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**Investigating the Factors that Demotivate English Foreign Language Students:
The Case of Master I Students in the Department of English at Mouloud
Mammeri University of Tizi-Ouzou.**

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Dedication

To My Family; especially my adorable mother who kept encouraging me and pushing me to do better and work harder.

To All my friends at Mouloud Mammeri University of Tizi-Ouzou, Department of English!!

To All the people that were present with me in tough times and believed in me

I dedicate this research to you !!

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Thank you very much.

Abstract

This dissertation aims at identifying the demotivating factors which impede the process of foreign language learning. The present research look for the internal and the external factors that stand in the way of Master I students at MMUTO department of English, as well as which one of the two types is the mostly frequent. This study is build around the theoretical framework on demotivation advanced by Sakai and Kikuchi (2009). The procedures of gathering data is mixed one ; that is to say, it combines the quantitative and the qualitative method. The research tools used are a questionnaire ; distributed to a hundred Master I students and a structured interview conducted with 9 teachers of the same level. The findings show that the external factors that demotivate Master I students are : the teacher, the learning environment, the course content, the school facilities and the job opportunities. Whereas, the internal demotivating factors are mainly shyness, nervousness lack of self-confidence and lack of interest. Another conclusion emerged in this study is the fact that the overwhelming majority of our participants affirm that the most recurrent factors are the external one . To solve this problem that gets in the way of students academic achievements, teachers advance some solutions such as communication, consideration and positive feedback.

Key words: demotivation (internal/intrinsic, external/extrinsic), English Foreign Language. Sakai and Kikuchi (2009).

List of Abbreviations

SL/L2: Second Language.

EFL: English Foreign Language.

MMUTO: Mouloud Mammeri University of Tizi-Ouzou.

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General Introduction

Statement of the Problem

Motivation is known as the driving force behind the actions. It is the psychological state of being focused on the task and remain determined despite the obstacles or the failures faced, and this until reaching the goal fixed. According to Dornyei and Ushioda (2011:3) motivation is "*what moves a person to make certain choices, to engage in action, to expend effort and persist in action*". So motivation is about setting up goals, making efforts and persevering until reaching the objective set at the beginning. Motivation has been the field of interest of many scholars like Gardner, Dornyei, William, Lambert, Ushioda and many others. Their aim was to understand motivation; its complexity and its relevance in the field of language learning (especially Second Language or Foreign Language).

Gardner (1985), Dornyei and Ushioda (2013) have shown that motivation is a crucial requirement in language learning, confirming its significant role for successful and effective teaching. Due to its importance as one of the main determinants in second and foreign language achievements (Dornyei:1994). Several studies have been conducted on motivation ; as well as , elaborating motivational strategies for creating more lively classroom and inciting students to make efforts through motivation.

Moreover , the subject of motivation has been tackled at MMUTO context, which has been carried out by Lhadj Mohand Syphax and Nait Abdelaziz Mahmoud (2015) under the title of "*Investigating Students' Motivation Towards Learning English in the Department of English at Mouloud Mammeri University of Tizi-Ouzou*". However, a very important component in Second Language motivation has been neglected and remain an under researched area , which is demotivation. And this phenomenon will be the aim of the following investigation. In other words, in addition to knowing what motivates a learner, being aware of what demotivates them is also important for both

teachers and students; since demotivation is a phenomenon that leads to a loss of motivation. Consequently, students will lose the determination to make efforts and pursue their objectives. With this kind of problem, the rate of success in MMUTO is in danger. Considering such outcomes, and for the sake of solving this increasing issue; it appears logical to invest research on such case in order to restore the students' motivation.

Aims and Significance of the Study

This study aims at shedding light on this other sides of motivation. What are they ? What causes them and what is their effect on motivation since many studies outlined the importance of motivation in Second/Foreign Language leaning. The present study has two major goals: First, to determine what are the intrinsic and the extrinsic demotivating factors. Second, to see which of these two types are the most frequent.

Knowing the impacts that this phenomenon may cause, and knowing that this study is relatively new; it appears logical for us researchers to investigate in such area, since the results obtained will only bring benefits and causes behind this lack of motivation. Therefore , it is crucial to discover what are the barriers that get in the way of the learner. More importantly, the significance of this study is that it is the first of its kind in our context; that is to say , no demotivation studies were done at the level of the department of English at MMUTO.

Research Questions and Hypotheses

Being aware of the negative effects that demotivation causes in the second/foreign language learning , the present paper attempts to answer the following questions:

Q 1.What are the intrinsic demotivating factors for Master I students of MMUTO ?

Q 2. What are the extrinsic demotivating factors for Master I students of MMUTO ?

Q 3. which ones of the intrinsic or the extrinsic factors are the mostly recurrent ?

In an attempt to answer these research questions, we advance a number of hypotheses which are the following :

H 1. The intrinsic demotivating factors among Master I students are : anxiety, shyness, lack of self-confidence and lack of self-esteem.

H 2. The extrinsic demotivating factors among Master I students are : low test scores, lack of school facilities, negative classroom environment, inappropriate teaching methods, job finding difficulties.

H 3. The most recurrent ones are extrinsic factors.

Research Techniques and Methodology

Being an under-researched area, an exploratory research approach appears more suitable. The research adopts a mixed-method approach for gathering data. It combines both qualitative and quantitative methods for data collection and data analysis. The research data are collected from questionnaires based on Sakai and Kikuchi's (2009) framework distributed to the students of Master 1 level at UMMTO, as well as a structured interview for teachers teaching Master I students.

Statistical analysis and Qualitative Content Analysis have been used to exploit the results obtained from the questionnaire. As regards the interpretation of the teachers' interview, we followed the Qualitative Content Analysis method.

Structure of the Dissertation

The following dissertation follows the traditional complex model. It consists of a general introduction, a review of literature, a section devoted to the research design, and then to the presentation of the findings, followed by the discussion of the findings and a general conclusion which closes the research. The introduction gives a background of the topic, it states the problem, the reason behind choosing the topic, as

well as the aim and significance of the study. *The Review of Literature* is devoted to the theoretical framework of this dissertation (Sakai and Kikuchi 2009) and the main concepts related to it (definition of motivation; its type, the factors that affect motivation, a definition of demotivation and so on). The second chapter is called *Research Design* and deals with the methods and the methodology used to carry out this investigation. First , it introduces the context and the participants in the study. Then, it presents the tools used to gather the data which are questionnaires for Master I students and a structured interview for Master I teachers . Finally, it mentions the data analysis tools used to analyze and interpret the findings. The third chapter is called *Presentation of the findings*. As its name denotes, this chapter serves to display the results gathered both from the questionnaires (in forms of diagrams) and the interview (which are interpreted using QCA). The final chapter is titled *Discussion of the findings* which discusses the results according to the theoretical framework and answers the research questions.



Review of Literature

Introduction

This chapter begins with some definitions of motivation and its indispensability for effective language learning. Then it mentions and defines its types which are integrative, instrumental, intrinsic and extrinsic motivation. After that, we move to the core of our investigation which is demotivation. It starts with a clear distinction between two related terms which are ‘*demotivation*’ and ‘*amotivation*’. Then we define another term which is ‘*distraction*’. After highlighting all these concepts, we report some studies done on Second Language demotivation by Dornyei, Rebecca Oxford, Muhonen and some of the Japanese studies to see if there are similarities between them and the present study conducted in MMUTO context in terms of demotivating factors, and determine which of them are the most frequent. This investigation has put focus on the theoretical framework elaborated by Sakai and Kikuchi (2009).

1- Motivation in Second Language Learning

1.1. Defining Motivation

Motivation has been defined by many scholars. Guay et al (2010:712 , cited in Emily R. Lai, 2011:4) referred to it as “*the reasons underlying behavior*”. In other words, it is the driving force behind our actions, after setting up goals. So, motivation is a generator of behaviors, the reason why an individual puts on so much efforts, as clearly stated by Gredler, Broussard and Garrison (2004 :106) who define motivation as “*the attribute that moves us to do or not to do something*” . Moreover, Harmer (1991), defined motivation as “*some kind of internal drive which pushes someone to do things in order to achieve something*”. Dornyei (2005) in his book “*the Psychology of the Language Learner. Individual Differences in Second Language*” argues that without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. In addition, by referring to motivation we can answer questions such as why

a person is making progress in learning a language simply by stating that this person is motivated without the need to go into details about the factors that have led to this commitment (Dörnyei 2001a: 6). Similarly, if a person is reluctant to learn a language, we can easily explain this by stating that the person is not motivated (demotivated), rather than having to explain all the reasons behind the negative attitude (Dörnyei 2001a:6).

1.2. Motivation and Successful Language Learning

Since motivation has been one of the main determinants of second and foreign language learning achievements (Dörnyei:1994), a couple of studies on successful language learning were carried out, among them Naiman et al (1978, cited in Ur, 1991). The results showed that the most successful learners are not those who possess natural aptitude for learning, but those which possess characteristics related to motivation. Ur (ibid.) lists the following characteristics:

1. *Positive task orientation.* The learner is willing to tackle tasks and challenges, and has confidence in his or her success.
2. *Ego-involvement.* The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.
3. *Need for achievement.* The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
4. *High aspirations.* The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
5. *Goal orientation.* The learner is very aware of the goals of learning , or of specific learning activities , and directs his or her efforts towards achieving them.
6. *Perseverance.* The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

7. *Tolerance of ambiguity*. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later with time .

2. Types of Motivation

2.1. Integrative and Instrumental Motivation

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. Integrative motivation is learning a language because the individual/learner has a positive manner toward the target language group and they wish to integrate into the target language community. Instrumental motivation is learning a language for utilitarian purposes such as getting a job or achieving higher social status.

2.2. Intrinsic and Extrinsic Motivation

One of the most influential paradigms in mainstream motivational psychology has been offered by self-determination theory (Deci & Ryan, 1985; Vallerand, 1997). It is a theory of motivation based on the satisfaction of some psychological needs. SDT includes a well-known distinction between intrinsic and extrinsic motivation.

Intrinsic motivation refers to doing something because it is inherently interesting and enjoyable. In other words, doing something for its own sake just for pleasure and fun.

The intrinsic motivation comes from inside the individual/learner. The reward is not something concrete, but rather a feeling of satisfaction, effectiveness and competency.

Extrinsic motivation on the other hand, is to do something for a separable outcome, performing a behavior as a means to an end; that is, to receive some extrinsic reward such as good grades or a raise in salary, or alternatively to avoid punishment (Dornyei, 2011:47). In other words, what drives a learner to perform such behaviors is a motive coming from outside of the learner.

3. Factors Affecting Students' Motivation

In addition to knowing the types of motivation, it is also of a great importance to know what affects this motivation, as Harmer (1991) clearly states:

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form a part of the world around students' feeling and engagement with the learning process. (51)

Therefore, Harmer (1991) identified seven factors that affect motivation which are: The society we live in, the teacher, the methods, goals and goal setting, learning environment, interesting classes and significant others.

3.1. The Society we live in

According to Harmer (1991), society affects and influences the motivation in various ways : What are the attitudes of the society toward the learning of a language in general and English in particular. How important is the learning of English considered to be in the society. Does the learning of a language part of the curriculum belong to high or low status. What would be the pick of learners. If they had to chose between two languages and why and finally are the images associated with English positive or negative.

The answers to such questions will ultimately become part of the learners' vision of the language. As Harmer (1991:52) clearly says "*all these views of language learning will affect the student's attitude toward the language being learned*". Thus, individuals when entering the classroom "*they will bring with them attitudes from the society they live in*"(ibid)

3.2. The teacher

The importance of teachers has been highlighted by Harmer. He (1991:52) claims that “ *a major factor on continuance of student’s motivation is the teacher* ”. Indeed, increasing and directing students’ motivation is one of the teacher’s responsibilities. He/she can affect their motivation in multiple ways. For example, his/her attitude toward the language and the task of learning. If the teacher has enthusiasm for the English and English learning, this would create a positive atmosphere in the classroom in which students feel attracted and motivated.

3.3. The method

Harmer (1991) points out that teachers and students should have some confidence in the way of teaching and learning. If this condition is fulfilled, chances of success would increase. However, if one of the two parts (teachers or students) lose confidence in the way of teaching and learning, this would affect negatively on their motivation.

3.4. Goals and goal setting

A student is much more likely to succeed if she/he has a clear goal; similarly, Harmer (1991:53) claims that “ *motivation is closely bound up with a person’s desire to achieve a goal* ” If a student set up a goal at the beginning, he/she will perform behaviors and strive for it in order to attain or achieve it. Goals are divided into two: short-term goals which could last for an hour, a day, or just passing an exam. Long-term goals are more difficult and take time to achieve them . It can last for a month a year or more .

3.5. Learning Environment

In addition to the society, the teacher, the goal and goal setting. It is also important to talk about where the instruction takes place; and that is the learning environment. Harmer (1991) talked about two types of environment: the physical appearance and the emotional atmosphere of the class. Both of these two types can affect the initiation and the continuing of students' motivation. An attractive classroom stimulates the students' motivation; whereas, an unattractive classroom may decrease it. Harmer (1991) proclaims that unattractive classes can be changed into attractive ones through the use of visual materials, music and even moving the furniture (chairs and tables). By doing so, classroom atmosphere becomes more agreeable and interesting. Physical appearances are indeed important, but not as important as the emotional atmosphere; and this latter is under the control of the teacher. Creating and sustaining a suitable atmosphere, in which the learner feels comfortable, is the job of every teacher. Harmer, (1991:53) asserts that teachers "*have to be very careful about how they respond to their students, especially in giving of feedback and correction*". Because any negative feedbacks or/and criticisms by the teacher will consequently lead the student to a decrease in motivation. In addition, there is a need for a supportive and cooperative environment to suit the various learners' types. Last, but not least, the teacher's rapport with the students is critical to creating the right conditions for motivating the learners.

3.6. Interesting classes

Interest and curiosity are the core of intrinsic motivation; therefore, the subject studied and the activities presented with have to drag students' interest so that to keep them intrinsically motivated (Harmer, 1991:53). This include the choice of materials and more importantly the way of presenting the material.

4. Demotivation in Second/Foreign Language Learning

However, this ongoing motivation sometimes undergoes negative factors that lead this motivation to its negative counterpart called demotivation. This phenomenon students experience it at least once in their life as a student.

4.1. Demotivation , Distraction and Amotivation

In the literature, we do not only find demotivation, sometimes we can speak about other terms such as ‘amotivation’ and ‘distraction’ which are going to be explained and illustrated by examples in following section.

4.1.2. Demotivation

The notion of demotivation is a new concept that has not much literature on it .However, it is relatively easy to reach an initial common-sense of its meaning, it is about the various negative influences that reduce or cancel out motivation (Dornyei, 2001b). This issue can be further clarified by providing the following hypothetical examples :

Jack became demotivated to learn Spanish when his language class was split into two groups. Moreover, Jill lost her commitment to French when she did not understand something and the teacher talked to her in a rather brusque and impatient manner.

For Rupert, the final straw was when he suffered an embarrassing experience of having to speak in front of the class. Thus, a ‘demotivated’ learner is someone who was once motivated but has lost his/her commitment /interest for some reason (Dornyei, 2001b).

From the above mentioned examples, we deduce that demotivation comes after motivation. Nevertheless, demotivation does not mean that all the positive influences that originally made up the motivational basis of a behaviour have been annulled, rather, it is only the resultant force that has been dampened by a strong negative

components (Dornyei and Ushioda , 2011) .Which means that the motivation is still in there, it just needs to be reactivated.

4.1.3. Distraction and Demotivation.

However, we cannot label every negative influence as ‘demotive’ . Dornyei (2001, cited In Dornyei and Ushioda, 2011:138) illustrated three of these factors that would not be regarded as demotivational factors. To begin with, there are powerful distractions such as watching a good film on T.V instead of doing one’s homework.

These distractions do not carry a negative value as being publically humiliated ; it does not reduce the motivation, but rather it distracts a learner by presenting a more attractive alternative. The second one is the gradual loss of interest in long-lasting, ongoing activity which cannot be regarded as a demotive because demotives are specific factors or incidents that reduce motivation on a single event. For further clarification in a race for example it reflects the runner who is losing speed caused by, say, exhaustion or ageing, rather than by a particular incident in a particular race. The third and last factor is the sudden realization that the costs of pursuing a goal are too high . 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.

4.1.4. Amotivation

Another term that needs to be mentioned and defined is the concept of ‘amotivation’. The latter has been defined by Deci and Ryan (1985:140) as “ *the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual’s experiencing feelings of incompetence and hopelessness when faced with the activity*” . So unlike demotivation which is a temporary loss of

motivation, amotivation on the other hand, is the total absence of motivation that is permanent.

According to Vallerand (1997 as quoted by Dornyei and Ushioda, 2011), people are amotivated for four main reasons. Firstly, when they think they lack the ability to perform the behaviour ('capacity-ability beliefs'). Secondly, when they do not consider the strategies to be followed effective enough ('strategy beliefs'). Thirdly, when they think that the effort required to reach the outcome is far too excessive ('capacity-efforts beliefs') and fourthly, when they have general perception that their efforts are inconsequential considering the enormity of the task to be accomplished ('helplessness beliefs').

5. Studies on Second Language Demotivation

It has been argued that failure to learn is directly linked to demotivation. As a result, there has been a growing interest in the topic since L2 learning is the area of education that is perhaps most commonly characterized by failure to learn (Dornyei and Ushioda 2011:142). With regard to the present study, the following discussions will be used and exploited by investigating a set of variables that are focal in demotivation.

5.1. Oxford's Model

Rebecca Oxford (1998, as quoted by Dörnyei and Ushioda 2011: 143) carried out an investigation on 250 American students about their learning experiences. During the investigation, students were expected to comment on a variety of topics such as : *'describe a situation in which you experienced conflict with teacher.'* and *'talk about a classroom in which you felt uncomfortable.'* Four types of demotivation factors were discovered :

1. *The teacher's personal relationship with the student*, including a lack of caring, general belligerence, hypercriticism and patronage/favouritism.

2. *The teacher's attitude toward the course or the material*, including lack of enthusiasm, sloppy management and close-mindedness.

3. *The style conflicts between teachers and students*. This theme included multiple style conflicts, conflicts about the amount of structure or detail and conflicts about the degree of closure or 'seriousness' of the class.

4. *The nature of the classroom activities, including irrelevance, overload and repetitiveness* were reported.

5.2. Dörnyei's Model

Dörnyei (1998, as quoted by Dörnyei and Ushioda, 2011) conducted a study that focused on demotivated learners in Hungary using one-to-one structured interviews among 50 secondary school pupils in Budapest. The aim of the study was to explore demotivating factors to study L2. The participants were chosen on the basis of identification by their teachers or peers as being particularly demotivated. Nine demotivating factors were identified and were accounted for a total of 75 corresponding. These demotivating factors were mentioned by at least two students as the main source of demotivation. The largest category (with 40 % of the total frequency of occurrences) directly concerned the *teacher*, his or her personality, commitment to teaching, attention paid to the students, competence, teaching method, style and rapport with students. The second most commonly mentioned demotivating factor with 15% of the occurrences was the learner's *reduced self-confidence*. This demotive was partly due to some classroom event within the teacher's (example: perception of too strict marking).

Another factor emerging from the data was *inadequate school facilities* (group is too big or not the right level; frequent change of teachers). *Negative attitude towards the l2* emerged, for example, from the dislike of the way the language sounds and/or

operates. After that, less mentioned demotivating factors were extracted from the data which are: *Compulsory nature of the foreign language studied, interference of another FL that pupils are studying, negative attitude of group members L2 members, attitudes of group members and coursebooks.*

5.3. Muhonen's Model

Muhonen (2004 as cited in Amemori. M, 2012) explored demotivational factors that discouraged pupils from learning the English language. Ninety-one (51 males and 40 females) graders studying English at Finnish comprehensive school were asked to complete a task. They were simply asked to describe in their own words the issues that had had a negative influence on their motivation to learn English. They were instructed

to classify the issues according to their level of importance (according to the pupils), and to say in what way these negative factors affect their motivation. Five demotivating factors emerged from the writing task. Firstly, and most importantly, they pointed out on the *teacher* (including teaching methods, lack of competence and personality). The second demotivating factor was the *teaching materials* (boring and monotonous exercises and meaningless tasks). In addition, the *textbook* was described by the participants as containing boring topics and being in a bad shape. The third theme in order of importance was the *learner's characteristics*. The latter is concerned with the learner's skills and potentials. Bad language skill leads to experience of failure such as failing in an exam (which automatically demotivates).

Moreover, a learner with a good language skill ironically appeared to be demotivating (according to the findings). A learner who has a good language skill found difficulties maintaining that motivation because of the simplicity and the non-varied learning. The fourth demotivational factor perceived by the participants was *school environment*. This

theme is subdivided into three types. School scheduling , either too early in the morning or too late in the afternoon. Pupils found it difficult to concentrate on learning English at those times of the day.

Furthermore, pupils found it demotivating when changing a good teacher by an inexperienced teacher or the frequent change of teachers also. In addition, the absence teacher was a source of demotivation. The last theme collected from the task writing was the *learner's attitudes towards the English language*. There, on the other hand, no specific reasons were given by the learners on why they are not interested in learning English. Instead, they just responded by saying that English was a stupid subject, that there was no point in learning it and that it had never been an interesting subject.

5.4. Theoretical Framework: Sakai and Kikuchi's Model

Interest in demotivation has been recently aroused and has become a major educational concern in Japanese research. Before stating Sakai and Kikuchi's investigation, it is worth mentioning some of the previous research done in that area.

To begin with, Arai (2004 , cited in Sugino , 2011:218) who surveyed 33 high proficiency university English majors, found that the demotivating reasons for them include: *teachers' attitudes toward students, teachers' personalities, teaching methods,* and the teacher's *language proficiency* as well as *simple and boring lessons* with uninteresting teaching materials.

In Tsuchiya's study (2004, cited in Sugino, 2011:218), six demotivating factors were found : *a sense of English uselessness, a sense of incompetence, little admiration, an inconsistent way of studying, a sense of discouragement,* and *a lack of acceptance*.

Collecting anonymous responses from 164 Japanese college students, Falout and Maruyama (2004, cited in Sugino, 2011:218) found measurable differences in learner

motivation between low-proficiency and high-proficiency students. The factors negatively affecting low-proficient students were *self-confidence, attitudes toward L2 itself, courses and teachers*, but both sets attributed their motivation to *disappointment in performance, course contents and pace*, and the *teacher* (Falout & Maruyama, 2004). Overall, Falout and Murayama found that the lower-proficient students more often internalize negative experiences in secondary school English classes. However, lower-proficient students gave the highest positive mark for '*attitude toward L2 community*'.

Unlike the previous studies on demotivation among college students in Japan, Hamada and Kito (2007, cited in Sugino 2011:218) conducted a survey to determine the primary demotivating factors for Japanese senior high school students. The questionnaire results show somewhat similar reasons with the previous studies such as *learning*

environment and facilities, teacher's competence and teaching style, little intrinsic motivation, non-communicative methods, textbooks and lessons. Some students they interviewed revealed that they were not interested in studying English from the beginning of junior high school. Then they pointed out to the need to distinguish between demotivated learners, a-motivated learners, and learners with no motivation.

Sakai and Kikuchi (2009) reviewing the results of previous studies about the possible demotivation factors, investigated six effective factors on demotivation. The objectives of the investigation were first to investigate the demotivating factors. Then to see the difference between more motivated and less motivated learners in terms of these factors. This was the very first study that underlined this aspect of difference (previous studies on L2 focus either on motivated learners or less motivated learners).

The data was collected from 656 students attending four Japanese upper secondary schools. The questionnaire consisted of 35 5-point Likert type. The questions were based on six constructs resulted from the previous 12 demotivation studies in Japanese context. The constructs were :

1. *Teachers*: Teachers' attitude, teaching competence, language proficiency, personality and teaching style (Kiwa, 2004; Christophel and Gorham, 1995; Falout and Maruyama, 2004; Gorham and Christophel, 1992; Gorham and Millette, 1997; Ikeno, 2003; Kikuchi, 2009; Kikuchi and Sakai, 2007; Kojima, 2004; Tsuchiya, 2006; Zhang, 2007).
2. *Characteristics of classes*: Course contents and pace, focus on difficult grammar or vocabulary, monotonous and boring lessons, a focus on university entrance exams and the memorization of the language (*ibid*).
3. *Experiences of failure*: Disappointment due to test scores, lack of acceptance by teachers and others and feeling unable to memorize vocabulary and idioms (Christophel and Gorham, 1995; Falout and Maruyama, 2004; Gorham and Christophel, 1992; Gorham and Millette, 1997; Kikuchi, 2009; Kikuchi and Sakai, 2009; Kojima, 2004; Ikeno, 2003; Tsuchiya, 2006).
4. *Class environment*: Attitude of classmates, compulsory nature of English study, friends' attitudes, inactive classes, inappropriate level of the lessons and inadequate use of school facilities such as not using audio-visual materials (Kiwa, 2004; Christophel and Gorham, 1995; Falout and Maruyama, 2004; Gorham and Christophel, 1992; Gorham and Millette, 1997; Kikuchi, 2009; Kikuchi and Sakai, 2009; Tsuchiya, 2006).
5. *Class materials*: Not suitable or uninteresting materials (e.g., too many reference books and/or handouts) (Kiwa, 2004; Christophel and Gorham, 1995; Falout and

Maruyama, 2004; Gorham and Christophel, 1992; Gorham and Millette, 1997; Kikuchi, 2009; Kikuchi and Sakai, 2009; Kojima, 2004).

6. *Lack of interest* : Sense that English used at schools is not practical and not necessary little admiration toward English speaking people (Christophel and Gorham, 1995; Falout and Maruyama, 2004; Gorham and Christophel, 1992; Gorham and Millette,1997 ; Kojima, 2004; Ikeno, 2003; Tsuchiya, 2006).

For each statement in the questionnaire, the students were asked to choose one of the alternatives : 1-Not true ; 2-Mostly not true ; 3-Not neither true or untrue; 4- To some extent true; and 5- True. In addition, a question about motivation to learn English was included. Here, the students were required to choose one of the following alternatives: 1- I have almost no motivation ; 2- I have a little motivation; 3- I have moderate motivation and 4- I have high motivation. Thanks to the this question ,the students were divided into more motivated and less motivated .

Using a principal axis factor analysis (a type of exploratory factor analysis, restricts the variance that is common among variables), five demotivating factors resulted: *learning contents and materials, teachers' competence and teaching styles, inadequate school facilities, lack of intrinsic motivation and test scores*. Originally, *characteristics of lessons* and *learning materials* were two different constructs of the questionnaire ; however , at the end they fall under one demotive which is *learning content and material*.

Concerning the factors students found demotivating , *learning content and materials* and *test scores* mainly emerged from the data analysis . In addition , students pointed out at *lack of intrinsic motivation* as a big demotivating factor as well. *Teacher's competence and styles*, as well as, *inadequate school facilities* were not found very demotivating unlike previous studies done on this area.

As regards to the difference between more motivated and less motivated learners in terms of demotives, the data analysis showed that the differences were in the following factors : *learning contents*, *lack of intrinsic motivation* and *test scores*.

Less motivated learners considered these factors more demotivating than the motivated learners , particularly the internal demotive (lack of intrinsic motivation).

Conclusion

This chapter has reviewed the literature relating to demotivation. To understand this concept, terms such as motivation were mentioned and defined . As well as types of motivation were listed and explained. After that, a definition of demotivation illustrated with some examples given by Z. Dornyei so as to achieve a better understanding of this phenomenon. Next, the definition of a related term of ‘*demotivation*’ which is ‘*amotivation*’. This term is defined by Deci and Ryan and clarified more by Vallerand. Then, a distinction between “*demotivation*” and “*distraction*” is made. After tackling all these concepts, we reported studies on Second Language demotivation done by scholars, among them Dornyei, Oxford, Muhonen, some Japanese findings including the investigation of Sakai and Kikuchi(2009) which was the theoretical framework that had been emphasized on.



Research Design

Introduction

This chapter describes and justifies the data gathering method used. It also outlines how we have analyzed the collected data in order to find out the demotivating factors among EFL students (questions asked in the introduction).

The research design is divided into two sections: the procedures of data collection and the procedures of data analysis. The former mentions the tools used for gathering data. The latter mentions the methods used to analyze the data resulted from the tools. But before tackling the above mentioned parts, the context and the participants under investigation are going to be acknowledged.

1. Context and Participants in the Investigation

The participants that contributed in this investigation are Master I students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou, during academic year 2018. We have opted for this degree due to their nature as future researchers. We expected them to take the questions more seriously than the other degrees. The total number of this promotion is of 255 students, divided into 5 specialties: Didactics of Foreign Languages (45) students, Language and Communication (45) students and the literature specialty which has a total number of (165) and is subdivided into three other specialties. Because of their huge number, we could not deal with all of them; therefore, we have administered our questionnaires randomly to each specialty on the 16th of May, 2018. At the end of the collection of questionnaires, only four Master specialties were successfully investigated. The fifth specialty was not included (students were absent).

The second type of participants under our investigation are Master I teachers of MMUTO, academic year 2018, teaching content modules (literature, linguistics, didactics and civilization) Who are exclusively used for gathering the data in the interview. Nine teachers (each specialty) of English at MMUTO department of English were kindly asked to participate and give their personal opinion toward this phenomenon. Six of them (T1 to T6) were interviewed and audio-recorded using a cellular phone. The audio-records lasted from 9 to 20 minutes. The answers were analyzed and transcribed. However, the three remaining teachers, were interviewed but not recorded while interviewing them, due to the limitation of time, we have written down their answers (note taking).

2. The Procedures of Data Collection

As previously mentioned, two instruments were used in the data gathering process. A questionnaire for Master one students, and a structured interview conducted with nine teachers in the department of English at MMUTO.

2.1. Description of Students' Questionnaire

A questionnaire is defined by Brown (2001:6, cited in Dornyei 2003:6) as “*any written instruments that presents respondents with a series of questions or statements to which they are to react either by writing out their own answers or selecting from among existing answers.*” The vast majority of research projects in the behavioral and social sciences involve at one stage or another collecting some sort of questionnaire data (Dornyei, 2003 :10). We adopted the questionnaire for the following reasons: its efficacy in terms of researcher time (less time consuming), lack of financial resources, collecting a huge amount of information in a short amount of time.

The questionnaire we administered to Master I students is a mixed questionnaire distributed to 100 students containing 17 questions. Fifteen questions are close-ended questions (yes/no question, Likert scale, multiple choice, ranking order) and two are open-ended questions in which the students were asked to describe their own experiences regarding times when they experience a lack of motivation; that is to say, a demotivating experience. Moreover, the second open-ended question asked the students to say whether the obstacles preventing them for giving their best are mostly intrinsic or extrinsic.

2.2 Interview for Teachers

The second tool used for conducting our investigation is the use of interview with Master I teachers, academic year of 2018. This tool is used to make up for the drawbacks of a questionnaire. The advantage of an interview is that no question is left unanswered. This method also allows to explore the questions in details. As clearly stated by Richards (2001:61) "*Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, through they take longer to administer and are only feasible for smaller groups*". A structured interview containing five questions was conducted with 9 teachers of MMUTO department of English. Among the questions asked to the teachers were : *why there are demotivated students?* and *What are your plans for these demotivated students?*. In addition, we asked the teachers to say if the demotivating factors are the internal or external.

3. Procedures of Data Analysis

The investigation comprises a questionnaire for Master I students at MMUTO department of English. The Questionnaire was piloted on the 2nd of May, 2018 with 10 students. At the end of this stage, due to some ambiguities within the open-ended

questions, clarifications were brought and the final questionnaire was administered the 16th of May. As well as, a structured interview with teachers of Master I English, academic year of 2018. Six of the teachers were interviewed and audio-recorded, the audio record lasted between nine to twenty minutes. After that, the data recorded were transcribed. Due to some limitations (time), three teachers were interviewed, but the data were not recorded. It was written down (note taking). The methodology followed is both qualitative and quantitative. The former is used to collect personal opinions, reasons and dive deeper into the problem. The latter is used to quantify the problem and generate numerical data. The questions in both research tools are based on the theoretical framework of Sakai and Kikuchi (2009).

3.1. Qualitative Procedure

The data gathered from the interview and the open-ended questions in the questionnaires (views, opinions and so on) were analyzed thanks to Qualitative Content Analysis (QCA). This research method is one of today's most extensively employed analytical tool. Qualitative content analysis is defined as: "*a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns*" (Hsieh & Shannon, 2005:1278). Put simply, it gathers the soft data obtained from the participants and classify them into themes.

3.2. Quantitative Procedure

Concerning the analysis of quantifiable data collected through the questionnaires. The results are interpreted in terms of numerical data manually coded in a Microsoft

Excel document in form of percentages, then presented in form of pie charts and tables. The percentages are calculated by means of the Rule of three: $X = \frac{Z \times 100}{Y}$.

X refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation.

Conclusion

This chapter described the methodology used to carry out this study. It first presented the participants and the context under investigation (Master I students and Master I teachers of English at MMUTO department of English). Followed by the procedures of data collection. In this part, we described and justified the tools used for this investigations; which are the questionnaire and the interview. Finally, came the procedures of data analysis which are statistical analysis (for quantitative data) and qualitative content analysis (for the qualitative data).



Presentation of the Findings

Introduction

The present chapter is dedicated to the presentation of the results gathered from the tools used to conduct this study. It starts with the display of the findings collected from students' questionnaires which are represented in the form of tables and charts (bar charts and pie charts). Then we move to the presentation of the findings resulting from the teachers' interview and which are interpreted using the Qualitative Content Analysis.

1. Students' Questionnaire

A questionnaire containing seventeen questions was administered randomly to students from each Master specialty. A hundred questionnaires were distributed and only 70 were handed back properly and contain valuable information. The following section is dedicated to the presentation of the findings collected from the students' questionnaire.

Question 01: Gender

Participants	Number	Percentage
Male	10	14.28%
Female	60	85.72%

Table 01: Students' Gender

As it is clearly displayed in table (01), the biggest amount of the participants in this investigation are females (85.71%). Male participants are the minority (14.28%). The purpose of such question was to see if there is a difference between male and female in term of demotivating factors.

Question 02: Master Specialty

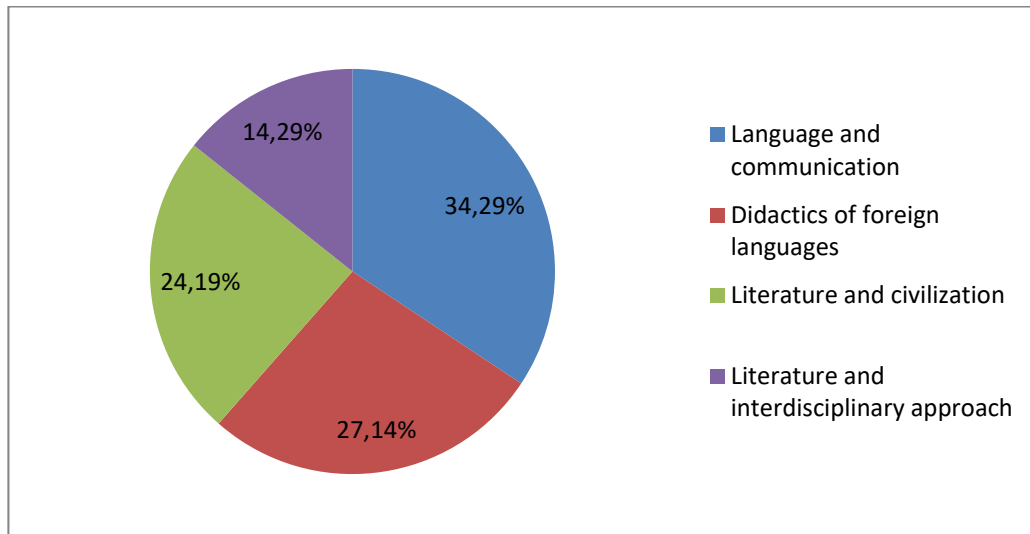


Diagram 01: Master Specialty

Diagram (01) indicates that there are four Master specialties under investigation. Language and communication (34.29%), Didactics of foreign languages (27.14%), Literature and civilization (24.19%) and Literature and interdisciplinary approach (14.29%), the specialty that has been missing in this investigation are students of Art and Drama.

Question 03: What do you think of learning English at the Department of English at MMUTO?

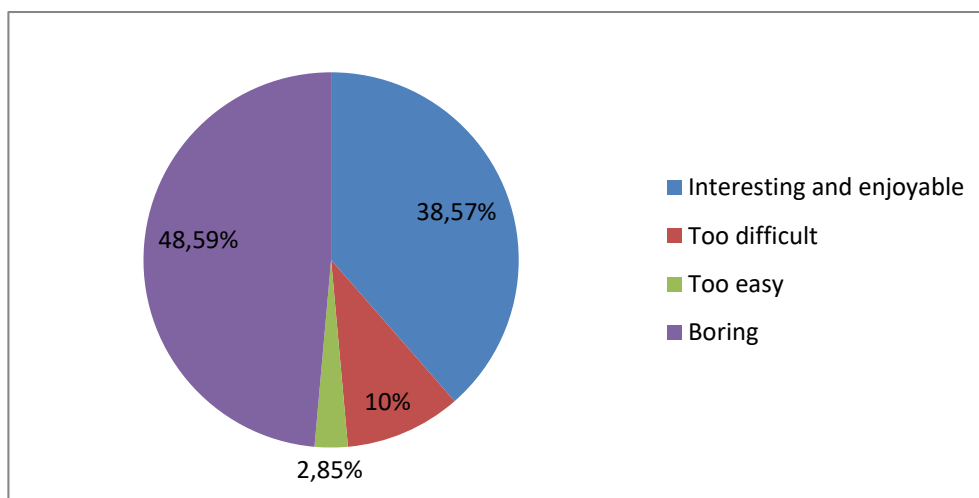


Diagram 02: Learning English at MMUTO Department of English

Students' responses to this question denote that almost half of the participants (48.59%) find studying English in Department of English surprisingly boring; then followed by (38.57%) of them who find it interesting and enjoyable. The third response 'too difficult' was estimated at (10%) and only (2.85%) ticked it as 'too easy'.

Question 04: To what degree do you agree or disagree with this statement: “I am always motivated to learn English”

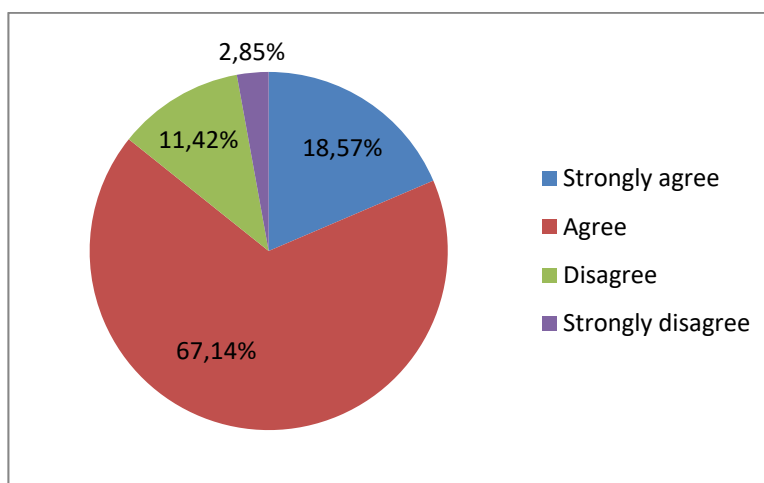


Diagram 03: Students' Motivation toward Learning English.

The results show that the most frequently occurring responses (67.14%) do agree with this statement. followed by (18.57%) of the participants who strongly agree. However, (11.42%) disagree with the fact that they are always motivated to learn English, followed by (2.85%) who strongly disagree.

Question 05: Rank the following demotivating factors according to their degree of importance to you:

D. factors	a. Grammar-teaching method	b. Classroom environment	c. Low test scores	d. Course content and teaching materials	e. Lack of self-confidence	f. teacher's behaviour	Total Percentages %
Percentages							
1 st vote	16.17%	19.11%	8.82%	19.11%	11.76%	25%	100%
2 nd vote	8.82%	25%	19.11%	17.64%	5.58%	23.52%	100%
3 rd vote	14.70%	22.05%	13.93%	22.05%	10.29%	17.64%	100%
4 th vote	22.05%	20.58%	13.23%	11.76%	14.70%	17.64%	100%
5 th vote	26.47%	10.29%	26.47%	8.82%	19.11%	8.82%	100%
6 th vote	12.12%	6.06%	19.69%	16.66%	37.87%	7.57%	100%

Table 02: Ranking Scale Percentages

Most important → Least important					
1	2	3	4	5	6
F	B	D	A	C	E

Table 03: Ranking Scale Results

From table (02) and (03), we can notice that the most demotivating factor according to the respondents is *the Teacher* (25%). The second vote targets *the learning environment* (25%). Next comes *course content and teaching material* (22.05%) and *grammar-teaching method* (22.05%). After that comes least demotivating factors such as *test scores* (26.47%) and *lack of self-confidence* (37.87%)

Question 06: Choose the demotivating factor(s) of each block (you can choose one or more).

A. Internal Factors

a. I am afraid of being yelled at by the teacher when I make mistakes

b. I am shy and nervous

c. I have no interest in the English language

d. I am afraid the whole class will laugh at me when I speak

e. I am afraid my level is the lowest in comparison with my mates

A. Internal Factors

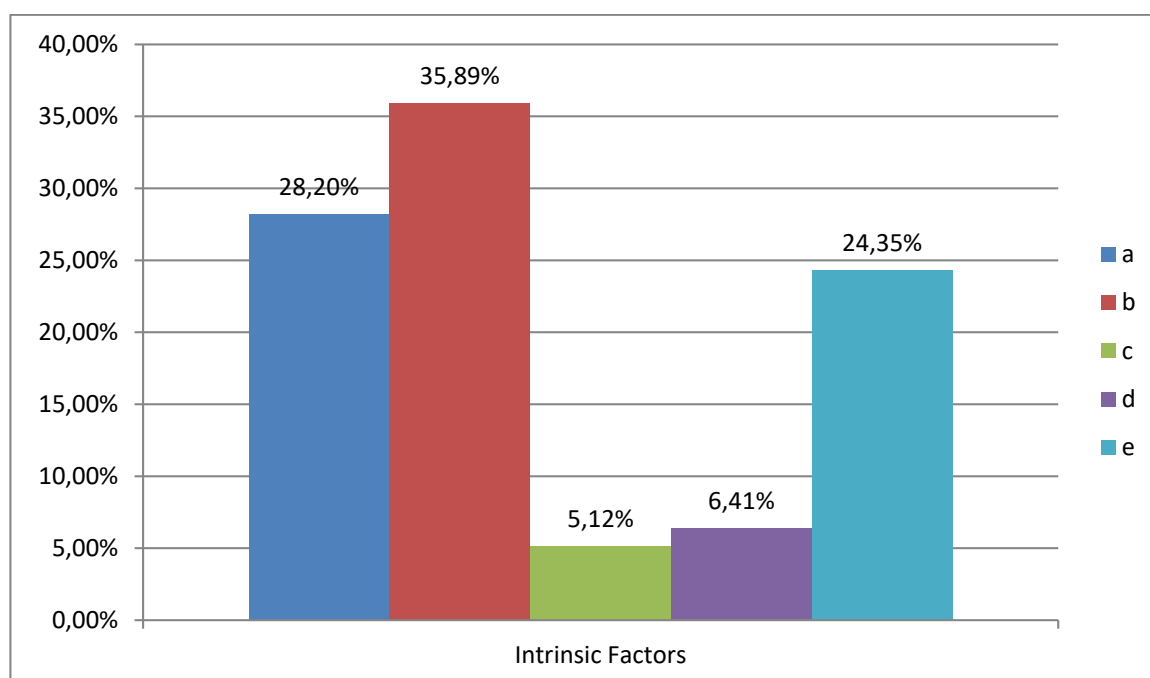


Diagram 04: Intrinsic Demotivating Factors

As diagram (04) displays, the second internal factor (shyness and nervousness) gets the highest estimation (35.89%) . On the second position comes the factor which is ‘I am afraid of being yelled by the teacher when I make mistake’ rated at (28.20%). Immediately followed by ‘ I am afraid my level is the lowest in comparison with my mates’ (24.35%).The two remaining factors are ‘ I am afraid the whole class will laugh at me when I speak’ (6.41%) and ‘ I have no interest in the English language’ (5.12%).

B. External Factors

- a. The teacher’s behaviour and teaching style
- b. The type of materials used in class
- c. What is being studied is boring and uninteresting
- d. Large classes
- e. Difficulties in finding a job
- f. Bad marks

B. Eternal Factors

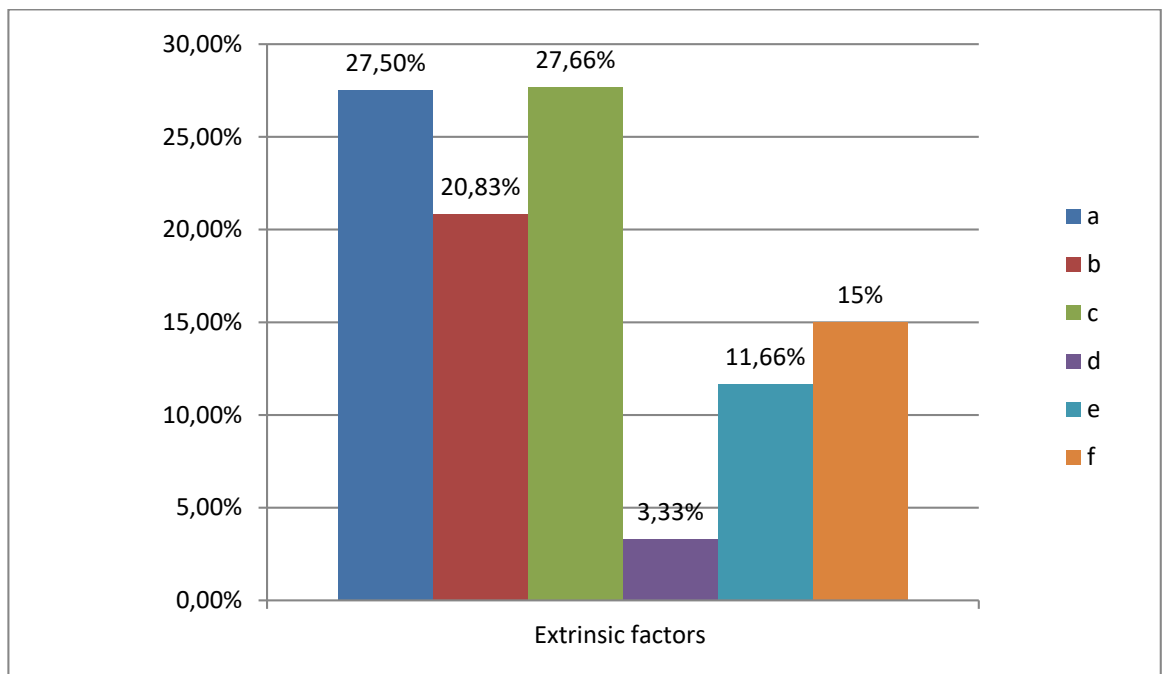


Diagram 05: Extrinsic Demotivating Factors

According to the results, the main reasons behind students’ demotivation are firstly ‘what is being studied is boring and uninteresting’ (27.66%) and the teacher’s behaviour and teaching style’ (27.50%) immediately comes after. The third external factor is ‘ the type of materials used in class’ (20.83%), followed by ‘bad marks’ (15%). ‘ Difficulties in finding a job’ gets a total estimation of (11.66%); whereas, ‘large classes’ gets only (3.33%) of the whole participants.

Question 07: Are you demotivated when the class is inactive (no participation in classroom)?

Answer	Percentages
Yes	71.42%
No	28.58%

Table 04: Inactive Classrooms as a Demotivating Factor

As clearly demonstrated by table (04), the biggest part of the participants find that being in an inactive classroom is indeed demotivating. In other words, (71.42%) responded yes. Whereas, the remaining participants (28.58%) do not find that factor as demotivating, and so answered by no.

Question 08: To what degree do you agree or disagree with this statement: “Overcrowded classes impede me to participate”

- a. Strongly agree b. agree
 c. Disagree d. Strongly disagree

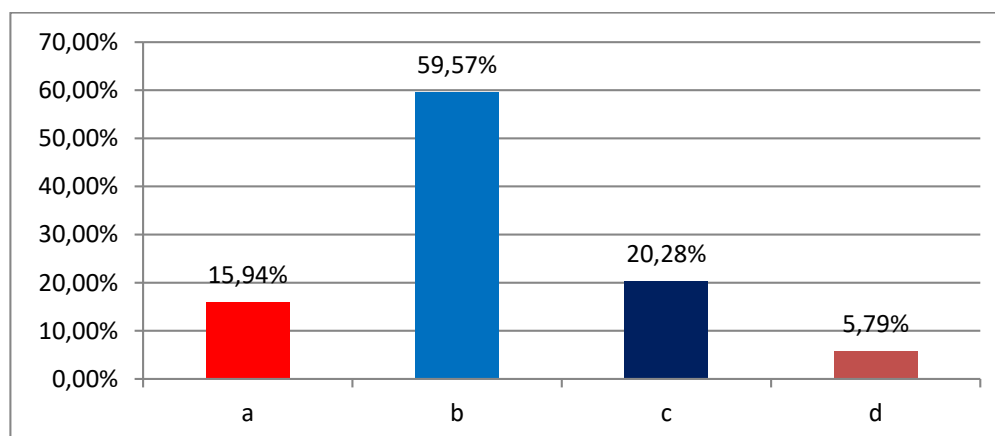


Diagram 06: Overcrowded Classes as a Demotivating Factor

According to the diagram (06), (59.57%) of the participants do agree with this statement. Followed by (20.28%) of them who do not find such factor as demotivating;

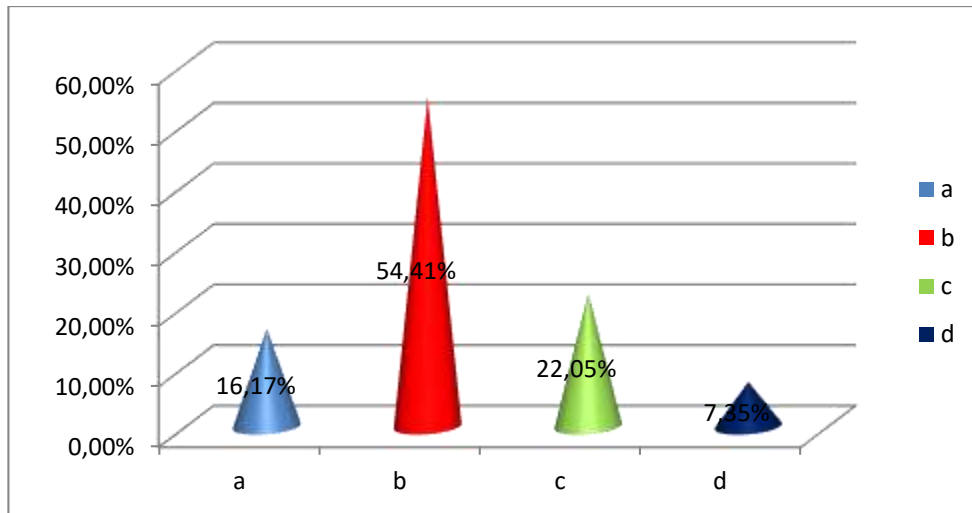


Diagram 08: Students’ Thoughts About Teacher’s Methodology.

The results displayed in diagram (08) show that over fifty percent of the respondents (54.41%) claim that the methodology of the teacher in class is *neither good nor bad*. Followed by (22.05%) of them who find it *boring*. Others (16.17%) find it stimulating and enjoyable and (7.35%) of them report that they have no opinion.

Question 11: “If you work hard and at the end you get poor results would you rather”

- a. Tell yourself that you need to work harder
- b. Get disappointed and lose confidence in your capacities
- c. Blame the teacher
- d. Blame the examination tool for not being adapted to the syllabus

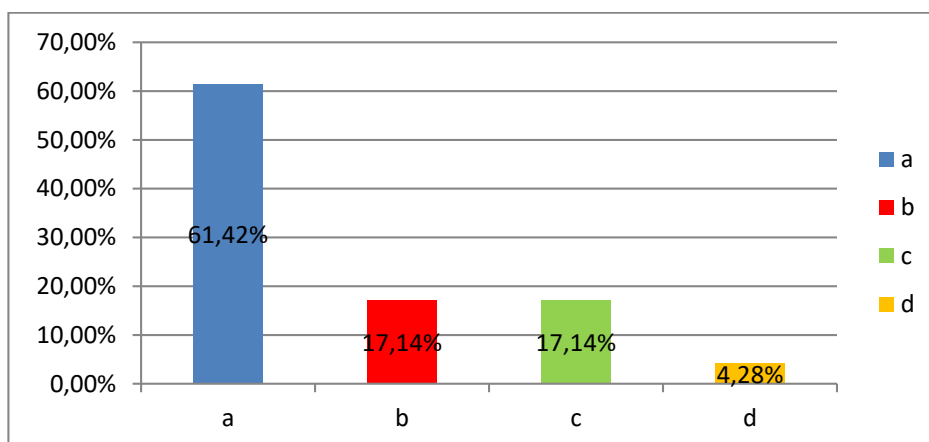


Diagram 09: Results of Experiencing Failure

The results demonstrate that an overwhelming percentage of the respondents (61.42%) chose the first option in case of a failure (tell yourself you need to work harder). After that one come two options with the same results which are *get disappointed and lose confidence* and *blame the teacher* (17.14%), and only 4.28% chose the final option: ‘*blame the examination tool for not being adapted to the syllabus.*’

Question 12: Since the internet is crucial for your studies, does your university provide you with that facility?

Answer	Percentages
Yes	15.72%
No	84.28%

Table 05: Internet Facility Affordance

Table (05) displays that most of the respondents’ answer to this question (84.28%) is negative; whereas, only (15.72%) have answered by yes.

Question 13: Is the use of didactic supports such as handouts and books sufficient for effective learning?

Answer	Percentages
Yes	34.29%
No	65.71%

Table 06 : Students’ Views about Books and Handouts as Sufficient for Effective Learning.

The majority of the students (65.71%) think that books and handouts are not sufficient for effective learning and therefore answered no; while the remaining

students (34.29%) think that these didactic supports are enough and hence answered yes.

If no, say why?

The majority of the students report that the internet is crucial for effective learning since that facility does not give them only information in written form (videos and online teachers). Others declare that they need the guidance of the teacher who masters the topic, as well as his/her own interpretation of the course delivered.

Question 14: How interesting is the content of courses in general?

a. very interesting

b. interesting

c. slightly interesting

d. uninteresting

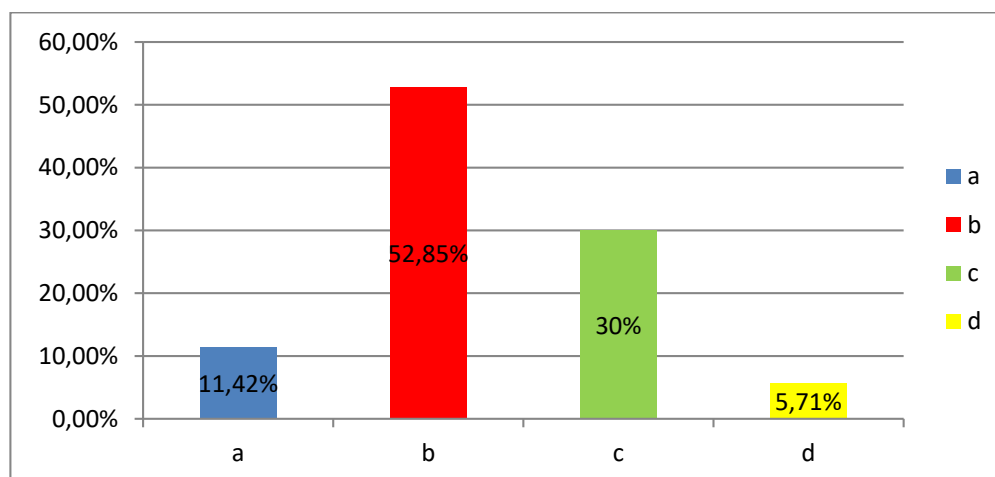


Diagram 10: Students' Attitudes Towards Content of the Course in General

The outcomes in diagram (10) highlight that (52.85%) of the respondents find the content of what they are studying as being interesting. Others (30%) find it slightly interesting. Some of them (11.42%) think that it is very interesting; whereas, only (5.71%) of them find it uninteresting.

Question 15: To what degree do you agree or disagree with this statement: “ *Conflictual relation with teachers is a strong demotivating factor*”

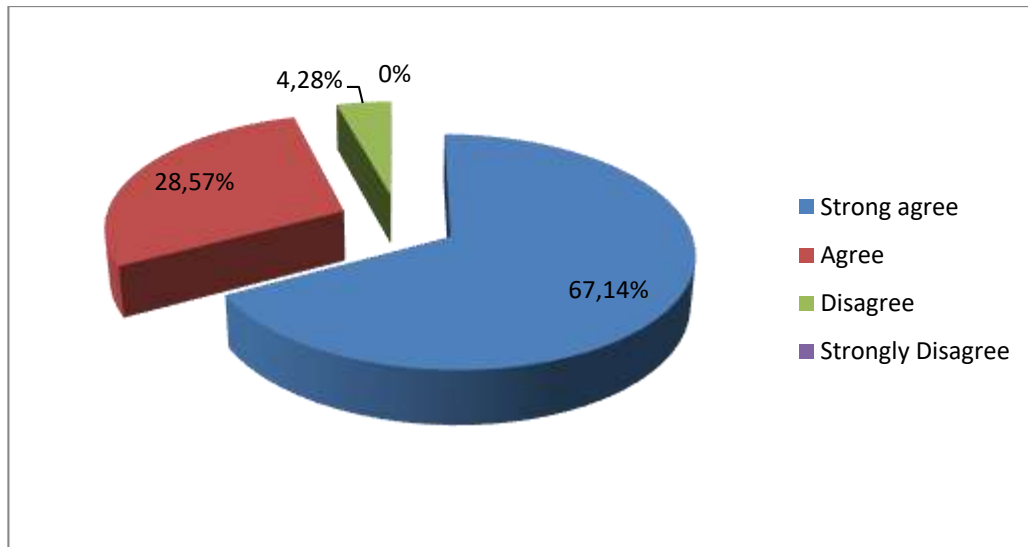


Diagram 11: Conflictual Relations with Teachers as a Demotivating Factor.

From diagram (11), we notice that the majority of the students (67.14%) strongly agree with such statement and (28.57%) of them do agree. Followed by a minority (4.28%) who disagree and (0%) who strongly disagree.

Question 16: Can you tell a personal experience in which you felt demotivated to study English/What things decrease your motivation to try hard to do your best in class?

We have collected 64 responses/personal experiences from students. Four were handed back blank, the two remaining said ‘*I have not met such experience*’. After analyzing them carefully, we have sorted out six categories that are demotivating according to the participants:

- a. The Teacher.
- b. Bad Marks .
- c. The Environment.
- d. Inadequate School Facilities.
- e. Course Content.
- f. Strikes.

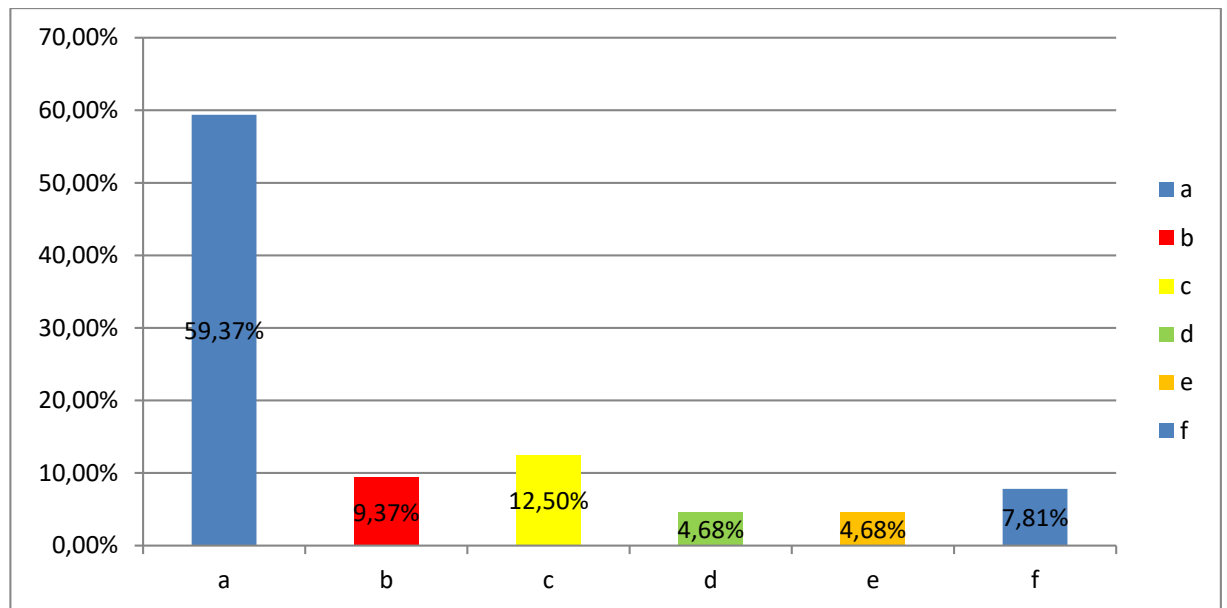


Diagram 12: Students’ Personal Demotivating Experiences.

Diagram (12) highlights the most important demotivating factors faced by the students under investigation. The mostly recurrent responses (59.37%) are *the teacher* (his /her behaviour, favouritism, noting, comments, remarks, competence, attitude, lack of punctuality and seriousness, relation with his/her students). Next comes (12.50%) of the responses devoted to *the environment* (rooms availability, noise at the corridor, intruders from other departments, the administration staff lacking professionalism, music playing outside i.e. concerts). The other factor that resulted from the questionnaire is *the bad marks* (especially unexpected ones after pulling up so much efforts. Or because of a conflict with a teacher). Then comes the factor named *strikes* with a percentage of 7.81%. The two remaining ones are *inadequate school facilities* (lack of microphone and materials for effective learning) and *course content* (boring content lessons which will cause a lack of interest, content that will not serve students future professional life) which get both an estimation of (4.68%) of the total responses.

Question 17: As a student of English, a set of factors might prevent you from giving your best. Do these factors mostly come from inside (lack of interest for example) or from outside (the classroom, the peers, the teacher, the job market and so on) and why?

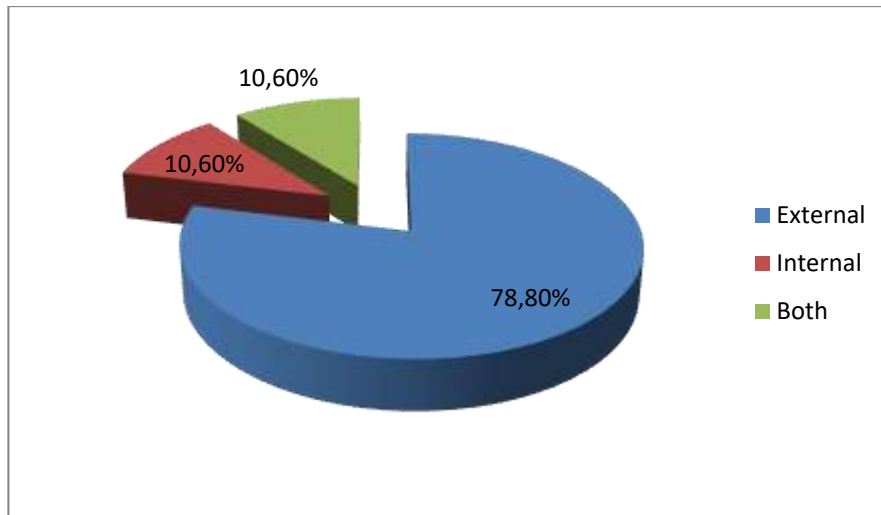


Diagram 13: Mostly Recurrent Factors

It appears in diagram (13) that the factors which mostly demotivate the students are those coming from the outside; that is to say, extrinsic factors with an overwhelming percentage of (78.80%). Those who said both and those who said only intrinsic get a similar percentage of (10.60%).

Justification:

For the students who chose internal, their main justifications are factors such as lack of self-confidence, shyness and lack of interest. For those who opted for the extrinsic ones, their responses were under four main themes which are the teachers, the environment, course content and inadequate school facilities.

2. Teachers' Interview

To back-up the questionnaire, we used a second tool which is an interview for teachers (appendix 02). This latter is a structured interview conducted with 9 teachers of Master I at MMUTO department of English. Six out of nine were recorded using a mobile phone ;while the remaining three were conducted through the process of questioning and note taking. In the following representation, they are under the name of Teacher 01 till Teacher 09 respectively.

Question 01: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

The answer to this question varies from one teacher to another. After analyzing the data carefully, we have classified their answers into four main categories:

1. The teacher: This factor was highlighted by most of the interviewees (except for Teacher 03 and Teacher 04). However, the proponents of this factor give their own conception of how a teacher may demotivate in the students. The first interviewee responses were categorized into *teacher's methodology* in which he says: “....*the way teacher explains....this could be also related to the methods the teacher is using; without forgetting that in the classroom there are different learning styles....*”. After that, he supported his idea with some examples such as: “....*because some students learn better if they visualize things, and perhaps the teacher did not take that into consideration. Others learn better if they hear well and perhaps the teacher here is not speaking with a loud voice.....the methods also.....is not appropriate; in the sense that perhaps it does not suit the level of the students.....the language the teacher is addressing to his students which is not clear and did not stop to ask if there are any ambiguities.*”. The fifth interviewee mentioned two aspect of demotivation. The first one is *the teacher's instruction or methodology* in which she claims that the role of the teacher is to ‘capture’ the students’ attention; and if his instructions are not capturing their attention this will be demotivating. The second aspect advanced is that “*maybe teachers do not encourage the learners too much in the right way*”. Which can be qualified as lack of praise because providing students with such encouragement is stimulating for the students’ motivation. Others just mentioned the teacher, but in a superficial way, not like the former interviewees.

Teacher 07 mentioned: “*particular teaching methods, lack of praise and rewards. Besides, the teachers’ behaviours*”. Teacher 08 pinpointed “*the teaching style*” which does not suit the students. The last interviewee and proponent of this factor mentioned an important area to be included which is “*teacher’s relation with his students*”. The last ones (Teacher 02 and Teacher 06) slightly mentioned teacher as a demotivating factor but still is a contribution under this category.

2. Course Content: This factor has a relation with what the student is studying in classroom; what kind of knowledge the teacher transmits to his/her students. Interviewees do regard this component as a demotive; if, like teacher 01 said “something is going wrong, either with the lesson.....” ; or if the students are “*disinterested in the course content*” (Teacher 04), this would inevitably lead to a state of demotivation. Moreover, other opinions have been collected on this category; such as, the complexity of the learning tasks, if the tasks exceed the learners’ level, they may feel lost and get demotivated as Teacher 05 clearly states “*the efforts that the activity asked from the learners is too big; when the teacher gives activities that are quite difficult or hard for the learners, this may create this demotivation. Students will not understand what to do and like this they will lose their motivation.*”. Another reason was given by Teacher 06 in which he claimed “*they (students) think that (the program) does not suit their needs and ambition*” . This assumption states that the students do not think that the course content is going to help them for achieving their needs and attaining their ambitions or simply the course content does not attract the students’ interest. The last element to be added under this category comes from Teacher 07. The latter just mentioned “*attitude towards the syllabus*” . If the attitude is positive, that means that the students like what is being studied. If the attitude is negative, the outcome would be also negative which would lead to demotivation.

3. Students: According to the interviewees, students themselves can be responsible for their own demotivation. Teacher 04 and Teacher 09 talked about “*students’ wrong orientation*”. If the students did not choose wisely what to do, if the decision was taken without any basis. This, of course, would hamper the students’ motivation. The following components are ‘efforts’ and ‘lack of self confidence’ presented by Teacher 05. The former determines the degrees of effort put in the learning task, some students get demotivated when they see that an activity requires so much effort. The latter is an internal factor, according to teacher 05 the lack of self confidence is due to “*students insufficient level*”. The last component was mentioned by teacher 07 which is “*the attitude of students to the syllabus*”.

3. Job opportunity: This is a relatively new emerged factor that has not been mentioned in other contexts. Teacher 03 and Teacher 08 outlined this factor as a demotivating factor; However, Teacher 03 said that “*the effort to be invested in the studies for students is getting a job; and they face difficulties to find one*”. That means that the job finding opportunities is low in general, whereas, Teacher 08 said that “*students are demotivated simply because they think that the English subject will not allow them to find a decent job*”. Here, it is more targeted and specific. In this assumption, the demotivation comes from the fact that English is not a mean to get a good or a well-paid job.

After these dominant factors mentioned by at least two of the interviewees, other less mentioned factors were: inadequate school facilities, classroom environment, and English as a foreign language.

Question 02: Do you think that the demotivation is mostly intrinsic or extrinsic ?

Five teachers out of nine have answered that the demotives are mostly extrinsic, two of them have said that it is intrinsic; while the three remaining have responded that it depends on the students or situations.

Question 03: Here are some of the demotivating factors that have resulted from previous research which are:

Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style

-What do you think (do they exist in our context)?

All teachers do recognize that these factors exist even at MMUTO context. Even if the degree of their importance varies from one teacher to another.

Question 04: Have you ever considered yourself as one of the factors that may hamper students' motivation?

Four respondents (T1,T3,T4,T9) do believe that in some situations and in some cases, for instance, when they did not prepare the lesson, they may cause the students' demotivation. Whereas, four of them (T2, T6, T7, T8) do not consider themselves as a demotivating factor. The fifth interviewee answered by 'I hope not'.

Question 05: What are your plans for these demotivated students?

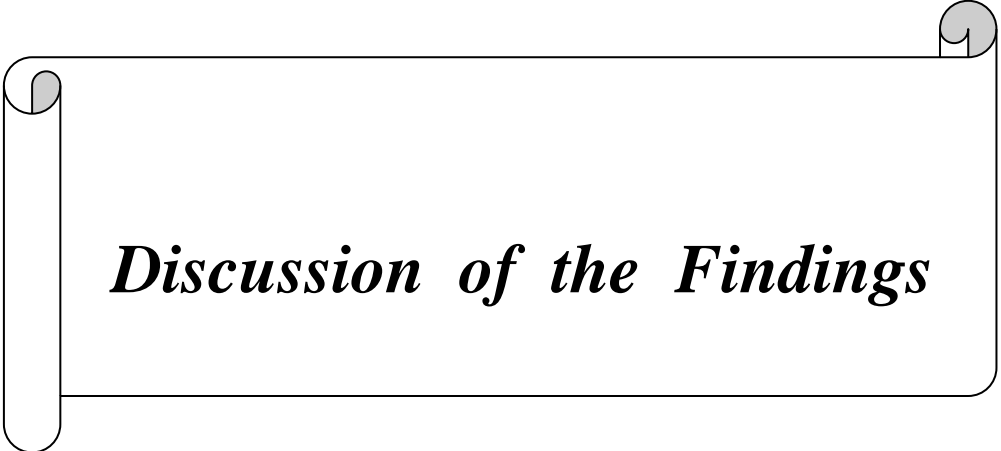
All teachers agree that creating a good atmosphere by stressing communication, good relationship and encouragements through which the students feel at ease will greatly decrease that demotivation. According to them also, consideration has to be at the top of teacher's commitments; he/she should take into consideration the students' needs, interests, and levels. Besides he/she should not criticize his/her students, or ignore them, or underestimate them. Teachers should encourage their students and give them constructive critics, and positive feedback, and help them as much as possible. Also maintaining a good relationship with students by introducing some jokes and give

personal experiences and relate it to what is being studied to make learning more realistic and interesting.

Based on the data obtained, it appears that the most important demotivating factors for Master I students are : the teacher, the course content, the materials used in classroom, the learning environment (including classroom inactivity and large classes), the poor results and the school facilities and strikes. From the teachers' perspective, the demotivating factors are mainly; the teacher, the job opportunity, the course content and the students themselves. These factors, among others, are going to be discussed in detail in the following chapter.

Conclusion

This chapter has presented the results obtained from both questionnaires and interviews. The questionnaire for Master I students and nine interviews with Master I teachers as well. The results show that students are indeed demotivated to study English and that even teachers are aware of this situation. Moreover, we collected students' personal factors they perceive as demotivating, and if it was more coming from the inside or from the outside. To conclude, teachers advanced some solutions to solve this phenomenon which impedes learners' success.



Discussion of the Findings

Introduction

The following chapter aims at discussing the results obtained from the previous chapter, at the same time, it answers the research questions put forward in the general introduction, as well as, to check whether the hypotheses advanced are indeed valid or not. The following chapter is threefold: It starts with discussing the internal factors; then, it moves to the external factors; at the end it mentions which of the two factors is the most recurrent. The results are discussed in relation to the review of literature and the theoretical framework proposed by Sakai and Kikuchi (2009).

The first question relating to gender was asked to see whether there was a difference between male and female in term of demotivating factors. After analyzing the obtained data, we have concluded that there was no distinction between male and female in term of obstacles influencing negatively on their motivation.

1. Internal Demotivating Factors

The third question at the presentation was mainly answered by ‘boring’ which confirms what has been said by Harmer (see chapter 1) about interesting classes. Here, we can assume two explanations : either the material has not been appropriately chosen, or there is no effective introduction of the material. Thus, the first demotivating factors is *lack of interest* (due to uninteresting classes) which is in accordance with the framework elaborated by Sakai and Kikuchi (2009) since they came up with the same factor. This outcome also appeared in the open-ended question 17 (of course for those who said that demotivation comes mostly from inside).

Other intrinsic factors were identified thanks to question 6 (block A) such as shyness and nervousness, and lack of self-confidence (choice a and e). These three factors can be classified under one single category called affective factors (in relation to feelings) . In addition, Teacher 05 has outlined one these factors, and it was the lack

of self of confidence due to insufficient level. These factors go hand in hand with the outcome resulting from previous studies such as Tsuchiya (2004) *sense of incompetence, lack of acceptance*; Sakai and Kikuchi's (2009) *lack of intrinsic motivation* and Fallout and Murayama (2004) *lack of self-confidence*.

Question 16 brought about an important result regarding the loss of confidence due to an experience of failure (bad marks). Students after living such experience lose confidence in their capacities and get demotivated. This result also gets along with the framework we based our investigation on, which is *experience of failure* (Sakai and Kikuchi 2009).The result of such mark could be because of a conflictual relationship between the student and the teacher (Oxford , 1998; Dornyei, 1998; Muhonen, 2004 ; Arai, 2004; Tsuchiya, 2004; Fallout and Murayama, 2004; Hamada and Kito, 2007; Sakai and Kikuchi, 2009) , his/her attitudes, his/her behaviors in class and with his students , how he accepts his students, his way of correcting and so on, all of these aspects could be the causes of why the students get poor results despite the fact that sometimes students deserve much more expected results. However, it appears that there are some of the respondents who did not give up after facing such experience. The result of the question 11 showed that students opted more for answer A (tell yourself you need to work harder) which is rather a paradox. We can say that poor results are demotivating for the students, but not enough to make them lose the will to strive even harder.

The results obtained do confirm the first hypothesis we put at the very beginning which includes lack of self confidence, lack of self-esteem, shyness and nervousness as the main intrinsic demotivating factors.

2. External Demotivating Factors

The second objective of this dissertation is to extract the external factors (the ones that come from the outside), perceived by Master I students of English as being demotivating. The fourth question was not asked to sort out a demotivating factor, but rather to see if the students are or are not motivated to learn English. The answers were 'agree' (67.14%) and 'strongly agree' (18.57%); which means that students have a good state of mind at the beginning and are ready to do their best to succeed (which means that students are motivated and determined at the commencement; then due to some obstacles, this motivation decreases). Of course the reason behind such driving force differ from one individual to another but we can assume two types of motivation: 1. Integrative and instrumental. 2. Intrinsic or extrinsic (see chapter 1).

The importance of the fifth question in relation to our research is that it helps us to better investigate our issue by stressing a set of variables which are closely related to demotivation, with respect to our context of study (the Department of English at MMUTO). The results show that these factors or problems are faced by Master I students of English and do exist at MMUTO context. It has also been approved by all the interviewees as being existing factors. The ranking (for students) starts with the teacher, the classroom environment, course content and teaching materials, grammar teaching methods, low test scores and reduced self-confidence.

The results of question 6 help us to have a clearer understanding of the external demotivating factors. Block B gives the chance to students to chose more than one factor they perceive demotivating. The majority of students pointed out at the teacher's behavior and teaching style. Vast amount of literature outlined this factor, among them Harmer (1991:52) who argues that "*a major factor on continuance of student's motivation is the teacher*". Many studies (Oxford, 1998; Dornyei 1998;

Muhonen, 2004; Arai, 2004; Fallout and Murayama, 2004; Hamada and Kito, 2007; Sakai and Kikuchi, 2009) show that one of the most demotivating factors in the history of education is the teacher, complaining about his way of teaching his 'attitude' and 'enthusiasm' toward the English language. Also his behavior either with himself; for example punctuality, sometimes teachers late arrival at classes could be in a way demotivating, or with his students such as acting violently (belligerent behavior as in Oxford's Model). In addition to that, his/her attitude towards the materials he uses could lead to demotivation. If he has little enthusiasm to the material being used, the student will notice such behavior and will affect him negatively. Moreover, we can talk about 'sloppy' management (Oxford, 1998) ; if the teacher loses the control over the class or does not know how to manage his/her students due to their differences (intellectually, culturally and so on), this may cause a decrease in motivation. Therefore, this finding is in agreement with the previous studies. This factor is going to be further discussed in the open-ended question 16.

Moving on to the students' second choice, and that is the course content (what is being studied is boring and uninteresting). Similarly, Harmer (1991), Arai (2004), Fallout and Murayama (2004), Hamada and Kito (2007) and Sakai and Kikuchi (2009) have identified the same factor in their respective studies. The content of courses generally does not suit either the students' level or the students' needs, or simply it does not attract the students' curiosity. This goes in tune with what Harmer (1991:53) stated "*if students are to be continue to be intrinsically motivated they clearly need to be interested in the subject they are studying and in the activities and topics they are presented with*". If anything goes wrong with the content of the lesson, or if the activity does not sustain the students' curiosity and will to work; consequently, the students will be bored to follow the lesson, get demotivated and remain only present

physically. In addition, the participants who identified course content as being demotivating in question 16 pinpointed the irrelevance of some courses for their future professional life and uninteresting content which does not suit their needs and interests. However, the findings of question 14 seem to contradict those of question 06 (block b) and question 16 as our participants say that they find the content of courses interesting.

The following external factor is tied, in some way, with the one just mentioned before and this relates to the type of material used in class. This outcome bears a close resemblance to previous studies, including Dornyei (1998) in which he raised the problem of coursebooks. Muhonen (2004) in her study about demotivation found that textbooks were boring and in bad shape according to her participants. The same outcome reached by Hamada and Kito (2007) who also identified textbooks as being a source of demotivation. For this factor, the problem could be the misuse of the material or an inappropriate way of presenting the material (Harmer, 1991:53), or perhaps the material being used is not attracting students' curiosity. If the students find the material boring and not meeting their needs and ambitions, there are great chances that students will lose the motivation. For the sake of getting more information, we asked the students if handouts and books were sufficient for effective learning (question 13). Those who responded 'no' said that they learnt more thanks to the internet (through videos and so on). We can deduce that the type of materials used in classes are outdated for some Master I students since it includes only information in written form (mono-modal). Students' chances of getting interested in classes are to grow if they are presented with multimodal means such as : videos (lessons, debates, talk shows and even stand up shows), images, drawing, table and so on. Because such things are contemporary ; thus more interesting for students to follow.

The next demotivating factor that resulted from this investigation is not found on the literature but was expected in the Research Hypothesis, and that is job opportunity or difficulties in finding an adequate job. The purpose behind studying is to get a job and to start a professional life; however, due to external reality when students see their eldest fellows facing unemployment, start to question the reason of these efforts since the reality is inevitable (unemployment). Therefore, this will lead to a demotivation to study. In fact, this factor has been mentioned by two of the interviewees. The first one is Teacher 3, who stated that the efforts to be invested in studies and learning for most students is getting a job, which is hard to find nowadays. The second one was Teacher 8 who also claimed that students think that English will not allow them to get a decent job.

Another outcome that merge with and reinforce the literature presented is the learning environment. Question 7 was asked to see if the classroom inactivity is or is not a demotivating factor. The majority of Master I students of English do consider it demotivating when the classroom is not taking part in the activities. Students agree that having a lively class where most students take part in activities creates an atmosphere where students feel at ease and comfortable to ask questions and to satisfy his/her thirst for knowledge.

However, there are situations where students are highly motivated but cannot take part in the activities because of outnumbered students in class which makes these students anxious and stressed. This is another environmental factor which is called large classes. Indeed, large classes do impede the students that are motivated but shy and lack confidence when there is a considerable amount of students in class. The result gathered from question 8 does prove that this factor is demotivating. This latter create an unpleasant environment where noise and mocking students who participate happen

most of the time. That is why, in addition, we asked the students (question 9) to chose what number in class they consider the ideal . The most recurrent responses were from 10-20 which is a logical choice, since this number will not create a pressure for shy students and will be beneficial for the teacher in terms of management.

Another result that needs to be discussed is the teachers' methodology. As already mentioned above, a teacher has the most important and influential position in increasing or decreasing the students' motivation (Harmer, 1991:52). This factor has been reported by a number of researchers, including Oxford (1998); Dornyei (1998); Muhonen (2004); Arai (2004); Fallout and Murayama (2004); Hamada and Kito (2007); and Sakai and Kikuchi (2009). Similarly, in the interview Teacher 01, Teacher 02, Teacher 05 and Teacher 07 also outlined this component. This proves that not only the behavior of teacher is important, but also how he/she presents the lesson; the strategies used while delivering a course; does he/she use repetitions or favors discovery over teaching deductively. Does he/she include the students in the process of learning or does he/she prefer to perform alone. Does he/she include games, quizzes while teaching. That is why we asked students to say whether the teachers' methodology is : a. stimulating and attractive; b. neither good nor bad; c. boring; d. I have no idea. Even though the result was not expected, we can still deduce from the results that the teachers' methodology still needs improvements(since the majority of answers were 'neither good nor bad') . Some teachers favor being the only person speaking during the whole process of learning (passive learning).

The next factor is called inadequate school facilities. This latter reinforces and proves the reliability of the framework; it resulted from question 12 and the open-ended question 16. In addition, it was mentioned by one of the interviewee (teacher 7). This area was neglected by most of the studies mentioned in the review, except for

Dornyei (1998) and Sakai and Kikuchi (2009). However, it was not studied in detailed way. The facilities that resulted from the 12 question is the internet; which is crucial in the process of learning (according to students). Internet does provide a huge amount of information very quickly, it is a necessity for researches, yet most of the answers do show that this facility is not fully afforded in MMUTO Department of English, which is rather demotivating for students. To secure a high level of teaching, full resources should be at the disposal of students, and here we are not only talking about the facility of internet. School facilities are all the resources, means, equipments, audio-visual aids and other materials that are provided by the school to enhance the quality of learning and to boost students' motivation. It is clear that if the students find such resources provided in school, this would be a strong impetus for being more motivated. However, considering the results obtained from both question 12 and 16, we can say that school facilities for effective learning are missing and it does hamper students' motivation. Students pointed out at lack of the internet facility, rooms, headphones in laboratories, microphones, audio-visual materials such as computers and so on. This factor has serious impact on students' will to study; therefore, it should not be neglected by the university staff.

The importance of a positive relation between the teacher and the student has been highlighted by both participants under this investigation (teachers and students). This finding corroborates the literature and the framework mentioned in Chapter 1. We wanted to check if truly it does demotivate when the nature of the relationship is not good; that is to say, conflictual (question 15). The result was that such relations do affect negatively students' motivation. Most of students view this factor as a problem, because when the relationship is not good, such relation could be because of a lack of caring by the teacher towards these students with whom they

have these kind of relation(they feel neglected and put aside). Some of the participants reported that because of a conflictual relationship with the teacher, they did not get what they deserve in terms of marks. Others said that because of such relations they do not even attend classes, even though they have interest in the module being studied.

The last discussed results in the external category sum up all the factors found in this investigation. Question 16 gives the opportunity for students to be more free and express themselves (opened ended) about personal demotivating experiences. As shown in the presentation of the findings, we classified all the answers into categories (according to the framework and the review of literature). The dominant one is the teacher. Students complained about the teacher for different reasons: his/her behaviors (arrogant, belligerent, lack of punctuality),his/her attitudes (toward the English or the material being used), his/her competence (sometimes not suitable for teaching some modules, novice teachers for upper-intermediate students), his/her way of teaching (just arrives, gives handouts, sits on the table and reads what is inside the handout without any further explanation or clarification for students), the way he treats his students (he treats the students in brutal way and underestimate them), the way he gives remark (most of the time just for the sake of giving a remark), his/her criticism(which is not a constructive one), favoritism (focus only with whom they have good relation and neglect others). To strengthen this outcome, a question was asked to the teachers saying why some of the students are demotivated. Teacher 01 principally identified the teacher as a source of demotivation. His/her style, his/her strategies, the way he/she speaks, the pace he/she is adopting, the language style and if he/she stops and asks students if there is any ambiguities. Teacher 05 also mentioned the same factor; saying that perhaps the problem is with his/her instructions, which are not sufficient to hold

students' attention and interest. Also maybe he/she does not encourage his/her students enough or in the right way. The remaining interviewees that identified the teacher as a demotivating factor are teacher 06, Teacher 07 (teacher's behavior, lack of praises and rewards) and Teacher 09 who mentioned the relation of the teacher with his students. All of these results do prove once again the reliability of the framework and the literature upon which this study is based.

Another factor already mentioned above is the learning environment. In question 16 we gathered extra information relating to noise at the corridor, intruders from other departments, concerts on schooling time, rooms availability and administration staff lacking professionalism. The last example stated (administration staff lacking professionalism) was reported by Teacher 06 who mentioned the same environmental problem. Moreover, The environment was identified by Teacher 02 who mentioned the general context and the classroom context. A number of studies reported the same factor including Harmer (1991) and Dornyei (1998). But the reason behind such bad environment varies from one country to another.

Poor results is a factor that has already been reported by studies mentioned in chapter one, and more importantly in the framework upon which this study is based. In Sakai and Kikuchi investigation (2009), it is under the name of low test scores. Concerning the reasons behind such poor results, we cannot say that it is always because of the students (not always the one to blame). This maybe because of, for instance, the teacher's way of correcting (as reported by the students), or because of the relation teacher and student share (students in their respective experience told us that sometimes because of such relations, teacher alters the notes of the student despite the fact that this latter work hard and deserves a good mark).

A newly emerged factor is strikes. This latter is not found neither in the review of the literature, nor in the theoretical framework. Strike is a phenomenon where students or teachers stop working in order to improve the working conditions. Students reported an experience at MMUTO when a strike which occurred in the academic year 2014-2015 and lasted for three months. For these students, this experience was very demotivating. Next comes the inadequate school facilities and course content which are already discussed above.

Another unexpected issue that appeared in this investigation is wrong orientation of students' choice. This factor was outlined by two of the interviewees (Teacher 04 and teacher 09) in which they say that sometimes a student is studying English without choosing to be there. Such choices could be because of taking a rush decision, or perhaps it was advised by his parents or friends.

These results do confirm the research hypothesis we advanced in the introduction which includes: the teacher, learning environment, course content and material, inadequate school facilities which can be classified as academic factors. Another factor is the job opportunity. The factors that have not been expected are named 'strikes' and 'wrong orientation of students' choice' which are new components emerged in MMUTO context and to be added in the framework.

3. Mostly Recurrent Factors

The last issue sought to be answered is which one of the internal or external factors are the most recurrent. After collecting, analyzing and exposing the data gathered, it can be that the most demotivating factors are the external one. All the personal experiences described by the students were external. In addition, a direct question was asked to students (question 17) and for the teachers (question 02). As displayed in the presentation of the findings, almost eighty percent of the responses

were devoted to external factors, and five out of nine said that demotivation is mostly external. Such conclusion can be drawn also from all the literature mentioned in chapter 01, as well as the theoretical framework. Most of the students demotivating factors were the teacher, the environment, the classes , the content of classes, the facilities and many others which are exclusively extrinsic. This results do proves the hypothesis we put forward at the beginning of this dissertation.

Conclusion

This chapter has discussed the data collected from the questionnaires and the interview, dealing with the demotivating factors perceived by students of Master I and their teachers. It started with discussing the intrinsic factors which get in the way of students' motivation, followed by the extrinsic factors, after that to see which of these two are the mostly frequent or the mostly recurrent. The results do prove the reliability of the framework we based our study on. It also confirmed two of the hypotheses put in the general introduction (H1 and H3), except for hypothesis 2 in which we added two external factors which are: students' wrong orientation and strikes.



General Conclusion

The present study has investigated the factors that demotivate Master I students of English in the Department of English at MMUTO ,academic year of 2018. This research is exploratory in its nature, as it sought to sort out which of the intrinsic factors (factors coming from inside), and the extrinsic factors (those coming from outside) and which of these two types are the most frequent or recurrent. The investigation was built up around the theoretical framework elaborated by Sakai and Kikuchi (2009). To carry this research, two tools are used which are the questionnaire and the interview. The results gathered do support the reliability of the framework; however, new components that emerged in this study must be added.

The methodological choice was appropriate. Being an under-research area, the exploratory research was more appropriate. The knowledge gained from this procedure answered every question asked in the general introduction. Moreover, the methods or tools used to carry the research was also was suitable . The questionnaire helped us to collect large amount of data in a short period of time ; and thanks to the policy of the questionnaire (anonymity), we gathered opinions from the participants used for the questionnaire. To reinforce the validity of the questionnaire, we used another tool which was an interview for teachers. After analyzing the obtained data carefully, we can say that the data gathered from the first tool were reliable since the results obtained in the interviews were nearly the same.

This study reveals that most of the students face the phenomenon of demotivation; therefore, there is a need to conduct such study. Now moving on to the research questions, the internal factors found were mainly: lack of self-confidence, lack of self esteem, shyness and nervousness. The external factors started with the teacher, the environment, the course content, the school facilities and the new emerged factors, specific to UMMTO context, which were: job opportunity, wrong orientation of

students' choice and the factor named other. Finally the factors that were coming the most were found to be the external ones.

Hopefully this humble work have contributed in improving the educational system; as well as, the rate of success in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Moreover, knowing what discourages students to study in class is going to help instructors, administrators and curriculum designers. If these factors are to be taken into consideration, the outcome would be beneficial for both teachers; to have a manageable and motivated students to teach, and students who will be fully engaged with the learning task since nothing will stop or prevent them from giving their best.

However, we cannot deny the fact that this study has encountered some limitations. To begin with, the most restricting opponent was the time. To gather more questionnaires, and conduct properly all the interviews (since three of them were not recorded but simply coded while listening to the teachers' answers). Next, the results of this investigation cannot be generalized to all the students studying in the Department of English at MMUTO; since our participants were only Master I students. In addition, one of the five specialties (Drama) of Master I is missing. Another limitation is that this study focused only on the categories of the framework on which it is based. These were the most important restrictions encountered during this investigative work.

Accordingly, our suggestion to those interested in the field of educational psychology, especially demotivation, is to conduct a further study on the phenomenon in relation to other variables, such as gender, cognitive abilities, social backgrounds, and beliefs. There are other theoretical frameworks that are to be taken as a source of analytic categories for further research in the context of MMUTO. One of them is the theory put forward by

Dornyei (1998) as mentioned in the review of the literature. In his framework, there is the component of culture which is a very interesting area to invest, or simply the demotivation but with another case study; namely, teachers, that is to say, what demotivate teachers to teach.



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Appendices

Appendix 01: Students' Questionnaire

Questionnaire

Dear students

The aim of this questionnaire is to investigate the demotivating factors amongst Master I students in learning English at MMUTO's department of English. To fulfil this investigation, you are kindly requested to answer the questions and provide full statements when necessary. Your contribution will be highly valuable for the research work. The answers will be kept anonymous and will be used only for an academic purpose. Thank you in advance for your contribution.

1. Gender

Male

Female

2. Master Specialty

Didactics of Foreign Languages

Comparative Literature

Language and Communication

Literature and interdisciplinary

Literature and Civilization

Approach

3- What do you think of learning English at the Department of English at MMUTO?

- a. Very enjoyable and interesting
- b. Too difficult
- c. Too easy
- d. Boring

4- To what degree you agree or disagree with this statement: “I am always motivated to learn English”

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

5- Rank the following demotivating factors according to their degrees of importance to you:

- a. Grammar-teaching method (focus on grammar and memorization without giving opportunity for speaking)
- b. Classroom environment
- c. Low test scores.
- d. Course content and teaching materials (boring content and poor materials)
- e. Lack of self-confidence (problems of shyness, afraid of being laughed at)
- f. Teachers' behaviour. (Attitudes, favouritism, way of teaching)

Most important → Least important					
1	2	3	4	5	6

6- Choose the demotivating factor(s) of each block (you can choose one or more).

I am demotivated to learn English because:

A.

- I am afraid of being yelled at by the teacher when I make mistakes
- I am shy and nervous
- I have no interest in the English language

- I am afraid the whole class will laugh at me when I speak

- I am afraid my level is the lowest in comparison with my mates

B.

- The teacher's behaviour and teaching style

- The type of materials used in class

- What is being studied is boring and uninteresting

- Large classes

- Difficulties in finding a job

- Bad marks

7. Are you demotivated when the class is inactive (no participation in classroom)?

Yes

No

8. To what degree you agree or disagree with this statement: "Overcrowded classes impede me to participate"

Strongly agree

Agree

Disagree

Strongly disagree

9. What is the ideal number of students in a class according to you?

10- 20

20-30

30-40

More than 40

10. What is your opinion about the teacher's methodology(his/her way of teaching, the methods and techniques he/she use while delivering the course)?

Stimulating and attractive

Boring

Neither good nor bad

I have no opinion

11. If you work hard and at the end you get a poor results would you rather:

- Tell yourself that you need to work harder

- Get disappointed and lose confidence in your capacities

- Blame the teacher

- Blame the examination tool for not being adapted to the syllabus

12. Since the internet is crucial for your studies, does your university provide you with that facility?

Yes

No

13. Is the use of didactic supports such as handouts and books sufficient for effective learning?

Yes

No

-Justify:

.....
.....

14. How interesting is the content of courses in general?

- Very interesting

- interesting

- Slightly interesting

- uninteresting

15. To what degree you agree or disagree with this statement: “*Conflictual relation with teachers is a strong demotivating factor*”

Strongly agree

-agree

Disagree

-strongly disagree

16. Can you give us a personal experience in which you felt demotivated to study English/What things decrease your motivation to try hard to do your best in class?

.....
.....
.....

17. As a student of English, a set of factors might prevent you from giving your best. Do these factors mostly come from inside (lack of interest for example) or from outside (the classroom, the peers, the teacher, the job market and so on) and why?

.....
.....
.....
.....

Thank you very much for your cooperation.

Appendix 02: Teachers' Interview

Teachers' interview

This interview is part of an investigation that focuses on the demotivating factors among Master One students to learn English at Mouloud Mammeri University of Tizi-Ouzou. The information will be used for academic purposes. Thank you in advance for your collaboration.

1. You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?
2. Do you think that the demotivation is mostly intrinsic or extrinsic ?
3. Here are some of the demotivating factors that have resulted from previous research *Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style*
 - What do you think (do they exist in our context)?
4. Have you ever considered yourself as one of the factors that may hamper students' motivation?
5. What are your plans for the demotivated students ?

Thank you very much for your huge help!!

Teacher 01

A: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

B: First demotivation is the fact that the students aren't follow what the teacher is saying /explaining ,because there is something going wrong. Either with the lesson or with the way the teacher explains the lesson or both. This could be also related to the methods the teacher is using. Without forgetting that in the classroom there are different learning styles. And perhaps the teacher didn't take into consideration the learning styles, because some students learn if they visualize things, and perhaps the teachers didn't take into consideration others learn better if they hear well, and perhaps the teachers here is not speaking with a loud voice .Some others they learn better if they touch things and perhaps the teacher didn't take that factor into consideration. The methods also, perhaps the method the teacher is using for a given lesson is not appropriate; appropriate in the sense that perhaps it doesn't suit the level of the students .Or perhaps the language the teacher addresses to his/her students is not clear there could be some ambiguity and the teacher didn't stay there and ask if there is any ambiguity ,and generally students don't stop him/her because they are afraid of being ridiculed. So, there are many factors that could /things that are involved in this point .

A: Do you think that the demotivation is mostly intrinsic or extrinsic ?

B: Both ,but I think more extrinsic .Because I told a moment ago about the learning styles and as you know Howard Gardner talked about 'Multiple Intelligences'. In this sense that in the classroom there are different learning styles (intelligences) the students is learning according to his own pace, according to his own style. I told you that many learn better through music (Auditory). If the class is overcrowded and the teacher doesn't control his/her class ...in the sense of discipline if he doesn't manage his /her classroom in a good way then he may render a risk that students will be off-task (distracted), occupied by other matters rather than following the teacher .So it 's more extrinsic in the sense that this may depend on the teacher content of the class, the teacher preparation, the methods and materials used if they are not out of the language of the students otherwise they may lose track

A: Here are some of the demotivating factors that have resulted from previous research :

Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style

- What do you think (do they exist in our context)?

B: Yes, they do exist even here at UMMTO.

A: Have you ever considered yourself as one of the factors that may hamper students' motivation?

B: Yes, not once but many times. I remember when I was a secondary school teacher, I had this experience. Feeling that I was responsible for the demotivation of some students. Sometimes when we are very busy with exam preparation and so on and in the same time you are asked to give a lesson .Then generally we go and face students with no preparation and then when we are not prepared then perhaps students (bright one) might ask questions that may trap you. And then if you are not strongly-minded, you can easily became nervous and here then you can say anything (swear words) and this happen to me more than twice.

A: What are your plans for the demotivated students ?

B: I think we should let them feel at ease, they should know that they are like any other students ,that they are there to learn ,that they are there because those who are demotivated are generally shy students .So, as teachers, we should not for instance neglect them ,put them aside just because they are demotivated ;so they are inexistent in the classroom .We should give them some consideration .We should approach them to see what is going on perhaps they have personal problem, family problems, perhaps they are psychologically blocked. So we should approach them and discuss what's wrong with

them (what's going on?). Perhaps with giving them more consideration they will become motivated. At least that's my opinion.

Teacher 02

A: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

B: This is a very interesting question which has a relation to education in general and to language learning in particular. According to William and Bweden, there are 3 main factors which has a direct impact on students' motivation. First there is the "General Context"; that is to say, the country in which students study the target language and in this case it is English. The second factor is the "Classroom Context". In this case, we speak about the Department of English at MMUTO. The third factor is related to the educational system, that is to say, teaching methods, the teaching materials, the assessment system and so on. We can speak about what is called here the extrinsic factors. But, in many situations, the students are demotivated because they don't know the importance /of the English language /studying English. they haven't been informed about the benefits of studying English. For example, if the students have been informed, this might increase in the students intention to make efforts, to get good marks, to make good achievements, to go abroad, to become a teacher and so on. We can speak about factors relating to extrinsic motivation and those related to intrinsic motivation.

A: Do you think that the demotivation is mostly intrinsic or extrinsic?

B: The answer to this question is it depends. In some situations, it can be more intrinsic, in others situations it can be more extrinsic. For example, in our country you notice that many students have this intrinsic motivation to get good marks, to make good achievements, to become competent, to go abroad. However, when it comes to speaking about reality you can notice many and many demotivating factors. In such a case, you can say that it is more extrinsic. I can mention here one of the most known educator. For example, Ken Robinson mentions that students were originally motivated to study, originally motivated to acquire knowledge. However, the impact of the environment is significant. The environment can be for example a demotivating or a motivating factor.

A: Here are some of the demotivating factors that have resulted from previous research :

Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style

- What do you think (do they exist in our context)?

B: Some of them exist in one society (context), others rarely, others often and others always. I can mention for example learning context and material. This factor we can say that it always has an impact on students motivation. For example, if teachers don't pay attention to the materials we can speak at the case of authentic materials. In such a way, this can demotivate the students needs. Here, it is a source of demotivation. But, it depends some of them always exist, others rarely, others often. It depends we cannot make a final statement to the situation.

A: Have you ever considered yourself as one of the factors that may hamper students' motivation?

B: Frankly speaking, I always try to do my best, I don't think I am a source of demotivation.

A: What are your plans for the demotivated students ?

B: It is preferable to communicate with those students, to figure out problems, to figure out the sources, the reasons for their motivation to understand this situation. Then to collect data about the fact. Next, to figure out what the data means and to analyze the data to provide the students with solutions, to make decision about their demotivation. It is mainly based on communication. The teacher has to care about their interest, there needs to help them, to advise them, to encourage them so that they can overcome the difficulties they are facing.

Teacher 03

A: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

B: The most important word here is English . Why are they demotivated . that is socio economic and cultural and it is very deep problem . Now they are demotivated to learn English . I think this is a way you narrow down the issue, the why emm...I don't know .Sometimes I think because of the outcome of being graduated, because probably I think that the efforts to be invested in studies and in learning for most students to get a job, an adequate one and they face difficulties to find one ,here we can say that this is one of the demotivating factors. The second point I think that students ...to learn for job opportunities .

A: Do you think that the demotivation is mostly intrinsic or extrinsic ?

B: It depends on the students themselves.

A: Here are some of the demotivating factors that have resulted from previous research :

Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style

- What do you think (do they exist in our context)?

B: They are not complete in the Algerian context. the most important is job opportunity.

A: Have you ever considered yourself as one of the factors that may hamper students' motivation?

B: Sometimes in some cases with some students I feel like I could constitute one factor among the problems. Some students with whom I was not / I had a conflict with them last year are not attending courses of this year.

A: What are your plans for the demotivated students?

B: Sometimes, we try to make the students feel at ease. We introduce some jokes. We try to make what we teach interesting .

Teacher 04

A: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

B: Generally speaking, I know that some students are studying English without choosing it. English was not their choice. That is demotivated . There are some students who didn't even expect to pass the BAC exam. They don't know why they are there . For the Master students , there are many factors , for example they don't want to study English because it is a foreign language . Others simply have no motives . without any bases (they don't want to learn) . Some would be disinterested in the course content ; for instance , sometimes when I teach literature , I feel like students are absent-minded. Sometimes it is because of reading (especially in literature). you don't read you don't learn, and because it is time consuming it may demotivate . Another problem is technology which should be helpful but instead it is an impediment. For instance students check their dictionaries they use mobile phone for dictionaries . The ... are not appropriate for a learner of English either you use a paper dictionary like Oxford or the official application in the phone . This ones are not meant for learners . these are meant to travelers (are not reliable) . people decide what to do in an attempt to achieve satisfaction . behaviors are goal-directed .

A: Do you think that the demotivation is mostly intrinsic or extrinsic ?

B: I think that it is both intrinsic (lack of interest . Students do not want to read knowing that reading takes time . It take patience , a week to read a book) and extrinsic (misuse of technology) .

A: Here are some of the demotivating factors that have resulted from previous research :

Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style

- What do you think (do they exist in our context)?

B: All of these factors do exist in our context

A: Have you ever considered yourself as one of the factors that may hamper students' motivation?

B: Sometimes yes, when I teach I see some students who are not following then I ask myself why? What is wrong? and we ask the question you have to do that. Is

it related to what I am testing? is it related to the way I am teaching? or is it an intrinsic problem. So, yes I consider myself as one of the factors

A: What are your plans for the demotivated students?

B: Targeted questions to see if they are following or not to know what is wrong. joking sometimes, sharing with them my experience as a teacher and use some true stories;

Teacher 05

A: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

B: Well, ok. Before answering to this question. I would like to ask about the meaning of demotivation. I think that demotivation and unmotivation are key words to consider in your work. Are we speaking about demotivation or unmotivated students. I guess the right word for your work is unmotivated students are unmotivated. What doesn't mean? they are students who lack the appropriate motivation I think that is what you mean by demotivation. They don't care (when they are in classroom about what is going on in the classroom, they are not motivated at all to follow the teacher or to understand the lecture. It is without motivation. Why people are not motivated? because of different points. Some of them may be because the effort that the activity asks from the learners is too big; when the teacher gives activities are quite difficult or hard for the learners, this may create this demotivation. Students will not understand what to do and like this they will lose their motivation (beyond their level); they are asked to provide, to give big effort for that activity, this may cause their demotivation maybe it is because the classroom instruction does not engage them i.e the instructions teachers use are not sufficient to hold their attention because the role of the teacher some times to capture the attention of the students, so if the teacher is not successful in capturing their attention yes they will be demotivated. Also maybe teachers do not encourage the learners too much in the right way and sufficient way this cause demotivation They are demotivated because they lack confidence due to their insufficient level.

A: Do you think that the demotivation is mostly intrinsic or extrinsic?

B: I think it is both. It is external because the reasons I gave and intrinsic because of the level of the learners, they lack confidence.

A: Here are some of the demotivating factors that have resulted from previous research:

Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style

What do you think (do they exist in our context)?

B: Some of them are relevant to why students are demotivated **A:** Have you ever considered yourself as one of the factors that may hamper students' motivation?

A: Have you ever considered yourself as one of the factors that may hamper students' motivation?

B: Me I hope not. But in general can a teacher be a factor of demotivation? Yes, he can when for example the teacher and the students do not have positive relationship .The teacher is indifferent to the learners .Yes he can create this demotivation .

A: What are your plans for the demotivated students ?

B: Not to criticize the students, respect them, have a good relationship with them as much as possible, relate the lesson to their real life situation into manageable steps, to not compare between students .Since , it can lead to a lack of motivation and divide the activities that are beyond the students level into parts .

Teacher 06

A: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

B: They can be various , maybe because of the program ;because they think that it doesn't suit their needs , ambitions .For me, the most (demotivating factor is due to) important reason for their demotivation in our department is due to the pedagogical organizer, and of the teaching .Also the teachers and administrators do affect their motivation too .

A: Do you think that the demotivation is mostly intrinsic or extrinsic ?

B: Extrinsic because it is the environmental situation. The external reality of the department at MMUTO.

A: Here are some of the demotivating factors that have resulted from previous research :

Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style

- What do you think (do they exist in our context)?

B: All of these factors are applicable in our context .However, learning context and material is the least demotivating according to me ,because the LMD system has given us the opportunity to review the program and to improve it .

A: Have you ever considered yourself as one of the factors that may hamper students' motivation?

B: No, I have never come to the situation like this one .Because I 'm someone who loudly confess about words or concepts that I don't know .But in general yes it happens ,sometimes when he is making an (positive / negative) observation, so he /she should be very careful .

A: What are your plans for the demotivated students ?

B: It is the teacher who should encourage, he /she should investigate why this demotivation .

Teacher 06

A: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

B: They can be various , maybe because of the program ;because they think that it doesn't suit their needs , ambitions .For me, the most (demotivating factor is due to) important reason for their demotivation in our department is due to the pedagogical organizer, and of the teaching .Also the teachers and administrators do affect their motivation too .

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- What do you think (do they exist in our context)?

B: All of these factors are applicable in our context .However, learning context and material is the least demotivating according to me ,because the LMD system has given us the opportunity to review the program and to improve it .

A: Have you ever considered yourself as one of the factors that may hamper students' motivation?

B: No, I have never come to the situation like this one .Because I 'm someone who loudly confess about words or concepts that I don't know .But in general yes it happens ,sometimes when he is making an (positive / negative) observation, so he /she should be very careful .

A: What are your plans for the demotivated students ?

B: It is the teacher who should encourage, he /she should investigate why this demotivation .

Teacher 07

A: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

B: In fact some of the students are demotivated and this is related to many major demotives .it is highly complex and context-bound . demotivation can be the product of for example inadequate school facilities , the attitudes of students to the syllabus, particular teaching methods ,learning tasks , lack of praise and reward. Besides, the teachers' behaviors .

A: Do you think that the demotivation is mostly intrinsic or extrinsic ?

B: Demotivation is both intrinsic and extrinsic . Lack of apparent reward to reinforce self-esteem that makes students feel better when being responsible of their own learning . Lack of prizes and encouragements from the institution itself . No recognition.

A: Here are some of the demotivating factors that have resulted from previous research :

Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style

- What do you think (do they exist in our context)?

B: They do exist even exist in our context , we can say that it is universal . classroom are really complex social organisms .

A: Have you ever considered yourself as one of the factors that may hamper students' motivation?

B: From my experience , I can affirm that I always struggle not to inhibit or even to hamper my learners' motivation . I am aware that I can be the source of this demotivation . so , I always use a variety of means to further arouse their interest in all what I undertake with them and strive to maintain their curiosity in finding out all what can satisfy their needs in terms of establishing good relationships and in learning knowledge that can make their life better .

A: What are your plans for the demotivated students ?

B: Try to involve them in the learning process . Make the syllabus related to their needs , to their age and to their learning ability .In other words , don't teach over their heads . Lesson planning is of capital importance . it will be based on my students' level of understanding , whether they are able to grasp the planned content to be taught . My success will be related my students' feedback and satisfaction. Another factor will determine whether I am an efficient and effective teacher ant this is the test scores .Think and put into practice appropriate strategies that can enable learners to engage in academic activities . What is important is both how much and how many students will learn from the activities they perform. I always try to

inspire my learners . I am aware that I am their immediate reference , so I always do my best to be credible in the eyes of my learners . I know that being together efficient and effective is our daily currency .

Teacher 08

A: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

B: Most of the time, student' demotivation is due to a societal (not to say socio economic) phenomenon : when a student knows that Bill Gates ,a billionaire , dropped out of Harvard University to start business , how could he be motivated ? The following declaration is illustrative of the case : "I started my first business at 18 and failed .Therefore , by the time my cohort had graduated , done their masters ,etc. and come into real world , I had already worked for 5 years and they came in some 2 rungs behind me on the same corporate ladder ."

Some students are demotivated simply because they think that the English subject will not allow them to find a decent job .Others do not like my teaching style.

A: Do you think that the demotivation is mostly intrinsic or extrinsic ?

B: It is more extrinsic than intrinsic , and the extrinsic factors are numerous .When a student chooses to study English at University , there is no reason that they get demotivated because of the subject itself .

A: Here are some of the demotivating factors that have resulted from previous research :

Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style

- What do you think (do they exist in our context)?

B: Yes, they do exist. If I can order I would start with inadequate school facilities , learning contents , low test scores and lack of self confidence .

A: Have you ever considered yourself as one of the factors that may hamper students' motivation?

B: No, I have never considered myself as a demotivating machine .On the contrary , 98% of my students like my lectures and tutorials .They are eager English with me .

A: What are your plans for the demotivated students ?

B: In my opinion , the best way to motivate learners is to make them feel that ,as a teacher , you do your best to make them build their skills in the subject they are studying .Another stratagem is to make one's teaching as humanistic as possible and try as much as possible to realte classroom activities to the learners 'lives and experiences

Teacher 09

A: You have certainly noticed that not all of your students are motivated to learn English. According to you, why are some of your students demotivated to learn English?

B: why are some students demotivated? there are many factors and reasons why students are demotivated is the fact that English learning is a second or third foreign language. Sometimes the factor of personal relations with students are considerable. The wrong orientation of the student in his choice and field of interest and other external facors.

A: Do you think that the demotivation is mostly intrinsic or extrinsic ?

B: Intrinsic or extrinsic demotivation? there may be an intrinsic demotivation as the student personal interests in learning English as a foreign language, students

commitment for learning, lacks a belief in own capabilities; extrinsic: The teacher's personal relationship with the students, including hypercriticism, belligerence, a lack of caring, and favoritism

A: Here are some of the demotivating factors that have resulted from previous research :

Learning content and materials, low test scores, lack of self confidence, inadequate school facilities and teacher's competence and teaching style

- What do you think (do they exist in our context)?

B: the teachers experiences have shown that the main reason for demotivation is the result of the students' lack of self confidence, learning contents and materials, inadequate school facilities and adequate materials for learning in some course materials, teacher's methods and ways of teaching.

A: Have you ever considered yourself as one of the factors that may hamper students' motivation?

B: Teachers play an important role in stimulating students interests in learning English, therefore, I may say that this factor is to be taken into consideration.

A: What are your plans for the demotivated students?

B: Help students to feel more interested in learning English, help students who have difficulties, as in bad scores and marks in tests and exam.