found exclusively among pupils with grade Satisfactory. Further, the comparison of the grade averages within the themes of demotivating factors revealed statistically significant differences between the theme 'a learner's attitude towards the English language' and the themes 'the teacher' and 'learning material'. In other words, the grade average of the pupils who found the language itself to be the most demotivating factor (6.0) was significally lower than the grade average of those attributing demotivation to the teacher (8.19) or to learning material (8.29).

6.2 Discussion

Based on the findings, it is safe to say that the teacher has a strong influence on a pupil's motivation. However, this did not come as a surprise because the teacher's importance for a pupil's motivation is a well-known fact in research on motivation (e.g. Taylor 1962, Pidgeon 1970, Nash 1976). Undoubtedly, the teacher is also a powerful source of demotivation. For instance, Aplin's (1991) study on why pupils cease to study foreign languages revealed that dislike of the teacher was one of the reasons. The same applies to the demotivating effect of learning material, considering the important role books play in learning and school environment because it is obvious that suitable conditions enhance learning. It is understandable that it is easier to blame these external factors for reduced motivation and hence the relatively large

number of pupils attributing demotivation to themselves was rather unexpected. This indicates that these pupils were aware of their abilities and of the motivational effect they had. In other words, depending on their abilities, learning was experienced either too challenging or not challenging enough. This, in turn, could point to insufficient differentiation in teaching practice. Yet, another unpredictable finding was the demotivating effect of the English language on some pupils, especially considering their arguments. English being a world language makes it difficult to see the rationale behind the arguments, such as, English is a stupid subject or there is no point in learning it. Frankly, these comments point to amotivation, meaning that it is possible that these pupils had lost their motivation altogether.

It was somewhat surprising to see that such a huge proportion of the boys considered their teacher demotivating. Although there has not been any research on demotivation among boys and girls in the past, there has been plenty of research on boys' and girls' attitudes towards learning foreign languages and on their achievement in them (e.g. Barton 1997, Callaghan 1998). These studies have shown that girls are more interested in learning foreign languages than boys and due to this, teachers can have lower expectations for boys. Consequently, this might contribute to boys' eagerness to attribute demotivation to the teacher. Furthermore, the fact that a teacher's expectations also have an effect on a pupil's motivation and confidence (see e.g. Pidgeon 1970), might also explain why boys were also more inclined to attribute demotivation to themselves. Whether there is a connection between these two sources of demotivation and a teacher's expectations is open to questions.

As to school achievement, it goes without saying that doing well is motivationally important. This aspect of motivation has received a lot of attention and was, for instance, one of the concluding findings of the study by Ushioda (1996a). The examination of the relationship between achievement and the negative aspect of motivation, demotivation, showed that also in this respect, the teacher was indeed the most powerful demotivating factor. However, there was a deviation that cannot be ignored: the three pupils with an English grade six who were all discouraged by the language itself. This makes an interesting case because, considering the fact that these pupils apparently had not done all that well in English and found the language

demotivating for reasons, such as, it is a stupid subject and there is no point in learning it, this may not be a case of demotivation after all. In fact, all this points to amotivation rather than demotivation, meaning that instead of experiencing a temporary decline in motivation, those three might have lost their motivation to learn English. This, however, is mere speculation and there should be more evidence in order to confirm this conclusion.

6.3 Limitations of the study

Generally speaking, this study succeeded in what it set out to do, or, at least, reasonably well in setting ground for subsequent studies, considering that demotivation is a fairly new area of research. Perhaps the most valuable contribution of this study for the research on L2 motivation was the extensive amount of information gained on demotivating factors. This information can also be considered quite reliable on the grounds that the findings are consistent with previous findings (Chambers 1993, Ushioda 1996a, Dörnyei 1998b, Oxford 1998). However, it should be noted that forming of the themes of demotivating factors was based on one person's view and hence they are bound to be subjective. Getting a second opinion on this matter might have resulted in different distribution of the factors but only slightly different because the themes were conspicuously discernable from the beginning. The choice of the subjects was also successful because, as predicted, ninth graders appeared to be well aware of the factors that demotivated them and were able describe clearly in what way were those factors demotivating. Furthermore, the descriptive approach combining characteristics of both qualitative and quantitative research turned out to be a productive way to explore the sources of demotivation. More specifically, using a simple writing task suited well for gathering descriptive information. On the other hand, there were not many alternatives available considering that standardized tests on demotivation do not exist. However, as well as the writing task worked, even better results could have been gained if the task had been accompanied by a follow-up interview. This would have made it possible to utilize all the answers to the full because in some cases additional

explanations would have been needed for why and how something or someone was demotivating.

The study also succeeded in finding out how frequent the demotivating factors are and which of them are the most influential ones. It is also rather safe to generalize the findings judging from the fact that these findings are fully in line with the previous findings. In addition, the comparison of the frequency of the demotivating factors and the primary ones did not reveal any discrepancies, meaning that the same factors turned up consistently in both measurements.

Unfortunately, in the absence of statistical verification, the findings made on the differences in the demotivating factors between boys and girls cannot be generalized reliably. Instead, the findings have to be seen as tentative. In order to carry out statistical analyses, the number of subjects should have been larger or, alternatively, the factors should have been divided differently, e.g. into internal and external factors, which might have made statistical analysis possible. It is also difficult to say whether the results are consistent, simply because, in this sense, this study is a pioneering study. It is quite safe to say that there are differences in demotivation between boys and girls but to validate this, more research needs to be done.

Regarding the last area of focus, demotivation in relation to achievement, this study did not accomplish everything it set out to do. First of all, the definition of achievement is somewhat arbitrary because measuring achievement by one single grade might not give a valid picture of a person's abilities. Secondly, this study does not measure directly what it was supposed to measure, that is, how the demotivating factors are divided among pupils with different grades, or, at least, the results were not statistically verified. Hence, the findings cannot be generalized without reservations. However, the results on the demotivating factors in relation to the grade averages within the themes offer valuable information on the possible connection between demotivation and achievement and, further, being statistically verified, these findings can be generalized but with caution because the differences found were relatively small. Nevertheless, these directional findings set ground again for subsequent research.

6.4 Suggestions for future studies

Once again it has to be emphasized that this study has only served as an exploratory and directional example of the various topics that can be included in research on demotivation. Since demotivation is still a relatively new area of L2 research there are plenty of issues that need further investigation. In fact, demotivation itself requires further investigations because the demotivating factors discovered so far can hardly be regarded as universal, considering their contextual nature and hence, further explorations on the variety of factors are needed. A good way to do this would be to use more than one type of method, for instance, to start with a questionnaire or some type of writing task and then complement it with an interview.

Another aspect of demotivation that has not been studied to date is how demotivation varies between learners of different age. All the previous studies, including the present one, have focused on one age group, disregarding the possible variation of demotivating factors at different ages. Like demotivation in relation to age, demotivational evolution would be another promising research topic, that is, how demotivating factors have changed and varied over time. More specifically, instead of comparing demotivating factors of two age groups, it would be interesting to examine whether the sources of demotivation vary over the years or do they remain the same.

Further investigations are also needed for the two aspects of demotivation also included in this study: demotivation in relation to gender and achievement. Both of them need to be examined by using larger samples and statistical methods in order to gain reliable findings. Furthermore, the differences in sources of demotivation between sexes could be studied more thoroughly, focusing on whether the factors are found demotivating for different reasons by male and female learners.

The findings made in this study on possible amotivation also gives rise to an interesting research question: where does demotivation end and amotivation begin? It would be interesting to study how many negative forces it takes to loose interest in learning completely and at which point demotivation develops into amotivation.

Finally, research on demotivation could also be extended outside the school, considering that language learning takes place elsewhere, too. In fact, learning takes place in various contexts, e.g. watching television, talking to a L2 friend or giving directions to a L2 speaker. Therefore, it could be studied if these real-life events have a demotivating effect on learning and if so, in what way.

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Appendix

INSTRUCTIONS FOR THE WRITING TASK

Oppimisen mielekkyyteen koulussa vaikuttaa moni asia (omat taidot, oppikirjat, työskentelytavat, opettaja, luokan ilmipiiri jne.), joko myöteisesti tai kielteisesti.

Kerro omin sanoin MIKÄ on vaikuttanut sinun englannin kielen oppimismotivaatioon KIELTEISESTI ja kuvaile mahdollisimman tarkasti MILLÄ TAVALLA? Mikäli kielteisesti vaikuttavia tekijöitä on useampia, kerro ensin siitä, minkä olet kokenut kaikkein ikävimpänä, minkä toiseksi jne. Voit myös kertoa esimerkkinä jonkun oman kokemuksesi tilanteesta, jossa englannin kielen oppiminen on tuntunut ikävältä.

tyttö   poika   viimeisin englannin
sukupuoli   ___   ___   luokka_____   jaksonumero   _____

Kiitos vastauksestasi!

Vastaukset tullaan käsittelemään nimettöminä ja tulokset yhteenvetona, joten kenenkään yksittäisiä vastauksia niistä ei voida erottaa.

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