

**(De)motivation in the Preparatory Language
Classroom: EFL Learners' and Teachers' Voices**

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ABSTRACT

This survey study aimed to explore EFL learners' (de)motivation in the preparatory classes at Eastern Mediterranean University (EMU). The survey involved 105 learners from the Pre-intermediate and Intermediate levels, as well as 30 English instructors of these learners. It adapted a questionnaire that was developed by Falout and Maruyama (2004) on the basis of the research to date and was reported to be a reliable tool (.87) The study addressed the following research questions:

- 1) To what extent are the preparatory EFL learners (de)motivated in their target language learning?
- 2) What are the language teachers' perceptions of their language learner's (de)motivational level?
- 3) Is there congruence between the respondents' 'voices'?

The statistical analysis of the questionnaire data revealed the Cronbach's Alpha score of .88 for the Learners' Version, and .89 for the Teachers' Version of the Questionnaire. Further, the analysis of the EFL learners' responses showed overall an adequate level (M=3.74) of their motivation. These participants provided positive responses in relation to 36 items (averaging 3.50 or higher), and negative responses to 11 items (averaging below 3.5). However, the EFL teachers' perceptions of their learners' motivational level was overall lower (M=3.45) than that reported by the learners. The instructors expressed their favorable opinions in relation to 19 items, while less favorable opinions in relation to 28 items.

Regarding the preparatory learners' reports across several factors, the analysis demonstrated their high motivational levels in relation to the Teacher (M=4.11), Attitude to the Target Community (M=3.99), Attitude to English (3.72); whereas adequate motivation in respect of Attitude of Group Members (M=3.58) and the Language Course (M=3.56), and lower motivation in relation to Self-confidence (M=3.15). As regards the language teachers' perceptions across the same factors, the analysis showed that they perceived their EFL learners as highly motivated in relation to the Teacher (M=4.12), Attitude to the Target Community (M=3.56), adequately motivated in respect of Attitude of Group Members (M=3.47); whereas less motivated in relation to Attitude to English (M=3.38), the Language Course (M=3.28), and Self-confidence (M=3.03).

It should be noted that the overall average of the learners' reported motivational level in relation to the Teacher Factor was almost congruent with the overall average of the teachers' perceptions of their learners' motivational level in relation to the same factor. Further, the decreasing order of the overall averages of the learners' and teachers' responses was congruent in terms of the following factors: Attitude to the Target Community, the Language Course, and Self-confidence; whereas somewhat congruent in respect of such factors as Attitude to English and Attitude of Group Members. However, except the Teacher Factor, the teachers perceived their learners as consistently less motivated across other factors as compared to the learner's related self-reports.

Thus, the findings of the present survey seemed to indicate overall an adequate motivational level and a promising degree of congruence between the participants' voices in the preparatory EFL classrooms under investigation. However, the self-

reported lower motivational level in relation to Self-confidence and perceived lack of motivation of the learners in respect of Attitude of Group Members, Attitude to English, the Language Course, as well as Self-confidence warranted attention. These results necessitate prompt pedagogical consideration and action on the part of the language school in order to improve the motivational level of the learners. This study can be considered significant in that it provided valuable insights into the motivational level in the preparatory English language classrooms.

Keywords: (de)motivation, EFL preparatory learners, EFL teachers, factors

ÖZ

Bu anket çalışması Doğu Akdeniz Üniversitesi hazırlık sınıfındaki öğrencilerin motivasyonlarını veya varsa motivasyon bozukluklarını bulmayı amaçlamıştır. Bu çalışma ön-orta ve orta seviyede 105 öğrenciyi ve bu öğrencilerin 30 İngilizce öğretmenini kapsamaktadır. Çalışma, bugüne kadar araştırma temelinde Falout ve Maruyama (2004) tarafından geliştirilen ve güvenilir bir ölçek (.87) olduğu bildirilen bir anketi uyarlamıştır. Çalışma aşağıdaki araştırma sorularını ele almıştır:

- 1) Hedef dil öğrenmede İngilizce yabancı dil hazırlık öğrencileri ne ölçüde motive edilir veya değildir?
- 2) Dil öğretmenlerinin dil öğrencilerinin motivasyon seviyeleri veya varsa motivasyon bozukluk seviyeleri ile ilgili algıları nelerdir?
- 3) Katılımcıların 'görüşleri' arasında bir uyum var mıdır?

Anket verilerinin istatistiksel analizi Cronbach Alpha puanı Öğrencilerin anket uyarlaması için .88, Öğretmenlerin anket uyarlaması için .89 olarak saptanmıştır. Ayrıca, İngilizce yabancı dil öğrencilerin cevaplarının analizi, onların motivasyonlarının genel olarak yeterli düzeyde (M=3.74) olduğunu göstermiştir. Bu katılımcılar 36 maddeye ilişkin olumlu (3.50 veya daha yüksek ortalama), ve 11 öğeye ilişkin olumsuz (3.5 veya aşağıda ortalama) yanıtlar vermiştir. Ancak, İngilizce yabancı dil öğretmenlerinin onların öğrencilerinin motivasyon seviyeleriyle ilgili algıları, öğrenciler tarafından bildirilenden genel olarak daha düşüktür (M=3.45). Öğretmenler 19 maddeye ilişkin olumlu görüşlerini, buna karşın 28 maddeye ilişkin olarak az olumlu görüşlerini ifade etmişlerdir.

Hazırlık öğrencilerinin çeşitli faktörler karşısındaki raporlarına ilişkin, analiz onların öğretmenlerine (M=4.11), hedef topluluğa olan tutumlarına (M=3.99), İngilizceye olan tutumlarına (M=3.72) göre yüksek motivasyon seviyelerini, diğer bir taraftan grup üyelerinin tutumlarına (M=3.58) göre yeterli motivasyon seviyelerini ve dil kursu (M=3.56), ve öz- güven (M=3.15) ile ilgili olarak daha düşük motivasyon seviyelerini göstermiştir. Aynı faktörler karşısında dil öğretmenlerinin algıları ile ilgili olarak, analiz onların İngilizce yabancı dil öğrencilerinin; öğretmenleri (M=4.12), hedef topluluğa olan tutumları (M=3.56) açısından son derece motive olduklarını, grup üyelerine olan tutumları açısından yeterli bir şekilde motive olduklarını (M=3.47), diğer bir taraftan, İngilizceye olan tutumları (M=3.38), dil kursu (M=3.28), ve öz-güvenlerine (M=3.03) ilişkin daha az motive olduklarını algıladıklarını göstermiştir.

Öğrencilerin öğretmen faktörüne ilişkin rapor edilmiş motivasyon seviyelerinin genel ortalaması, aynı faktör ile ilgili olarak öğretmenlerin onların öğrencilerinin motivasyon düzeyi ile ilgili algılarının genel ortalaması ile hemen hemen uyumlu olması dikkate alınmalıdır. Ayrıca, öğrenci ve öğretmenlerin yanıtlarının genel ortalamalarının azalan sırası aşağıdaki faktörler açısından uyumludur: hedef topluma olan tutum, dil kursu ve özgüven; diğer bir taraftan, İngilizceye olan tutum ve grup üyelerinin tutumu gibi faktörler bakımından biraz uyumludur. Ancak, öğretmen faktörü dışında, öğretmenler öğrencilerinin ilgili öz raporlarına göre diğer faktörler genelinde olduğu gibi sürekli daha az motive olduklarını algılamışlardır. Böylece, mevcut araştırmanın bulguları, yeterli bir motivasyon seviyesini ve soruşturma kapsamında hazırlık İngilizce yabancı dil sınıflarındaki katılımcıların ifadeleri arasındaki uyumun umut veren derecesini gösterir gibiydi. Ancak, öz-güvene ilişkin

öz-bildirilen düşük motivasyon seviyesi ve öğrencilerin grup üyelerinin tutumu, İngilizceye olan tutumu, dil kursuna olan tutumu, ve öz-güvene ilişkin algılanmış motivasyon bozukluđuna dikkat edilmelidir. Bu sonuçlar öğrencilerin motivasyon düzeylerini artırmak amacıyla acilen dil okulu bölümünde eğitsel önem ve eylem gerektirir. Bu çalışma, hazırlık İngilizce dil sınıflarındaki motivasyon seviyesine değerli bilgiler sağladığı için önemli kabul edilebilir.

Anahtar kelimeler: (de) motivasyon, İngilizce yabancı dil hazırlık öğrencileri, İngilizce yabancı dil öğretmenleri, faktörler

To my beloved husband, Ridvan AYAN

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Chapter 1

INTRODUCTION

1.1 Presentation

This chapter introduces the background of the study, the problem statement, the purpose as well as the research questions of the study. It also describes the significance of the study and presents the definitions of the terms respectively.

1.2 Background of the Study

Traditionally, motivation was defined as humans' desire to learn the second language, attitudes to learning it, and the related effort (Gardner, 1978).

Motivation has extensively been investigated by the research to date within the framework of socio-psychological, cognitive as well as process-oriented perspectives. The socio-psychological perspective on motivation was initiated in the early 1960s-1970s by Gardner and Lambert (1972).

Gardner and Lambert's (1959) work was considered very influential in second language acquisition research, especially in terms of their discrimination of integrative and instrumental motivation. The aim of integrative motivation was regarded as learning about the target language people and culture, whereas instrumental motivation as achieving pragmatic goals in language learning.

However, it was the integrative motive that received most attention in pertinent studies. Recently, integrative motive has been viewed as a complex phenomenon comprising integrativeness, attitudes to the learning setting, as well as motivation. Integrativeness is considered to include related orientation, interest in other languages and attitudes to the target community, whereas attitudes are believed to comprise those to the teacher and the language course. Motivation is viewed as a construct encompassing related intensity, desire to learn the target language and attitudes to learning it (Dörnyei, 2001a).

In the mid 1980s, Deci and Ryan (1985) proposed another distinction of motivation into intrinsic and extrinsic. The former was believed to be caused by an inner perceived locus, while the latter by an external perceived locus.

In the same vein, Oxford (1996) emphasized that a desire to integrate into the target language and culture can be witnessed across various levels within the socio-psychological construct of motivation in language study.

However, the 1990s saw a change from the socio-psychological construct of language learning motivation to a more cognitive-situated view of motivation where the value was given to factors specific to the classroom learning situation. It was observed that in the last decades the interest in the role of motivation in language learning has increased (Ellis, 2008). In this respect, at the beginning of the 1990s, Crookes and Schmidt (1991) introduced a more comprehensive definition of motivation in target language learning. Taking into account Maehr and Archer's (1987) work and Keller's (1983) work, Crookes and Schmidt suggested that language learning motivation comprises features of internal and external nature. This

corresponded with the motivational system outlined by Cooley and Leinhardt (1975), containing internal and external motivators.

Within the same framework, Williams and Burden (1997) suggested a motivational framework reflecting its complexity and multi-facetedness. Specifically, they included a range of related motivational internal and external factors. Internal factors comprise intrinsic interest of activity, perceived value of activity, sense of agency, mastery, self-concept, attitudes, other affective states, developmental age, stage and gender. Whereas external factors include significant others, the nature of interaction with these, the learning environment, and the broader context (Williams & Burden, 1997).

Further, another educational approach to motivation was proposed by Dörnyei (1994) conceptualizing the phenomenon at three interrelated levels related to the language, the learner, and the learning situation. More recently, Dörnyei (2000, 2001a) proposed a novel, process model of motivation in second language settings, incorporating a temporal dimension. The scholar described motivation across three stages as follows: preactional stage, referring to choice motivation, actional stage, referring to executive motivation, and postactional stage referring to motivational retrospection, all reflecting related motivational functions and influences, respectively (Dörnyei, 2001a).

1.3 Statement of the Problem

It is noteworthy that the research to date has extensively focused on language learners' motivation; however, learner demotivation still remains an underresearched area (Falout, Elwood, & Hood, 2009; Sakui & Cowie, 2011) which requires serious

consideration (Dörnyei, 2001b). Teachers are usually believed to be responsible for ensuring and maintaining their learners' motivation (Ellis, 2005). Importantly, Dörnyei (2001b) observed that teachers' motivation to teach will probably motivate their learners to learn.

In this regard, Mc Donough (2007) cautioned that trying not to demotivate learners presents a real challenge for teachers. Lack of motivation or amotivation was referred to those situations when humans can not see any relation between own actions and related consequences, hence they would not have a reason for performing, and quit a given activity (Noels et al., 2000). A somewhat similar term, demotivation, refers to loss of motivation on the part of the language learner for different reasons (Dörnyei, 2001b).

Since language learners' demotivation can be detrimental for their educational success, this research undertook to explore this very important phenomenon.

1.4 Purpose of the Study

The present study examined EFL learners' (de)motivation in preparatory classes at the School of Foreign Languages and English Preparatory (FLEPS) at Eastern Mediterranean University (EMU). The study was designed as a survey, involving questionnaire administration to EFL learners as well as their English instructors. It addressed the research questions below.

- 1) To what extent are the preparatory EFL learners (de)motivated in their target language learning?
- 2) What are the teachers' perceptions of their language learner's (de)motivational level?

3) Is there congruence between the respondents' 'voices'?

1.5 Significance of the Study

The present study can be considered significant in that it provided comprehensive data on the motivational levels of language learners in the EFL classrooms at the School of Foreign Languages and English Preparatory School (FLEPS), Eastern Mediterranean University (EMU). The study provided valuable insights into the preparatory learners' self-reports as well as their English instructors' perceptions of the motivational level of their learners. These results can be exploited by the language institution for improvement of the motivational level, hence promoting educational success on the language classrooms.

Importantly, the survey suggested those factors that seemed to affect the learners' motivation, cause its lack and, loss and thus warranted serious consideration on the part of the language school.

1.6 Definitions of Terms

Motivation: "concerns the direction and magnitude of human behaviour, that is: the choice of a particular action, the persistence with it, the effort expended on it. In other words, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, how hard they are going to pursue it. (Dörnyei, 2001b, p. 8)

Demotivation: "specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (Dörnyei, 2001b, p. 143)

Surveys: “any procedures used to gather and describe the characteristics, attitudes, views, opinions, and so forth of students, teachers, administrators, or any other people who are important to a study.” (Brown & Rodgers, 2002, p. 142)

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This chapter provides an overview of the literature and research on (de)motivation. It presents early and current motivational theories, frameworks and research. Finally, the chapter discusses pertinent studies and concludes with a summary.

2.2 Motivation Research to Date

Concern with motivation in second language learning originates primarily from the work of Gardner and Lambert (1959). Inspired by their work, extensive research has been carried out in order to investigate motivation which has been acknowledged as one of the most significant variables in second language learning. Gardner (1978) defined motivation as “a desire to learn the second language, attitudes toward learning it, and a correspondingly high level of effort expended toward this end” (p. 9).

Motivation has been widely accepted as an important determinant in successful language learning; however, Ellis (1985) argued that it is uncertain to know whether motivation maintains successful learning or successful learning improves motivation. Motivation has been regarded as one of the most important individual learner factors. Language learners vary enormously in terms of their ultimate success in mastering a language, therefore, individual differences have extensively been investigated by various researchers (Cohen, 1999; Dörnyei & Skehan, 2003; Ehrman,

Leaver & Oxford, 2003; Ellis, 2004; Eysenck & Eysenck, 1964; Gardner & Lambert, 1959; Horwitz, Horwitz & Cope, 1986; Oxford, 1989, 1990; Skehan, 1989, 1991). Importantly, motivation has been referred to the core variables in research to date and in this regard, Ellis (2008) contended that “no single individual difference factor in language learning has received as much attention as motivation” (p. 677). The motivational literature and research on motivation in L2 learning can be examined across three major related frameworks such as socio-psychological, cognitive as well as process-oriented frameworks (Dörnyei, 2001a).

2.2.1 Social-psychological framework (the 1960s-1970s)

The social-psychological framework on motivation was introduced in the early 1960s-1970s by Gardner and Lambert (1972). However, it was Lambert’s (1955) earlier work in Canada on the assessment of bilingual dominance and the development of bilingualism among French students majoring in French and French speakers who had experiences in an English speaking country that initiated the related motivational framework. The related L2 model was concerned with the role of various individual differences in learning a second language. Therefore, there is no doubt that Gardner and Lambert with their associates made a major contribution to the field through their influential motivational research.

Robert Gardner and his colleagues held that the competence in the other Canadian community’s language might play a mediating role between both communities. Hence, the motivation to learn the language of the other community could be considered as a significant factor to promote and inhibit communication across the country (Dörnyei, 2001a). Further, within the social psychological approach, it was

maintained that attitudes towards the L2 community can influence L2 learning (Dörnyei, 2001a).

Importantly, Gardner and Lambert (1959) introduced a distinction between integrative motivation and instrumental motivation, which has been influential on most of the subsequent motivational work. In this regard, the scholars defined new terms as "... "integrative," where the aim in language study is to learn more about the language group, or to meet more and different people; "instrumental," where the reasons reflect the more utilitarian value of linguistic achievement" (p. 267).

Recently, Gardner (2001) also described integrative motive as "genuine interest in learning the second language in order to come closer psychologically to the other language community" (p. 8).

In a similar vein, Crookes and Schmidt (1991) noted that

Motivation is identified primarily with the learner's orientation toward the goal of learning a second language. Integrative motivation is identified with positive attitudes toward the target language group and the potential for integrating into that group, or at the very least an interest in meeting and interacting with members of the target language group. Instrumental motivation refers to more functional reasons for learning a language: to get a better job or a promotion, or to pass a required examination. (pp. 471-472)

However, Dörnyei (2001a) emphasized that it was Gardner's conceptualization of the integrative motive that received most attention in pertinent research and the scholar described three main components of the integrative motive as a complex phenomenon, comprising:

- (1) *integrativeness* (subsuming integrative orientation, interest in foreign languages, and attitudes toward the L2 community);

(2) *attitudes toward the learning situation* (comprising attitudes toward the teacher and the course);

(3) *motivation* (made up of motivational intensity, desire to learn the language and attitudes towards learning the language) (Dörnyei, 2001a, p. 16).

In the following decades, Deci and Ryan (1985) developed self-determination theory which categorized motivation into intrinsic and extrinsic as follows

Whereas intrinsically motivated behavior has an internal perceived locus of causality: the person does it for internal rewards such as interest and mastery; extrinsically motivated behavior has an external perceived locus of causality: the person does it to get an extrinsic reward or to comply with an external constraint. (p. 49)

This new distinction has also received much attention in the research to date, and it was noted that the feeling of reward for both intrinsically motivated behavior and extrinsically motivated behavior was an impulse for the person (Abrams, Betley, Deci, Kahle, & Porac, 1981). Subsequently, Deci and Ryan (2000) elaborated on intrinsic motivation as follows:

Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. (p. 56)

Importantly, it has been recognized that in language education learner autonomy has a vital role in development of intrinsic motivation for learning (Benson, 2001; Holec, 1981; Lamb, 2008; Little, 1991; Russell, 2013). In this regard, Russell (2013) expressed that “‘autonomy’ is when students take responsibility for themselves and their own learning” (p. 18). In the same vein, Chan (2001, p. 506) pointed out that

“increasing the level of learner control will increase the level of self-determination, thereby increasing overall motivation in the development of learner autonomy”. In this regard, creation of opportunities for autonomous learning enables language learners to utilize their self-regulation potential and help them take charge of their own learning.

Van Lier (1996) emphasized the importance of the study of motivation in language learning, and specifically intrinsic motivation referring to human needs such as autonomy, competence and relatedness. The researcher contended that language learning would not exist without intrinsic motivation. He regarded achievement and motivation as closely related to each other, since achievement is also linked to autonomy, competence, and relatedness, and personal achievement is bound up with intrinsic motivation through self-determination and autonomy of the person. Yet, intrinsic motivation alone would not be sufficient for learners to overcome the things that they assume as unpleasant and to be fully integrated into the society. Extrinsic motivation then would be supported “in the form of such well-known educational tactics as tangible rewards, praise, coercion, punishment, and so on.” (Van Lier, 1996, p. 110) In this regard, the types of activities need to be taken into account in terms of whether they are intrinsically motivated or extrinsically motivated activities engaged in any particular educational context. Importantly, activities need to be judged whether they are valuable for learners or not in terms of pedagogical concerns (Van Lier, 1996).

Recently, Clément, Rubinfeld, and Sinclair (2007) attempted to define the role of extrinsically motivated activities as follows:

Extrinsically motivated activities are a means to an end. That is, the activity is performed, not for the enjoyment of the activity, but in order to gain a reward if the activity is completed or to avoid a negative consequence if the activity is not completed. For example, extrinsically motivated English as a second language (ESL) students may say that they are taking English classes in order to improve their chances of getting a good job. (p. 310)

Furthermore, Vallerand, Blais, Briere, and Pelletier (1989) developed a distinctive model of the intrinsic and extrinsic motivation. As regards intrinsic motivation, the researchers proposed a three-part taxonomy as follows:

- (a) knowledge, is the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge.
- (b) accomplishment, refers to the sensations related to attempting to master a task or achieve a goal.
- (c) stimulation, relates to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. (Vallerand et. al, 2000, p. 61)

Another distinction of external motivation was introduced from the lowest to the highest level of self-determination into three types (Deci, & Ryan, 1985; Vallerand, 1997; Vallerand, & Bissonette, 1992; Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, 1992, 1993; Vallerand, Blais, Briere, & Pelletier, 1989; Noels, Pelletier, Clement, & Vallerand, 2000). Recently, Noels, Pelletier, Clement and Vallerand (2000) presented the related distinction as follows:

- (a) external regulation; activities that are determined by sources external to the person, such as tangible benefits and costs.

(b) introjected regulation; reasons that pertain to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity.

(c) identified regulation, refers to situations where individuals invest energy in an activity because they have chosen to do so for personally relevant reasons. (pp. 61-62)

Recently, motivational research in language learning was evaluated by Canagarajah (2006) in the light of TESOL history. The researcher overviewed the distinct models of motivation such as intrinsic and extrinsic motivation as well as integrative and instrumental motivation, and discussed that motivational models implied that someone needed the right motivation in order to be successful in language learning. However, one's motivation and power to achieve their goals can be formed by significant sociocultural considerations. Therefore, Canagarajah (2006) acknowledged that "motivation can be multiple, contradictory, and changing. The strategies one adopts to negotiate the contextual constraints on his or her motivation will have an effect on one's mastery of the language" (p. 14).

Thus, motivation has remained one of the most important behavioral, cognitive, and psychological concepts in language education. Over the years, the research to date has developed different motivational theories, frameworks, and definitions. However, two types of motivation that have received most attention have been intrinsic and extrinsic motivation. Although most researchers hypothesized that behavior could be intrinsically as well as extrinsically motivated, some researchers differentiated intrinsic and extrinsic motivation into more specific motives (Deci, &

Ryan, 1985; Vallerand, 1997; Vallerand, & Bissonette, 1992; Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, 1992, 1993; Vallerand, Blais, Briere, & Pelletier, 1989; Vallerand, Noels, Pelletier, & Clement, 2000). Therefore, since motivation is not directly observed, it is important to develop more distinctive models of motivation into intrinsic and extrinsic orientations.

2.2.2 Educational Perspective (the 1990s)

The 1990s witnessed explosion of interest in the research on motivation in language learning. The scholars' thinking of L2 motivation shifted from a social psychological construct of language learning motivation. Specifically, motivational research advocated a cognitive-situated view of motivation where the significance was given to the situation-specific factors such as classroom learning situation (Dörnyei, 2001a; Ellis, 2008).

Importantly, effort was made to promote the research on motivation in education, and to bridge the gap between motivational theories in educational psychology and in the L2 education. In this regard, Crookes & Schmidt (1991, p. 469) observed the following:

Discussion of the topic of motivation in second-language (SL) learning contexts has been limited by the understanding the field of applied linguists has attached to it. In that view, primary emphasis is placed on attitudes and other social psychological aspects of SL learning. This does not do full justice to the way SL teachers have used the term motivation. Their use is more congruent with definitions common outside social psychology, specifically in education. (p. 469)

Further, Crookes and Schmidt (1991) argued that “language learning takes place within a social context and socially grounded attitudes may provide important support or lack of support for motivation” (p. 501). The researchers also noted that due to the dominance of Gardner's approach, alternative concepts have not been

seriously considered (Crookes & Schmidt, 1991) and that “the theory was limited in terms of the range of possible influences on motivation that exist” (Dörnyei, 1994, p. 274).

Furthermore, in light of the complexity of the language classroom, Dörnyei (2001a) observed that "no single motivational principle can possibly capture this complexity ... Therefore, in order to understand why students behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspectives" (p. 13). Therefore, the research to date introduced an educational approach on motivation (Dörnyei, 1994; Williams & Burden, 1997). Specifically, Dörnyei (1994) developed a detailed framework on L2 motivation (see Figure 1 below) based on three interrelated perspectives related to second language learning in educational contexts (p. 280).

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-confidence <ul style="list-style-type: none"> • Language Use Anxiety • Perceived L2 Competence • Causal Attributions • Self-Efficacy
LEARNING SITUATION LEVEL	
• <i>Course-specific Motivational Components</i>	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)
• <i>Teacher-specific Motivational Components</i>	Affiliative Drive (to please the teacher) Authority Type (controlling vs. autonomy-supporting) Direct Socialization of Motivation <ul style="list-style-type: none"> • Modelling • Task presentation • Feedback
• <i>Group-specific Motivational Components</i>	Goal-Orientedness Norm & Reward System Group Cohesiveness Classroom Goal Structure

Figure 1: Dörnyei's (1994) framework of L2 learning motivation

Subsequently, Dörnyei (2001a, pp. 18-19) elaborated on the components of the motivational framework as follows

(1) *The Language Level* encompasses various components related to aspects of the L2, such as the culture and the community, as well as the intellectual and pragmatic values and benefits associated with it. That is, this level represents the traditionally established elements of L2 motivation associated with integrativeness and instrumentality.

(2) *The Learner Level* involves individual characteristics that the learner brings to the learning process, most notably *self-confidence*.

(3) *The Learning Situation Level* is associated with situation-specific motives rooted in various aspects of L2 learning within a classroom setting: *course-specific motivational components* (related to the syllabus, the teaching materials, the teaching method and the learning tasks); *teacher-specific motivational components* (concerning the motivational impact of the teacher's personality, behavior and teaching style/practice); and *group-specific motivational components* (related to the characteristics of the learner group).

With this new emerging perspective, referred to as situation-specific approach, another fruitful research on task motivation can be highlighted as a primary point of this approach in which motivation can hardly be investigated within a more situation specific manner than in a task based framework (Dörnyei, 2002, Julkunen, 2001). In this regard, Tremblay, Goldberg and Gardner (1995) first distinguished the components of task motivation into trait and state motivation, “the former involving

stable and enduring dispositions, the latter transitory and temporary responses or conditions’’ (Dörnyei, 2001c, p. 47).

Another elaborate framework of motivation in second language learning, primarily based on issues relevant to educational psychology, was developed by Williams and Burden (1997) (see Figure 2 below). Specifically, the researchers incorporated within the framework multiple factors that affect learner motivation in second language learning and allocated the factors into two, internal and external categories.

INTERNAL FACTORS	EXTERNAL FACTORS
<p>Intrinsic interest of activity</p> <ul style="list-style-type: none"> • arousal of curiosity • optimal degree of challenge <p>Perceived value of activity</p> <ul style="list-style-type: none"> • personal relevance • anticipated value of outcomes • intrinsic value of outcomes <p>Sense of agency</p> <ul style="list-style-type: none"> • locus of casualty • locus of control reprocess and outcomes • ability to set appropriate goals <p>Mastery</p> <ul style="list-style-type: none"> • feeling of competence • awareness of developing skill and a mastery of a chosen area • self-efficacy <p>Self-concept</p> <ul style="list-style-type: none"> • realistic awareness of personal strengths and weakness in skills required • personal definitions and judgments of success and failure • self-worth concern • learned helplessness <p>Attitudes</p> <ul style="list-style-type: none"> • to language learning in general • to the target language • to the target language community <p>Other affective states</p> <ul style="list-style-type: none"> • confidence • anxiety, fear <p>Development age and stage</p> <p>Gender</p>	<p>Significant others</p> <ul style="list-style-type: none"> • parents • teachers • peers <p>The nature of interaction with significant others</p> <ul style="list-style-type: none"> • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishments, sanctions <p>The learning environment</p> <ul style="list-style-type: none"> • comfort • resources • time of day, week, year • size of class and school • class and school ethos <p>The broader context</p> <ul style="list-style-type: none"> • wider family networks • the local education system • conflicting interests • cultural norms • social expectations and attitudes

Figure 2: Williams and Burden's (1997) framework of L2 motivation (as cited in Dörnyei, 2001a, p.20)

Thus, Williams and Burden (1997) proposed a comprehensive framework of L2 motivation as a complex, multi-dimensional phenomenon in L2 education (Dörnyei, 2001a), the researchers integrated learner internal factors with external factors importantly, in their cognitive model of language learning motivation such as *interaction with significant others* (feedback, praise, rewards or punishments by parents, teachers, peers) and influences from *the broader context* (wide family networks, cultural norms, societal expectations and attitudes).

2.2.3 Process Oriented Perspective (the 2000s)

A recent, novel approach to motivation in second language learning has been proposed by Dörnyei and his associate Ottó (Dörnyei, 2000, 2001a; Dörnyei & Ottó, 1998). The approach accounts for the dynamic and temporally changing nature of L2 motivation, and a related model reflects the process-oriented approach since it takes into account that “the time element is a particularly pressing issue” (Dörnyei, 2000, p. 524).

Importantly, Dörnyei (2000) delineated the importance of the dynamic view of motivation in his influential paper titled ‘Motivation in action: Towards a process-oriented conceptualisation of student motivation’ as follows:

During the lengthy process of mastering certain subject matters, motivation does not remain constant but is associated with a dynamically changing and evolving mental process, characterised by constant (re)appraisal and balancing of the various internal and external influences that the individual is exposed to. In order to account for the ‘daily ebb and flow’ of motivation, an adequate model of student motivation needs to have a featured temporal dimension that can accommodate systematic patterns of transformation and evolution in time. (pp. 523-524)

In a similar vein, Ushioda (1996) emphasized the importance of prolonged learning rather than stability in that “within the context of institutionalised learning

especially, the common experience would seem to be motivational flux rather than stability'' (p. 240).

Further, the process-oriented model focusing on the temporal dimensional nature of motivation in second language learning conceived of motivation as emerging across three stages as follows: pre-actional (choice motivation), actional (executive motivation), and post-actional (evaluation) stages, each of them referring to motivational functions, and main motivational influences respectively (Dörnyei & Ushioda, 2011).

In his process model of learning motivation, Dörnyei (2001a, p. 22) listed the main motives across three stages as follows:

Preactional Stage → Actional Stage → Postactional Stage

CHOICE MOTIVATION	EXECUTIVE MOTIVATION	MOTIVATIONAL RETROSPECTION
<p><i>Motivational functions:</i></p> <ul style="list-style-type: none"> • Setting goals • Forming intentions • Launching action 	<p><i>Motivational functions:</i></p> <ul style="list-style-type: none"> • Generating and carrying out subtasks • Ongoing appraisal (of one's achievement) • Action control (self-regulation) 	<p><i>Motivational functions:</i></p> <ul style="list-style-type: none"> • Forming causal attributions • Elaborating standards and strategies • Dismissing intention & further planning
<p>Main motivational influences:</p> <ul style="list-style-type: none"> • Various goal properties (e.g. goal relevance, specificity and proximity) • Values associated with the learning process itself, as well as with its outcomes and consequences • Attitudes towards the L2 and its speakers • Expectancy of success and perceived coping potential • Learner beliefs and strategies • Environmental support or hindrance 	<p>Main motivational influences:</p> <ul style="list-style-type: none"> • Quality of the learning experience (pleasantness, need significance, coping potential, self and social image) • Sense of autonomy • Attitudes towards the L2 and its speakers • Teachers' and parents' influence • Classroom reward and goal structure (e.g. competitive or cooperative) • Influence of the learner group • Knowledge and use of self-regulatory strategies (e.g. goal setting, learning and self-motivating strategies) 	<p>Main motivational influences:</p> <ul style="list-style-type: none"> • Attributional factors (e.g. attributional styles and biases) • Self-concept beliefs (e.g. self-confidence and self-worth) • Received feedback, praise, grades

Figure 3: A process model of learning motivation in the L2 classroom (Dörnyei, 2001a)

Accordingly, Dörnyei (2001a, p. 21) elaborated on the distinct phases in his process-oriented motivational model as follows:

- (a) First it needs to be *generated*, the motivational dimension related to this initial phase can be referred to as *choice motivation*, because the generated motivation leads to the selection of the goal or task to be pursued.
- (b) Second, the generated motivation needs to be actively *maintained* and *protected* while the particular action lasts. This motivational dimension has been referred to as *executive motivation*, and it is particularly relevant to learning in classroom settings.
- (c) Finally, there is a third phase following the completion of the action, termed *motivational retrospection*, which concerns the learners' *retrospective evaluation* of how things went.

Subsequently Dörnyei (2003, p. 15) also proposed a relatively simple construct of the motivational 'task processing system' in order to describe how task motivation is generated. The model consists of three interrelated mechanisms: task execution, appraisal, and action control (see Figure 4).

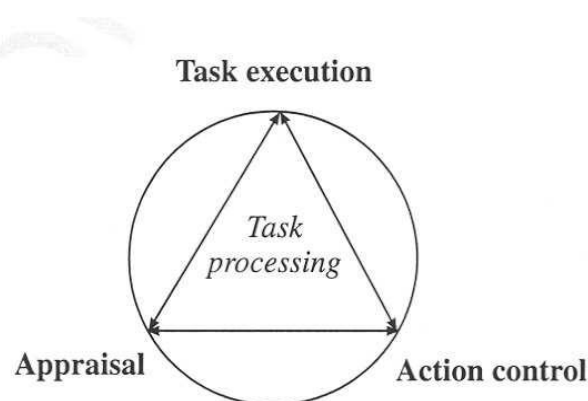


Figure 4: Schematic Representation of the Three Mechanisms Making Up the Motivational Task-processing System (Dörnyei, 2003)

Moreover, Dörnyei (2003, pp. 15-16) elaborated on the motivational task processing system as follows:

- (a) Task execution refers to the learners' engagement in task-supportive learning behaviors, following the action plan that was either provided by the teacher (via the task instructions) or drawn up by the student or the task team.
- (b) Appraisal refers to the learner's continuous processing of the multitude of stimuli coming from the environment and the progress made toward the action outcome, comparing the actual performances with predicted ones or with ones that alternative action sequences would offer.
- (c) Action control processes denote self-regulatory mechanisms that are called into force in order to enhance, scaffold, or protect learning specific action (Dörnyei, 2003, pp. 15-16).

In the Process Model, one of the important issues is to view second language learning motivation as continuously changing along with the second language learning process, rather than being static. As it was indicated in the model by Dörnyei (2003), the time element is an important issue as it deals with how motivation is generated and how it is dynamically changing and developing. Unlike traditional views on motivation, the process model of motivation proposed a developmental processing of the phenomenon, which requires more consideration. Importantly, the process model of motivation can be effective for language teachers whose intention is to maximize their learners' motivation.

2.3 Demotivation

A prominent figure in motivation research in language learning, Dörnyei (2001c) outlined avenues for prospective motivational research as follows. First, the scholar overviewed some general theoretical, research and methodological advances such as social motivation, motivation from a process-oriented perspective, a neurobiological explanation of motivation, motivation and self-determination theory and task motivation. Further, the researcher emphasized the new approaches in research methodology and highlighted a number of novel motivational themes that have received significant attention during the past years such as teacher motivation, motivation and learning strategy use, willingness to communicate and motivating language learners, as well as demotivation. Demotivation is a novel concept in the second language learning field. Dörnyei (2001b, p. 143) defined demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action”.

Specifically, Dörnyei (2001b) described a demotivated learner as

Someone who was once motivated but has lost his or her commitment/ interest for some reason. Similarly to ‘demotivation’, we can also speak of ‘demotives, which are the negative counterparts of ‘motives’: a motive increases an action tendency whereas a demotive decreases it. (p. 142)

2.4 Conceptual Framework

The scarcity of the research on demotivation has motivated the present study.

It adopted a related framework from Dörnyei’s (2001b) study which examined various effects of negative experiences on motivation in language learning. Based on his unpublished study, Dörnyei (1998, as cited in Dörnyei, 2001b, p. 151) identified nine factors that can demotivate learners as follows:

- (1) Teachers’ personalities, commitments, competence, teaching methods.

- (2) Inadequate school facilities (large class sizes, unsuitable level of classes or frequent change of teachers).
- (3) Reduced self-confidence due to their experience of failure or lack of success.
- (4) Negative attitude toward the foreign language studied.
- (5) Compulsory nature of the foreign language study.
- (6) Interference of another foreign language that pupils are studying.
- (7) Negative attitude toward the community of the foreign language spoken.
- (8) Attitudes of group members.
- (9) Course books used in class.

2.5 Related Studies

2.5.1 Studies on Motivation and Demotivation

There has been a substantial volume of studies exploring language learners' motivation. Many researchers agree on the significant effect of motivation on language learning (Benson, 1991; Çolak, 2008; Demir, 2005; Dörnyei, 2001b, 2005; Ehrman, Leaver, & Oxford, 2003; Gardner, 1980, 1985; Gardner & Lambert, 1972; Graham, 2004; Humphreys & Spratt, 2008; Liu, 2007; Masgoret & Gardner, 2003; Semmar, 2006; Ushida, 2005; Wright & McGrory, 2005). Moreover, the research to date investigated motivation in relation to strategy use in second language learning (Chang, 2005; Chou, 2002; Çolak, 2008; Ehrman & Oxford, 1989; Kafipour, Noordin & Pezeshkian, 2011; Oxford & Nyikos, 1993; Yang, 1993) as well as other individual learner differences (Ehrman, 2000; Ehrman & Dörnyei; 1998; Ely, 1986; Eysenck, 1979; Young, 1998).

In the past decade, an exploratory study into Japanese learners' motivation in learning English as a Foreign Language was conducted by Benson (1991). The study involved over 300 college students and it provided valuable results related to motivation in English language learning. The findings demonstrated the participants' preference for integrative and personal goals as motivational factors over instrumental ones.

Another study on EFL student motivation was carried out by Sinal (2002) at the Intensive English Division (SFLIED) of the School of Foreign Languages at the Eastern Mediterranean University (EMU). This study included 67 Turkish students from the Elementary, Pre-Intermediate, Intermediate and Upper-Intermediate levels, interviews, observations and a motivation questionnaire. The study findings revealed that there was no significant difference in the participants' extrinsic motivation in terms of the gender variable and proficiency level. As regards the intrinsic motivation, the results of the study found that there was only a considerable difference between the intermediate students and the other proficiency levels. Further, the female students reported to be slightly more intrinsically motivated than their male counterparts.

Further, Peralı (2003) investigated the effects of the newly-designed classroom activities for promoting the EFL learners' motivation and interest by exploring the current methods. The study was conducted in a Turkish context with 23 Primary School students who had been learning English for 3 years. The study findings suggested that the learners were not motivated by the current methods and techniques applied by their English instructors. Therefore, the classroom activities, games, and

tasks that the students liked most were analyzed, and new classroom activities were designed accordingly. The related results showed that the EFL learners were much more successful and motivated by the application of the newly-designed activities.

Another study on motivation was carried out by Wright and McGrory (2005) in an Irish context. The results demonstrated that the participants enrolled in an Irish class were not much interested in having qualifications in order to find a job. They were somewhat motivated to use their native language or English, which revealed that they were integratively rather than instrumentally motivated.

Further, Ushida (2005) investigated the role of learners' attitudes and motivation in second language in the context of an online language course. Thirty learners from French and Spanish courses were enrolled in the study and the results showed that while learners' anxiety was high at the beginning of the course, their motivation and attitudes toward second language study were relatively positive and stable during the course.

Furthermore, Liu (2007) investigated the relationship between motivation and language achievement. The survey administered to 202 third-year university students in China revealed that although they were strongly instrumentally motivated to learn English, rather than integratively motivated to learn the target language. The researcher also found a positive correlation between the students' attitudes, motivation and their proficiency in English.

Recently, Humphreys and Spratt (2008) conducted a study with Hong Kong tertiary students to investigate their motivation in learning English, Putonghua and an elective language. However, unlike Liu's (2007) study, the findings showed that students learning Putonghua were more instrumentally motivated whereas students learning English and the elective language exhibited more of integrative motivation. Although these participants were aware of the instrumental value of English, their aim to learn English was not instrumental. Consequently, the study suggested that the emphasis of language instruction should be on integrative motivation.

Another study on students' motivational level and their study habits was conducted by Çolak (2008). The research was carried out with 82 Turkish learners of English at Başkent University in Turkey. The findings of the study revealed that there was a low correlation between students' success and their overall motivation. It was also found that students had moderate levels of motivation in English and there was a relation between the students' study habits and their level of motivation.

Recently, Kormos and Csizer (2008) investigated the age related differences of the motivational level of the EFL learners and tested the two main constructs of Dörnyei's Motivational Self-System: the Ideal L2 Self and the Ought-to L2 self. The study administered a questionnaire to 623 Hungarian students in three distinct learner populations: secondary school students, university students, and adult language learners. The analysis of the study revealed that the EFL university students showed the highest mean values in the case of Ideal L2 self, whereas other secondary school students' and adults' scores on these scales were lower. Further, it was found that university and adult language learners presented significantly higher scores on the

motivated learning behavior scale, that is, they were more motivated and willing to invest more effort in language learning than the secondary school students.

More recently, a study on students' motivation and its relationship with their academic performance was carried out by Afzal, Ali, Khan and Hamid (2010). The research demonstrated that each learner had a different ability and the learners' different social, cultural, political and religious backgrounds were significant factors affecting their motivation. The findings also showed a correlation between the learners' academic performance and their intrinsic and extrinsic motivation. Importantly, the academic performance of the intrinsically motivated learners was higher than that of the extrinsically motivated learners.

Another recent study on students' attitudes towards learning English, their motivational levels, their motivational orientations, and their anxiety levels in learning English was conducted by Uluçaylı in TRNC (2012). The research involved 59 primary school children and 103 secondary school students. The results of the study revealed that both primary school children and secondary school students had both integrative and instrumental motivation since they had positive attitudes towards learning English and towards the context of the English language learning. Both of the participant groups showed that they were motivated by their teachers, English courses, and English language learning situation.

It should be noted that since demotivation is a relatively new term in second language learning, there has been limited research on this phenomenon. The early studies on demotivation were conducted only two decades ago in the late 1990s

(Chambers, 1993; Christophel & Gorham, 1992, 1995; Dörnyei, 1998; Oxford, 1998; Ushioda, 1998).

Christophel and Gorham (1992) conducted a research on demotivational reasons in university classes involving 308 students. By comparing their motivational and demotivational levels, the researchers found out that the teachers' positive behavior was the only factor that contributed to the students' overall motivation, whereas the negative teacher behavior was perceived as the main reason for the students' demotivation. Specifically, the researchers listed the order of the reported demotives as follows: the most frequent demotivator was the teacher factor, the course and material, the teacher's attitude toward students, teacher being unapproachable, biased, self-centered, insulting and condescending, the learners' dislike and perceived lack of relevance of the subject area, time of day, length of class, personal factors and the physical appearance of the teacher. Importantly, Christophel and Gorham (1992) reported that while students perceived motivation as a learner-owned state, they perceived lack of motivation as a teacher-owned state. The researchers therefore suggested that language teachers could play an important role in minimising learners' demotivation in class.

Subsequently, Chambers (1993) conducted a study on demotivation with 191 students and 7 teachers in Leeds, UK. Specifically, the research investigated language students' feelings, likes, dislikes, as well as their approval, disapproval of certain approaches. The study revealed that according to the teachers' questionnaire reports there were a number of demotivated learners. Whereas, the majority of the learners' questionnaire reports showed that the students found language learning as

very important; however, half of the students reported that they did not enjoy learning the language or did not mind learning it, respectively. Interestingly, the students blamed their teachers for giving unclear instructions, shouting at them when they did not understand a subject, using old teaching materials, or criticizing them. Further, the study showed that the demotivated learners had very low self-esteem and needed extra attention and praise. Therefore, Chambers (1993) cautioned that “pupils identified as demotivated do not want to be ignored or given up as a bad job; in spite of their behaviour, they want to be encouraged” (p. 16).

Another important study on demotivation in second language learning was carried out by Ushioda (1998) with 20 French learners in Ireland. The research focus was on demotivating factors, if any, affecting learners’ second language learning experience. The research demonstrated that although the learners were intrinsically motivated, they were not extrinsically motivated in that their answers “overwhelmingly targeted negative aspects of the institutionalized learning framework, rather than personal factors such as failing grades or negative self-perceptions of ability” (Ushioda, 1998, p. 86).

Further, Dörnyei (1998, as cited in Dörnyei, 2001) conducted a study in Hungary with 50 students of English and German as a foreign language. The research focus was on those learners who had been perceived as demotivated by their peers or teachers. Significantly, the analysis of the interview data revealed that the largest category of demotives was directly related to the teacher.

Over a decade ago few studies on demotivation were conducted in a range of EFL contexts. Muhonen (2004) examined the demotivational factors which discouraged learners in learning English in a Finnish comprehensive school in Jyväskylä. The study involved 91 ninth-graders of which 50 were males and 41 females. The demotivational factors that emerged from the findings of the study were the teacher, learning material, learner characteristics, school environment, and learners' attitudes towards English language. The analysis of the students' writings showed that the teacher-related factors were the primary source of demotivation as follows: teaching methods, class activities, lack of competence of the teachers, unorganized teachers and their poor English skills, personality of the teachers and their lack of authority and dedication.

Further, Gan, Humphreys, and Hamp-Lyons (2004) investigated successful and unsuccessful students' learning experience in Chinese universities. The study revealed that the successful students were intrinsically motivated for learning English, and that the internal drives led them to study English. On the other hand, the unsuccessful learners did not mention about their motivational experiences, they perceived their teachers' teaching as not supportive and boring. The study also demonstrated that the unsuccessful students were extrinsically motivated as they were studying for examinations, however, examinations were the factors that decreased their interest and persistence in learning English. The results of the study showed that the motivational tendency of the learners was related to their characteristics, and their different characteristics might be part of their demotivators.

Furthermore, Falout and Maruyama (2004) examined whether the demotivating factors differed between the lower-proficiency and the higher-proficiency EFL learners before they were admitted to their colleges. The survey study administered a questionnaire to 164 college students in Japan. The findings of the study revealed that both the lower-proficiency and the higher-proficiency college students had lack of self-confidence, and it was the most demotivating factor for those learners. The study also found that the lower-proficiency learners started to develop negative attitudes towards English much earlier than their higher-proficiency peers.

Subsequently, Sariyer (2008) examined the demotivational factors affecting Turkish students in their English language learning process. The study included 648 Anatolian High School students and 38 English teachers. The results of the study showed that the demotivational factors affecting the students' language learning were basically external factors such as the teaching styles of the teachers, students' coursebooks, the burden of the other compulsory courses, the lack of technological equipment at school, the usage of less communicative activities by teachers, the strict way of evaluation of teachers and disciplinary problems of some students. However, the students were also demotivated by some internal factors such as getting low grades, and failing in activities.

More recently, a study was conducted by Falout, Elwood and Hood (2009) in order to investigate the demotivating factors related to learning English, and a relationship, if any, between learners' past demotivating experiences and their present language proficiencies. The study was carried out in Japan with 900 university students. The results indicated that external factors were perceived as sources of learners'

demotivation in learning; less-proficient learners were also susceptible to demotivation. Unlike Gorham and Cristophel's (1992) study, this study reported that learners had very positive experiences with their previous teachers.

Another recent research in a Japanese context by Kikuchi and Sakai's research (2009) explored external factors reducing learners' motivation. The study involved 112 learners of English in Japan and it focused on five demotivating factors of the students such as course books, inadequate school facilities, test scores, non-communicative methods, and teachers' competence and teaching styles. The results showed that while the least demotivating factor was inadequate school facilities for the learners, the other four seemed to be more loaded demotivating factors.

Recently, Bekleyen (2011) examined the demotivational factors affecting learners in learning English as a foreign language. The study was carried out with 74 students in a state university in Turkey. The findings indicated that the students were demotivated in learning English as they could not find a purpose for learning the target language. The results also showed that the classroom atmosphere, lack of technological equipment and teachers' teaching styles were among demotivating factors for the students.

Another recent study was conducted by Jomairi (2011) in order to investigate the main causes of demotivation of the ESL learners in an Iranian context. The study involved 189 male and female learners from three different universities and it was found that the teacher factor was the most important source of demotivation in learning. It was also revealed that self-confidence was the second source of

demotivation in learning experiences as learners had difficulties with passing examinations or being admitted to the university rather than learning or interacting with the target community.

Moreover, Ghasemi & Kaivanpanah (2011) examined the demotivating factors that affect Iranian students. The study was carried out in Iran with 327 students from a Junior high school, a high school and a university. The findings of the study revealed that the learning context, materials and facilities, attitude towards the English speaking community, the teacher, experience of failure and attitude towards the second language learning were reported by demotivating for the learners. The results also demonstrated that the female learners were more demotivated by such factors as the teacher, and the experience of failure than the male learners. On the other hand, the male learners were more demotivated in terms of their attitudes towards the English speaking community than the female learners.

Recently, Zorba and Gilanlioğlu (2013) investigated the demotivating factors among prospective English language teachers and their repacking strategies at Eastern Mediterranean University in TRNC. The findings of the survey revealed that internal factors such as attitudes towards subject-matter, experiences of failure and self-esteem as well as internal factors such as teacher-related factors, learning environment, education and system-related factors and other factors were perceived as sources of the EFL learners' demotivation. Further, there was no significant difference between the motivational levels of the participants in respect to their gender. Furthermore, the results also indicated that there was a difference between the demotivational levels of the respondents in terms of the experience of their

English language learning as regards to self-confidence factor. The more experienced the participants are, the less self-confidence they have.

More recently, Farmand and Rokni (2014) examined the main demotivating factors among EFL learners at university level in Iran. The findings of the study resulted in six main demotivating factors, with failure to do as desired being the most influential source of demotivation, which showed that students were not intrinsically motivated. Other important factors regarded as the sources of demotivation were found to be learning material, environmental factors, teacher, and attitudes towards communication.

Thus, the extensive motivational research to date over several decades has focused on language learning motivation, however; language learner demotivation has still remains an underresearched area which requires serious consideration.

2.6 Summary

This chapter presented an overview of the early and current literature on motivation. It examined different frameworks and perspectives on the motivational phenomena. Further, it presented the research to date on motivation. Finally, the chapter introduced a novel concept in the field of second language learning demotivation and concluded with related studies.

Chapter 3

METHODOLOGY

3.1 Presentation

This chapter presents the research methodology of the current study. The first section introduces the overall research design; the second section poses the research questions to be addressed. The subsequent sections describe the context, participants, the data collection instrument as well as data collection procedures and analysis. The final section presents the limitations and delimitations of the study.

3.2 Overall Research Design

This study aimed to explore the EFL learners' (de)motivational level in English preparatory classes at Eastern Mediterranean University. The current study was designed as a survey research which involved questionnaire administration. Survey studies traditionally exploit questionnaires, interviews, or both in order to obtain comprehensive quantitative and qualitative data on phenomena under investigation. In this regard, Brown and Rodgers (2002, p. 142) described surveys as "...any procedures used to gather and describe the characteristics, attitudes, views, opinions, and so forth of students, teachers, administrators, or any other people who are important to a study." In a similar vein, Dörnyei (2007) also defined a survey administration as collecting "factual, behavioural and attitudinal data about the respondents in a non-evaluative manner, without gauging ... [the participants'] performance against a set of criteria" (Dörnyei, 2007, pp. 102-103). In addition, Creswell (2003) stated that "A survey design provides a quantitative or numeric

description of trends, attitudes, or opinions of a population by studying a sample of that population” (p. 174).

It is noteworthy that survey has exhibited certain benefits as it is easy to design and administer; it allows researchers to gather comprehensive data from a large number of respondents on various phenomena in a short time. As Dörnyei (2007) pointed out surveys can provide three types of data about respondents such as factual questions, referring to certain facts on learners’ and teachers’ characteristics, behavioural questions, referring to actions, personal history, and habits of respondents, and finally attitudinal questions, referring to respondents’ interests, beliefs, and opinions (Dörnyei, 2007). In the same fashion, McKay (2006) noted that surveys are very significant for teachers to learn more about their learners’ habits, background, and choices so that they can use this information in curriculum development. Moreover, in a survey, numerous questions can be directed at participants about a topic under investigation, which provides extensive flexibility and credibility of data analysis. In this regard, Dörnyei (2007) emphasized that “respondents usually do not mind the process of filling in questionnaires and the survey method can offer them anonymity if needed” (p. 115).

However, surveys have also certain drawbacks as respondents may not provide accurate, and honest answers, also the validity rate of surveys with closed-ended questions may be lower than any other question types. In addition, Mackey and Gass (2005) stressed out that in the case of open-ended written questionnaires “participants may be uncomfortable expressing themselves in writing and may choose to provide abbreviated, rather than elaborative, responses” (2005, p. 96).

Moreover, collecting survey data can be difficult as the researcher can be constantly searching for the subjects, and needs to cope with many sources of variance which can be extremely hard to supervise (Salkind, 1994). In this regard, Bartlett, Kotrlik and Higgins (2001, p. 43) stressed that “within a quantitative survey design, determining sample size and dealing with nonresponse bias is essential.”

The current survey employed 2 sets of the questionnaire which was originally developed by Falout and Maruyama (2004) on the basis of nine motivational factors, suggested by Dörnyei (2001b), however the instrument was adapted for its research purposes of the present study.

3.3 Research Questions

The present study addressed the following research questions:

- 1) To what extent are the preparatory EFL learners (de)motivated in their target language learning?
- 2) What are the language teachers’ perceptions of their language learner’s (de)motivational level?
- 3) Is there congruence between the respondents’ ‘voices’?

3.4 Context

The current study was conducted at the School of Foreign Languages and English Preparatory School (FLEPS) at Eastern Mediterranean University (EMU) in Turkish Republic of Northern Cyprus (TRNC). Eastern Mediterranean University is an English-medium university providing programs which are accredited by the Council of Higher Education in Turkey, YODAK in TRNC as well as international accreditation bodies in Europe and USA.

At School of Foreign Languages and English Preparatory School, the curriculum is CEFR (Common European Framework of Reference) aligned. Eastern Mediterranean University School of Foreign Languages is an accredited training centre for Cambridge English for Speakers of Other Languages (ESOL) and an accredited examination centre for various international examinations such as International English Language Testing System (IELTS), Internet-based Test of English as a Foreign Language (TOEFL iBT), City and Guilds, Business Language Testing Service (BULATS), The London Chamber of Commerce and Industry (LCCI) and The Test of Legal English Skills (TOLES) (www.emu.edu.tr).

Importantly, School of Foreign Languages and English Preparatory School is accredited by Edexcel and provides a full range of English language courses to learners with the aim of equipping them with adequate English language knowledge and skills necessary for their prospective academic studies. In order to place newly registered students into their respective levels, and identify candidates for the Proficiency test, the School of Foreign Languages and English Preparatory School offers an English Placement Test. All undergraduate students who will study in an English-medium department at Eastern Mediterranean University should take the Placement Test. If they are placed at the Intermediate level, these students are allowed to sit the EMU FLEPS English Proficiency Test.

If students pass the English Proficiency Test, they can start their departmental studies. Given the information on the web page (<http://sfl.emu.edu.tr/sfleps.html>), and in the Academic Affairs Teacher's Handbook, after successful completion of two semesters at the English Preparatory School, students can enroll in 4-hour freshman

English course, ENGL 191 if they receive a score of minimum 60% in English Proficiency Test. If their English Proficiency Test score is between 50 and 59, they need to register for the freshman year courses with 6-hour English course, ENGL 181. However, if their English Proficiency Test score is below 49, they need to enroll in 9-hour English course, ENGL 183, ENGL 185 and they can only register for 2 freshman year courses.

The EPS program comprises 2 semesters. Each semester students take two Achievement Tests, in-term speaking exam, two quizzes, and one final exam. If students collect enough points in these exams, they are able to proceed to the next level. At FLEPS the teaching staff hold teaching qualifications in English studies, and ELT, some of them are MA and PhD holders in language education. Of 85 English language instructors, 20 are male, 65 female.

3.5 Participants

This study involved two participant groups. The first group consisted of 105 EFL learners from the Pre-intermediate and Intermediate levels at the School of Foreign Languages and English Preparatory School at Eastern Mediterranean University in Turkish Republic of Northern Cyprus. The second group comprised 30 language instructors teaching English to these learners at the language institution. As required by the research ethics, all participants granted their consent to participate in the study (see Appendices A-B-C). For the sake of confidentiality, all student and teacher participants were assigned codes.

3.5.1 EFL learners

The first group of the participants comprised 105 EFL learners from the Pre-Intermediate and Intermediate levels. Of the total number of these participants, 69

were male and 36 female; their age ranged between 17-31 years. Some participants reported in the Background Information part of the questionnaire that they had an opportunity to travel to an English speaking country.

The English learners also indicated that the duration of their English language learning varied from 7 months to 10 years. Moreover, the learner participants reported to speak a variety of languages as their mother tongue such as mainland Turkish, Cypriot Turkish, Arabic, Azeri, Persian, Tajik, Kazakh, Sakha, Turkmen and Kurdish. The learners also indicated their prospective departments such as Civil Engineering, Architecture, Computer Engineering, Banking and Finance, Psychology, Business Administration, Molecular Biology, Public Relations, Political Sciences, English Language Teaching, International Relations, Pharmacy, International Trade and Business, International Finance, Visual Art, Mechanical Engineering, Electrical and Electronic Engineering, Mechatronics Engineering and Tourism. The following tables represent the demographic information on the preparatory learners' background (see Tables 3.5.1.1, 3.5.1.2, 3.5.1.3, 3.5.1.4, and 3.5.1.5).

Table 3.5.1.1: The Gender Distribution of the EFL learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	69	65.7	65.7	65.7
	Female	36	34.3	34.3	100.0
	Total	105	100.0	100.0	

Table 3.5.1.2: The Age Distribution of the EFL learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-21	85	81.0	81.0	81.0
	22-26	17	16.2	16.2	97.1
	27-31	3	2.9	2.9	100.0
	Total	105	100.0	100.0	

Table 3.5.1.3: The Distribution of the English language learning experience of the EFL learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 1 year	74	70.5	70.5	70.5
	1-5 years	11	10.5	10.5	81.0
	6-10 years	20	19.0	19.0	100.0
	Total	105	100.0	100.0	

Table 3.5.1.4: The Distribution of the Prospective Departments of the EFL learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sciences	31	29.5	29.5	29.5
	Social sciences	53	50.5	50.5	80.0
	Architecture	17	16.2	16.2	96.2
	Medicine	4	3.8	3.8	100.0
	Total	105	100.0	100.0	

Table 3.5.1.5: The Distribution of the EFL learners' experiences in an English speaking country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	8.6	8.6	8.6
	No	96	91.4	91.4	100.0
	Total	105	100.0	100.0	

3.5.2 English language instructors

The second group of the participants involved 30 language instructors teaching English at the preparatory level of the School of Foreign Languages. Of 30 instructors 25 were female and 5 male, with different educational backgrounds, ranging from B.A. in English Language Teaching (ELT) and in English Literature and Humanities (ELH) to M.A. in English Language Teaching (ELT) and in Master of Education (MEd) graduates. Their ages ranged from 35 to 50. Of 30 instructors, 26 were non-native English speakers and 4 were reportedly native speakers of English. The EFL teachers indicated their years of teaching experience to range from 14 to 23 years. The following tables present the demographic information on the preparatory teacher participants' background (see Tables 3.5.2.1, 3.5.2.2, 3.5.2.3, 3.5.2.4, and 3.5.2.5).

Table 3.5.2.1: The Age Distribution of the EFL teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35-40 years	8	26.7	26.7	26.7
	40-45 years	15	50.0	50.0	76.7
	45-50 years	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Table 3.5.2.2: The Gender Distribution of the EFL teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	16.7	16.7	16.7
	Female	25	83.3	83.3	100.0
	Total	30	100.0	100.0	

Table 3.5.2.3: The L1 Distribution of the EFL teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non-Native	26	86.7	86.7	86.7
	Native	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 3.5.2.4: The Distribution of the EFL teachers' years of teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14-16 yrs	9	30.0	30.0	30.0
	17-19 yrs	17	23.3	23.3	53.3
	20-23 yrs	14	46.7	46.7	100.0
	Total	30	100.0	100.0	

Table 3.5.2.5: The Distribution of the EFL teachers' Degrees and Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA	14	46.7	46.7	46.7
	MA	13	43.3	43.3	90.0
	DOTÉ-CELTA	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

3.6 Data Collection Instruments

The present study collected (de)motivational data through a questionnaire designed by Falout and Mauyama (2004) on the basis of the (de)motivational factors proposed by Dörnyei (2001b). The Questionnaire was modified for the context of the present study, and it was prepared for the EFL teachers in English and for the preparatory language learners in two versions, English and Turkish (see Appendices D-E-F).

In a Japanese EFL context, Falout and Maruyama (2004) reduced Dörnyei's 9 (de)motivational factors to 6 factors of their data collection instrument, comprising

49 items on a 6-point Likert scale (1=I strongly agree whereas 6=I strongly disagree; the greater the number, the more likely the incidence of a demotivating force. All questions were positively worded. Their study revealed a high degree of reliability (.87). The researchers (2004) discarded the inadequate school facilities factor as they assumed a uniformity of education and educational facilities, and that teachers rarely change. Further, they collapsed the factors 'large class sizes, unsuitable level of classes' and 'compulsory nature of the foreign language study and coursebook' into one factor; courses. As most of the L2 learning is English and very few learners are studying an L3, Falout and Maruyama (2004) also discarded the factor 'interference of another foreign language that pupils are studying'. Thus, their modified factor list comprised (1) teachers; (2) courses; (3) attitude toward L2 community; (4) attitude toward L2 itself; (5) self-confidence; and (6) attitude of group members.

In the present study, contrary to Falout and Maruyama's study (2004), the Questionnaire comprised 47 items based on six (de)motivational factors on a 5-point Likert scale as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree since the participants were familiar with this scale. While the Students' Version was administered to explore the preparatory EFL learners' self-reports on their (de)motivation, the Teachers' Version was conducted to identify teachers' perceptions of their learners' (de)motivational level.

3.7 Data Collection Procedures

Initially, the researcher contacted the administration of the School of Foreign Languages and English Preparatory School at EMU in order to secure their permission for conducting research. She also requested information regarding the number of the preparatory language learners placed at the Pre-intermediate and

Intermediate levels, the number of their language instructors, as well as related instructional time tables.

The data collection was scheduled to be conducted at FLEPS at EMU in spring semester in 2013. The Turkish version of the Learners' Questionnaire was prepared by the researcher, a native speaker of Turkish and subjected to inter-rater reliability with another native speaker of Turkish - the Counselor of the School of Foreign Languages and English Preparatory School. It should be noted that the inter-rater reliability level was 85%. After receiving an official approval from the administration of the School of Foreign Languages and English Preparatory School (see Appendix G), the researcher contacted the teachers whose classes would participate in the survey study on a voluntary basis. The teacher and learner versions of the Questionnaires were distributed to the instructors and students, respectively, during their regular classes and SSSC (Students' Self-study Centre) sessions.

In accordance with the research ethics all the participants gave their written consent and indicated their willingness to participate in the survey. The respondents were requested to complete the background information part and the Questionnaire concurrently. Both the preparatory learners and instructors were informed about the general purpose of the survey, instructions to follow and invited to ask questions, if any, at any point during the administration procedure. The participants were also informed that their data would be used for research purposes only and that their identities would not be disclosed in any reports. The administration procedure took approximately 15-20 minutes, and due to the exam week and students' community involvement projects, the data collection procedure lasted for about one month.

3.8 Data Analysis Procedure

The completed questionnaire reports of each preparatory learner and teacher participant of this survey was checked for identification before entering the data onto *Statistical Package for the Social Sciences (SPSS)*, version 21. The same procedure was applied to the background information reports of the respondents. Subsequently, the data were entered onto SPSS and screened for possible wrong data entry and missing cases using frequency counts. In accordance with the research questions, the statistical analysis yielded descriptive statistics (mean, frequencies, and standard deviations) on the participants' questionnaire responses- the EFL preparatory learners' self-reports, and their instructors' perceptions of their learners' (de)motivational levels, respectively. Furthermore, the collected quantitative data were also analyzed through t-test, and ANOVA in order to find out whether there was a statistically significant difference, if any, between the respondents' questionnaire reports in terms of various variables.

3.9 Limitations and Delimitations

Every study has its limitations, and this survey was not an exception. In this regard, this survey involved one tool-questionnaire administration to the EFL learners and teachers based on a 5-point Likert-scale. Further, respondents-whether teachers or learners may not always provide accurate responses. They may attempt to present a favorable picture which may deviate from the reality of the language classroom. Also, the questionnaire did not include open-ended items to elicitate additional insights from the respondents.

However, the current study also had its delimitations in that the questionnaire employed in this survey was proved to be effective in another EFL context (Falout &

Maruyama, 2004). Furthermore, the current study involved a statistically adequate sample of the EFL learners as well as their instructors.

3.10 Summary

This chapter presented the research methodology of the current study. It introduced the overall design of the research, as well as the research questions to be investigated. Further, the chapter described the context of the study, the participants, as well as the data collection instrument. Subsequently, it presented the procedures for research data collection and analysis. Finally, the last section in the chapter discussed the limitations and delimitations of the study.

Chapter 4

RESULTS

4.1 Presentation

This chapter describes the results of the current study based on the research questions. It presents the survey reports of the EFL learners regarding their (de)motivational level, as well as in relation to learner variables. Further, it displays the survey reports of the EFL teachers as regards their learners' (de)motivation, as well as in relation to teacher variables. Finally, the chapter presents the triangulated results in order to reveal whether there is congruence, if any, between the survey reports of the EFL learners and teachers.

4.2 Reliability of the Survey

Initially, the Learners' and Teachers' Questionnaire data were analyzed for reliability. The Cronbach's Alpha scores revealed .88 for the Learners' Version, and .89 for the Teachers' Version, which indicated a high level of internal consistency. Table 4.1 presents the reliability results of the Learners' and Teachers' Versions of the Questionnaire.

Table 4.1: Reliability of the Questionnaires

	Cronbach's Alpha	Number of Items
Learners' Version	.887	47
Teachers' Version	.891	47

4.3 Research Question 1

To what extent are the preparatory EFL learners (de)motivated in their target language learning?

The analysis of the EFL learners' survey data showed an overall adequate motivational level ($M=3.74$). Importantly, the preparatory learners strongly agreed in response to 36 of 47 items ($M=3.50$ or higher), whereas somewhat agreed and disagreed in relation to only 11 items ($M=3.49$ or below). The overall results of the respondents' reports regarding their (de)motivational level are shown in Appendix H.

The learner respondents expressed their most positive responses to item 32 (If I have the opportunity, I would like to visit a country where English is predominantly spoken, $M=4.48$), item 22 (I imagine I would have good experiences in countries where English is predominantly spoken, $M=4.41$), item 18 (I like my English teachers, $M=4.36$), item 34 (If given the opportunity, I would like to see how well I could really speak English, $M=4.32$), and item 5 (My teacher helps me to solve problems in my English learning, $M=4.27$), respectively.

Whereas, the EFL learners expressed their least positive responses to item 15 (I don't mind getting low grades in English, $M=2.35$), item 29 (My classmates cooperate with me in learning, $M=3.06$), item 26 (I have been happy with my grades in English, $M=3.20$), item 41 (I don't think there are so many complicated things to learn in English, $M=3.21$) and item 13 (I like how English words are spelled, $M=3.24$), respectively.

4.3.1 The preparatory Learners' Reports Across (De)motivational Factors

Further, the EFL learners' survey reports were examined across 6 factors (Dörnyei, 1998) as follows: (1) Teachers; (2) Course; (3) Attitude toward the Target Community; (4) Attitude to English; (5) Self-confidence; and (6) Attitude of Group Members. Importantly, regarding their overall motivational level in relation to English teachers (items 18, 5, 7, 6, 19, 44), the participants reported to be highly motivated ($M=4.11$). Table 4.3.1.1 shows the distribution of the items in relation to the Teacher Factor.

Table 4.3.1.1: Descriptive Statistics on the Learners' Reports related to the Teacher Factor

Item	Description	Mean	SD
18	I like my English teachers	4.36	.77
5	My teacher helps me to solve problems in my English learning	4.27	.92
7	My teachers are helpful to me	4.27	.76
6	My teachers' instructions are good and clear	4.11	.89
19	I like the way my teachers taught English to me	4.04	.89
44	My teachers teach me what I want to learn about English	3.62	1.12
Overall average mean		4.11	.89

However, as regards the preparatory learners' motivational levels in relation to the English course Factor (items 1, 38, 21, 8, 10, 30, 20, 45), they stated to be less, though adequately motivated ($M=3.56$). The distribution of the items in relation to the Course-related factor is presented in Table 4.3.1.2.

Table 4.3.1.2: Descriptive Statistics on the Learners' Reports related to the Course Factor

Item	Description	Mean	SD
1	My classes go at an appropriate pace for me	3.70	.86
38	The size of my English classes is appropriate	3.63	1.03
21	The English textbooks I have used are easy to understand	3.62	.85
8	The level of my English classes is adequate for me	3.60	1.00
10	Even if English is not a compulsory subject, I would choose to study it	3.59	1.25
30	The English textbooks I have used are at my level	3.59	.85
20	I like the textbooks I use for my English classes	3.51	1.09
45	I don't think the number of English classes I have to take each week are too many	3.29	1.16
Overall average mean		3.56	1.01

Regarding the motivational levels of the respondents in relation to the Attitude to the Target Community Factor (items 32, 22, 2, 40, 46, 39, 23, 11, 31, 12), they indicated an overall high motivational level in this respect ($M=3.99$). Table 4.3.1.3 presents the distribution of the items in this regard.

Table 4.3.1.3: Descriptive Statistics on the Learners' Reports related to the Attitude to the Target Community Factor

Item	Description	Mean	SD
32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.48	.83
22	I imagine I would have good experiences in countries where English is predominantly spoken	4.41	.73
2	I like the countries where English is predominantly spoken (Britain, Australia, USA, Canada)	4.26	.83
40	If possible, I would like to make friends with a native speaker of English	4.26	.78

Table 4.3.1.3 (cont.)

46	I want to know more about the countries/cultures where English is predominantly spoken	4.07	.95
39	The more I learn about countries where English is predominantly spoken, the more I like studying English	3.88	.96
23	I have had a good impression of the people from the countries where English is predominantly spoken	3.81	.94
11	I like the people from the countries where English is predominantly spoken	3.68	.90
31	I have had a good impression of the countries where English is predominantly spoken	3.64	1.02
12	I like the cultures of the countries where English is predominantly spoken	3.44	.94
Overall average mean		3.99	.88

As regards the EFL learners' motivational level in relation to their attitudes toward English (items 34, 33, 3, 24, 47, 25, 9, 13, 41), they reported an overall adequate, though less motivational level ($M=3.72$) compared to their responses to the Attitudes to the Target Language Factor related items. Table 4.3.1.4 presents the distribution of the items in relation to the Attitudes to the Target Language Factor.

Table 4.3.1.4: Descriptive Statistics on the Learners' Reports related to the Attitudes to the English Language

Item	Description	Mean	SD
34	If given the opportunity, I would like to see how well I could really speak English	4.32	.72
33	I'm interested in learning English	4.15	.98
3	I like the sound of spoken English	3.97	.89
24	Learning English is an exciting activity for me	3.94	.95
47	The things I have to learn in English don't bother me	3.78	1.03
25	Learning English is not a painful task for me	3.61	1.02

Table 4.3.1.4 (cont.)

9	I like how English grammar is constructed	3.30	1.03
13	I like how English words are spelled	3.24	1.13
41	I don't think there are so many complicated things to learn in English	3.21	1.08
Overall average mean		3.72	.98

Regarding the (de)motivational levels of the respondents in relation to the Self-confidence Factor (items 42, 4, 36, 14, 27, 35, 26, 15), they indicated an overall low motivational level ($M=3.15$). The distribution of the questionnaire items in terms of learners' self-confidence is shown in Table 4.3.1.5.

Table 4.3.1.5: Descriptive Statistics on the Learners' Reports related to the Self-confidence Factor

Item	Description	Mean	SD
42	I am not embarrassed using English in my classes	4.08	.82
4	I am confident in learning English	4.04	.88
36	I have not had embarrassing experiences in my English classes	3.72	1.00
14	I was confident in learning English before/when I started my English classes here	3.58	1.09
27	When faced with a problem in my English studies, I can get past it easily	3.40	.89
35	In the past I could find a way to learn English effectively	3.25	1.03
26	I have been happy with my grades in English	3.20	1.13
15	I don't mind getting low grades in English	2.35	.96
Overall average mean		3.15	1.02

As regards the participants' (de)motivational levels in relation to the Attitudes of their Group Members Factor (items 28, 43, 17, 16, 37, 29), they stated an overall medium motivational level ($M=3.58$), though higher than their responses to the 'self-

confidence' related items. Table 4.3.1.6 presents the distribution of the questionnaire items in terms of the Attitude of Group Members Factor.

Table 4.3.1.6: Descriptive Statistics on the Learners' Reports related to the Attitude of Group Members Factor

Item	Description	Mean	SD
28	I don't feel inferior to my classmates because of my English ability	3.87	.90
43	I like everyone in my group/classroom	3.83	1.13
17	My classmates have not distracted me from studying English in class	3.72	1.04
16	My classmates have not laughed at me because of my English ability	3.51	1.02
37	I don't get demotivated by embarrassing experiences in class	3.49	.99
29	My classmates cooperate with me in learning	3.06	1.05
Overall average mean		3.58	1.02

4.3.2 The (de)motivational level of the EFL learners in relation to variables

4.3.2.1 Gender

In order to identify a difference, if any, in the (de)motivational levels of the preparatory learners across genders, t-test was applied to the pertinent survey data (see Table 4.3.2.1).

Table 4.3.2.1: t-test Results for the EFL Learners in relation to Gender

Gender	No.	Mean	SD	t-value	p-value
Male	69	3.72	.963	.398	.447
Female	36	3.78	.963		

The level of 0.05 was established as statistically significant, with a p-value of .447; however, the survey results indicated no statistically significant difference between the female and male learners' survey reports regarding their (de)motivational level.

It should be noted that both the male and female respondents provided their most positive responses to item 32 (If I have the opportunity, I would like to visit a country where English is predominantly spoken, M=4.52 and M=4.41, respectively), item 22 (I imagine I would have good experiences in countries where English is predominantly spoken, M=4.43 and M=4.38, respectively), and item 18 (I like my English teachers, M=4.44 and M=4.44, respectively), in a different rank order though.

Further, the male participants also reported to be highly motivated in relation to item 34 (If given the opportunity, I would like to see how well I could really speak English, M=4.37), and item 2 (I like the countries where English is predominantly spoken (Britain, Australia, USA, Canada), M=4.30), respectively. Whereas their female counterparts reported to be highly motivated in relation to item 7 (My teachers are helpful to me, M=4.47), and item 5 (My teacher helps me to solve problems in my English learning, M=4.41). Table 4.3.2.2 shows the most positive responses on motivation in terms of gender.

Table 4.3.2.2: The EFL Learners' Most Positive Responses in Relation to Gender

Gender	Item	Description	Mean	SD
Male	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.52	.77
	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.43	.69

	34	If given the opportunity, I would like to see how well I could really speak English	4.37	.64
	18	I like my English teachers	4.31	.83
	2	I like the countries where English is predominantly spoken (Britain, Australia, USA, Canada)	4.30	.80
Female	7	My teachers are helpful to me	4.47	.69
	18	I like my English teachers	4.44	.65
	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.41	.93
	5	My teacher helps me to solve problems in my English learning	4.41	.76
	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.38	.80

Furthermore, both the male and female EFL learners gave their least positive responses in relation to item 15 (I don't mind getting low grades in English, M= 2.52 and M=2.02, respectively), item 29 (My classmates cooperate with me in learning, M=3.14 and M=2.91, respectively), item 26 (I have been happy with my grades in English, M=3.20 and M=3.22, respectively), item 41 (I don't think there are so many complicated things to learn in English, M=3.21 and M=3.22, respectively) in a somewhat different rank order though. Moreover, the male participants also provided their least positive responses in relation to item 9 (I like how English grammar is constructed, M=3.15), whereas their female counterparts item 13 (I like how English words are spelled, M=3.22). Table 4.3.2.3 shows the least positive responses on motivation in terms of gender.

Table 4.3.2.3: The EFL Learners' Least Positive Responses in Relation to Gender

Gender	Item	Description	Mean	SD
Male	15	I don't mind getting low grades in English	2.52	1.19
	29	My classmates cooperate with me in	3.14	.95

	26	I have been happy with my grades in English	3.15	1.07
	41	I don't think there are so many complicated things to learn in English	3.20	1.13
	13	I like how English words are spelled	3.21	1.06
Female	15	I don't mind getting low grades in English	2.02	1.10
	29	My classmates cooperate with me in	2.91	1.22
	9	I like how English grammar is constructed	3.22	1.14
	26	I have been happy with my grades in English	3.22	1.12
	41	I don't think there are so many complicated things to learn in English	3.22	1.09

4.3.2.2 Language Learning Experience

In order to identify a difference, if any, in the (de)motivational level of the preparatory learners regarding the language learning experience variable, ANOVA test was applied to the survey data (see Table 4.3.3.1). In this regard, the participants in this study were categorized into three groups based on their reported experience of the English language learning as follows: least experienced with less than 1 year (n=74), adequately experienced with 1-5 years (n=11), and most experienced with 6-10 years of language learning (n=20), respectively.

Table 4.3.3.1: ANOVA Test Results

LLE	No.	Mean	SD	F-value	P-value
Less than 1 year	74	3.71	.987	.742	0.561
1-5 years	11	3.81	.991		
6-10 years	20	3.81	.860		

The ANOVA test results manifested a p-value of 0.561, which was higher than the established significance level of 0.05. Hence, there was no statistically significant difference between the (de)motivational levels of the respondents in terms of the experience of their English language learning.

Regarding the three most positive responses in relation to English language learning experience, interestingly, the least and most experienced preparatory learners reported item 22 (I imagine I would have good experiences in countries where English is predominantly spoken, M=4.41 and M=4.45, respectively), all three groups of the learners item 32 (If I have the opportunity, I would like to visit a country where English is predominantly spoken M=4.40, M=4.90, M=4.55, respectively), and the least and adequately experienced learners item 34 (If given the opportunity, I would like to see how well I could really speak English, M=4.35, M=4.54, respectively). Moreover, learners participants who had studied English for 1-5 years provided their most positive responses to item 40 (If possible, I would like to make friends with a native speaker of English, M=4.45), whereas those with 6-10 years of experience to item 18 (I like my English teachers, M=4.55). Table 4.3.3.2 shows the most positive responses on motivation in terms of English language learning experience of the EFL learners.

Table 4.3.3.2: The EFL Learners' Most Positive Responses in Relation to the Language Learning Experience

LLD	Item	description	Mean	SD
Less than 1 year	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.41	.70
	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.40	.92

	34	If given the opportunity, I would like to see how well I could really speak English	4.35	.71
1-5 years	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.90	.30
	34	If given the opportunity, I would like to see how well I could really speak English	4.54	.52
	40	If possible, I would like to make friends with a native speaker of English	4.45	.68
6-10 years	32	Learning from the teacher	4.55	.60
	18	I like my English teachers	4.55	.51
	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.45	.60

As regards the least positive responses of the EFL learners on their (de)motivational levels in relation to English language learning experience, interestingly, all three groups of the respondents indicated item 15 (I don't mind getting low grades in English, M=1.90, M=2.33, M=2.65, respectively) item 29 (My classmates cooperate with me in learning, M=3.01, M=3.18, M=3.20 respectively) interestingly, in the same rank order.

Moreover, the least experienced preparatory learners provided their least positive responses in relation to item 41 (I don't think there are so many complicated things to learn in English, M=3.16), those with adequate experience to item 35 (In the past I could find a way to learn English effectively, M=3.18), whereas the most experienced counterparts to item 45 (I don't think the number of English classes I have to take each week are too many, M=3.20). Table 4.3.3.3 demonstrates the EFL learners' least positive responses on motivation in terms of the English language learning experience.

Table 4.3.3.3: The EFL Learners' Least Positive Responses in Relation to the Language Learning Experience

LLE	Item	Description	Mean	SD
Less than 1 year	15	I don't mind getting low grades in English	2.33	1.12
	29	My classmates cooperate with me in learning	3.01	1.09
	41	I don't think there are so many complicated things to learn in English	3.16	1.07
1-5 years	15	I don't mind getting low grades in English	1.90	.94
	29	My classmates cooperate with me in learning	3.18	1.16
	35	In the past I could find a way to learn English effectively	3.18	1.25
6-10 years	15	I don't mind getting low grades in English	2.65	1.46
	29	My classmates cooperate with me in learning	3.20	.89
	45	I don't think the number of English classes I have to take each week are too many	3.20	1.43

4.3.2.3 Learners' major

Regarding the (de)motivational level of the EFL learners in relation to the variable of their major, ANOVA test results revealed the following. As the demographic data in chapter 3 illustrated in this regard, the preparatory learners were categorized into four groups based on their prospective majors as follows: Sciences (n=31), Social Sciences (n=53), Architecture (n=17), and Medicine (n=4). The related results are presented in Table 4.3.4.1.

Table 4.3.4.1: ANOVA Test Results

Major	No.	Mean	SD	F-value	P-value
Sciences	31	3.56	1.00	1.592	0.309
Social sciences	53	3.85	.947		
Architecture	17	3.62	.906		
Medicine	4	4.13	.721		

The results of ANOVA test manifested a p-value of 0.309, which was higher than the established significance level of 0.05. Hence, there was no statistically significant difference across the (de)motivational levels of the EFL learners in relation to their majors.

Regarding the top three positive responses in relation to majors, interestingly, all respondents reported item 22 (I imagine I would have good experiences in countries where English is predominantly spoken, M=4.25, M=4.49, M=4.41, M=4.75, respectively), the learners from Sciences, Social Sciences, and Architecture item 32 (If I have the opportunity, I would like to visit a country where English is predominantly spoken M=4.22, M=4.58, M=4.64, respectively), and learners from Social Sciences and Medicine item 18 (I like my English teachers, M=4.43, M=5.00, respectively).

Moreover, the preparatory learners with respective majors in Sciences provided their most positive responses to item 34 (If given the opportunity, I would like to see how well I could really speak English, M=4.38), those from Architecture to item 2 (I like the countries where English is predominantly spoken (Britain, Australia, USA, Canada, M=4.47), and those from Medicine to item 7 (My teachers are helpful to me, M=5.00). Table 4.3.4.2 shows the most positive responses on motivation in terms of the EFL learners' majors.

Table 4.3.4.2: The EFL Learners' Most Positive Responses in Relation to their Majors

Major	Item	Description	Mean	SD
Sciences	34	If given the opportunity, I would like to see how well I could really speak English	4.38	.71

	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.25	.85
	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.22	1.11
Social Sciences	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.58	.69
	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.49	.69
	18	I like my English teachers	4.43	.60
Architecture	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.64	.49
	2	I like the countries where English is predominantly spoken (Britain, Australia, USA, Canada)	4.47	.62
	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.41	.61
Medicine	7	My teachers are helpful to me	5.00	.00
	18	I like my English teachers	5.00	.00
	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.75	.50

As regards the least positive responses of the EFL learners on their (de)motivational levels in relation to their prospective majors, interestingly, all respondents indicated item 15 (I don't mind getting low grades in English, M=2.54, M=2.24, M=2.23, M=2.75, respectively), and item 29 (My classmates cooperate with me in learning, M=2.90, M=3.26, M=2.76, M=3.00, respectively), in a somewhat different rank order though.

Moreover, the preparatory learners from Sciences provided their least positive responses in relation to item 41 (I don't think there are so many complicated things to learn in English, M=3.00), those from Social Sciences to item 45 (I don't think the number of English classes I have to take each week are too many, M=3.28), those from Architecture to item 13 (I like how English words are spelled, M=2.47), whereas those from Medicine to item 35 (In the past I could find a way to learn English effectively, M=3.50). Table 4.3.4.3 demonstrates the least positive responses on motivation in terms of prospective majors of the EFL learners.

Table 4.3.4.3: The EFL Learners' Least Positive Responses in Relation to their Majors

Major	Item	Description	Mean	SD
Sciences	15	I don't mind getting low grades in English	2.54	1.09
	29	My classmates cooperate with me in learning	2.90	.90
	41	I don't think there are so many complicated things to learn in English	3.00	1.03
Social Sciences	15	I don't mind getting low grades in English	2.24	1.20
	29	My classmates cooperate with me in learning	3.26	1.14
	45	I don't think the number of English classes I have to take each week are too many	3.28	1.23
Architecture	15	I don't mind getting low grades in English	2.23	1.25
	13	I like how English words are spelled	2.47	1.16
	29	My classmates cooperate with me in learning	2.76	.90
Medicine	15	I don't mind getting low grades in English	2.75	1.50
	29	My classmates cooperate with me in learning	3.00	1.41
	35	In the past I could find a way to learn English effectively	3.50	1.00

4.3.2.4 Age

Regarding the EFL learners' (de)motivational levels in relation to the age variable, the analysis of the survey data revealed the following. As the demographic data in chapter 3 demonstrated in this regard, the respondents were placed into three groups in terms of the age range as follows: between 17 and 21 (n=85), between 22 and 26 (n=17), and between 27 and 31 (n=3). In order to find a statistically significant difference, if any, across 3 age groups, ANOVA test was applied to the survey data to yield the following results (see Table 4.3.5.1).

Table 4.3.5.1: ANOVA Test Results

Age groups	No.	Mean	SD	F-value	P-value
17-21 yrs.	85	3.75	.96	1.009	0.505
22-26 yrs.	17	3.69	.96		
27-31 yrs.	3	3.59	.83		

Despite the observable differences in the mean scores across the 3 categories, the results of ANOVA test manifested p-value of 0.505, higher than the established significance level of 0.05, which seemed to indicate no statistically significant difference across the (de)motivational levels of the participants in relation to age.

As regards the three most positive responses on motivation across 3 age groups, all the respondents indicated item 32 (If I have the opportunity, I would like to visit a country where English is predominantly spoken, M=4.43, M=4.64, M=5.00, respectively). Interestingly, both younger learners (aged between 17 and 21 years), and older learners (aged between 22 and 26 years) also indicated item 22 (I imagine I would have good experiences in countries where English is predominantly spoken,

M=4.41, M=4.52, respectively), and item 18 (I like my English teachers, M=4.35, M=4.35, respectively). Further, the oldest participants (aged between 27 and 31 years) strongly agreed with item 33 (I'm interested in learning English, M=5.00), and item 40 (If possible, I would like to make friends with a native speaker of English, M=5.00). Table 4.3.5.2 represents the most positive responses on (de)motivation across different age groups.

Table 4.3.5.2: The EFL Learners' Most Positive Responses in Relation to their Age

Age	Item	Description	Mean	SD
17-21 yrs.	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.43	.80
	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.41	.71
	18	I like my English teachers	4.35	.79
22-26 yrs.	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.64	.99
	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.52	.62
	18	I like my English teachers	4.35	.70
27-31 yrs.	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	5.00	.00
	33	I'm interested in learning English	5.00	.00
	40	If possible, I would like to make friends with a native speaker of English	5.00	.00

Regarding the three least positive responses on motivation across 3 age groups, all the respondents reported item 15 (I don't mind getting low grades in English, M=2.34, M=2.41, M=2.33, respectively), in a different rank order though. Interestingly, both the younger learners (aged between 17 and 21 years) and the older learners (aged between 22 and 26 years) also provided their least positive responses to item 29 (My classmates cooperate with me in learning, M=3.16, M=2.58,

respectively). Moreover, the younger learners indicated item 45 (I don't think the number of English classes I have to take each week are too many, $M=3.24$), the older learners item 26 (I have been happy with my grades in English, $M=2.58$); whereas the oldest learners item 35 (In the past I could find a way to learn English effectively, $M=1.66$), and item 25 (Learning English is not a painful task for me, $M=2.33$). Table 4.3.5.3 presents the least positive responses on motivation across different age groups.

Table 4.3.5.3: The EFL Learners' Least Positive Responses in Relation to their Age

Age	Item	Description	Mean	SD
17-21 yrs.	15	I don't mind getting low grades in English	2.34	1.15
	29	My classmates cooperate with me in learning	3.16	1.02
	45	I don't think the number of English classes I have to take each week are too many	3.24	1.22
22-26 yrs.	15	I don't mind getting low grades in English	2.41	1.37
	29	My classmates cooperate with me in learning	2.58	1.22
	26	I have been happy with my grades in English	2.58	1.06
27-31 yrs.	35	In the past I could find a way to learn English effectively	1.66	1.15
	25	Learning English is not a painful task for me	2.33	2.30
	15	I don't mind getting low grades in English	2.33	1.52

4.4 Research question 2

What are the language teachers' perceptions of their language learners' (de)motivational level?

The analysis of the mean scores of the EFL teachers' survey data demonstrated an overall less than moderate perceived motivational level ($M=3.45$) of their learners. In this regard, the instructors expressed their favorable opinions in relation to only 19 of

47 items (M= 3.50 or higher), while less favorable ones in relation to 28 items (M= 3.49 or below).

The respondents provided their most positive responses to item 6 (My instructions are good and clear for my language learners, M=4.56), item 7 (I am helpful to my language learners, M=4.36), item 18 (I like my language learners, M=4.23), item 32 (If given the opportunity, my language learners would like to visit a country where English is predominantly spoken, M=4.10), and item 5 (I help my language learners to solve problems in English, M=4.03), respectively.

Whereas, the teacher participants expressed their least positive responses to item 15 (My language learners don't mind getting low grades in English, M=1.93), item 35 (In the past my language learners could find a way to learn English effectively, M=2.76), item 10 (Even if English is not a compulsory subject, my language learners would choose to study it, M=2.83), item 26 (My language learners are happy with their grades in English, M=2.86), and item 14 (My language learners were confident in learning English before/when I started teaching it, M=3.00), respectively. The overall results of the EFL teachers' reported perceptions of their learners' motivational level are shown in Appendix I.

4.4.1 The Preparatory Teachers' Perceptions Across (De)motivational Factors

Furthermore, the EFL teachers' survey reports were investigated across the same (de)motivational factors (Dörnyei, 1998) as follows: (1) Teachers; (2) Course; (3) Attitude toward the Target Community; (4) Attitude to English; (5) Self-confidence; and (6) Attitude of Group Members. Importantly, similar to the preparatory learners, their teachers perceived them to be highly motivated in relation to the Teacher Factor

(items 18, 5, 7, 6, 19, 44). Table 4.4.1.1 shows the distribution of the items in relation to the Teacher-related factor.

Table 4.4.1.1: Descriptive Statistics on the Teachers' Perceptions Related to the Teacher Factor

Item	Description	Mean	SD
18	I like my English learners	4.23	.56
5	I help my language learners to solve problems in English	4.03	.71
7	I am helpful to my language learners	4.36	.88
6	My instructions are good and clear for my language learners	4.56	.50
19	I like the way my language learners learn English	3.93	.52
44	I teach my language learners what they want to learn about English	3.63	.88
Overall average mean		4.12	.67

However, as regards the English course Factor (items 1, 38, 21, 8, 10, 30, 20, 45), the EFL teachers perceived their learners to be less motivated ($M=3.28$). The distribution of the items in relation to the Course-related factor is presented in Table 4.4.1.2.

Table 4.4.1.2: Descriptive Statistics on the Teachers' Perceptions Related to the Course Factor

Item	Description	Mean	SD
1	My classes go at an appropriate pace for my language learners	3.50	1.00
38	The size of my English classes is appropriate	3.90	1.12
21	The English textbooks I have used are easy to understand	3.30	1.05
8	The level of my English classes is adequate for my language learners	3.46	1.13
10	Even if English is not a compulsory subject, my language learners would choose to study it	2.83	.94

Table 4.4.1.2 (cont.)

30	The English textbooks I have used are at their level	3.06	.86
20	I like the textbooks I use for my English classes	3.20	.s92
45	I don't think the number of English classes my language learners have to take each week are too many	3.06	1.31
Overall average mean		3.28	1.04

Regarding the Attitude to the Target Community Factor (items 32, 22, 2, 40, 46, 39, 23, 11, 31, 12), the English instructors perceived their learners to be less, though adequately motivated in this respect ($M=3.56$). Table 4.4.1.3 presents the distribution of the items in this regard.

Table 4.4.1.3: Descriptive Statistics on the Teachers' Perceptions Related to the Attitudes toward L2 Community Factor

Item	Description	Mean	SD
32	If given the opportunity, my language learners would like to visit a country where English is predominantly spoken	4.10	.71
22	My language learners would have good experiences in countries where English is predominantly spoken	3.30	1.20
2	My language learners like the countries where English is predominantly spoken (Britain, Australia, USA, Canada)	3.46	.68
40	If possible, my language learners would like to make friends with a native speaker of English	4.00	.78
46	My language learners want to know more about the countries/cultures where English is predominantly spoken	3.43	.72
39	The more my language learners learn about countries where English is predominantly spoken, the more they like studying English	3.36	.92
23	My language learners have had a good impression of the people from the countries where English is predominantly spoken	3.36	.71
11	My language learners like the people from the countries where English is predominantly spoken	3.70	.70

Table 4.4.1.3 (cont.)

31	My language learners have had a good impression of the countries where English is predominantly spoken	3.40	.67
12	My language learners like the cultures of the countries where English is predominantly spoken	3.56	.72
Overall average mean		3.56	.78

As regards the Attitudes toward English (items 34, 33, 3, 24, 47, 25, 9, 13, 41), the English teachers perceived their learners to be less motivated ($M=3.38$). Table 4.4.1.4 presents the distribution of the items in relation to the Attitude to the Target Language Factor.

Table 4.4.1.4: Descriptive Statistics on the Teachers' Perceptions Related to the Attitude to English Factor

Item	Description	Mean	SD
34	If given the opportunity, my language learners would like to see how well they could really speak English	3.63	.92
33	My language learners are interested in learning English	3.40	.89
3	My language learners like the sound of spoken English	3.66	.59
24	Learning English is an exciting activity for my language learners	3.30	.87
47	The things my language learners have to learn in English don't bother them	3.06	.82
25	Learning English is not a painful task for my language learners	3.26	.78
9	My language learners like how English grammar is constructed	3.46	.81
13	My language learners like how English words are spelled	3.30	.79
41	I don't think there are so many complicated things for my language learners to learn in English	3.40	.89
Overall average mean		3.38	.81

Regarding the Self-confidence Factor (items 42, 4, 36, 14, 27, 35, 26, 15), the EFL instructors perceived their learners be less motivated (M=3.03). Table 4.4.1.5 shows the distribution of the questionnaire items in this regard.

Table 4.4.1.5: Descriptive Statistics on Teachers' Perceptions Related to the Self-confidence Factor

Item	Description	Mean	SD
42	My language learners are embarrassed using English in my classes	3.83	.83
4	My language learners are confident in learning English	3.06	.82
36	My language learners have not had embarrassing experiences in their English classes	3.76	1.04
14	My language learners were confident in learning English before/when I started teaching it	3.00	.87
27	When faced with a problem in their English studies, my language learners can get past it easily	3.06	.98
35	In the past my language learners could find a way to learn English effectively	2.76	.89
26	My language learners are happy with their grades in English	2.86	.77
15	My language learners don't mind getting low grades in English	1.93	.94
Overall average mean		3.03	.89

As regards the Attitudes of Group Members Factor (items 28, 43, 17, 16, 37, 29), the language instructor perceived their learners to be somewhat adequately motivated (M=3.47). Table 4.4.1.6 presents the distribution of the questionnaire items in terms of participants' reported perceptions on the Attitude of Group Members.

Table 4.4.1.6: Descriptive Statistics on the Teachers' Perceptions Related to the Attitude of Group Members Factor

Item	Description	Mean	SD
28	My language learners don't feel inferior to their classmates for their English ability	3.56	.77
43	My language learners like everyone in their group/classroom	3.63	.88
17	My language learners have not distracted each other from studying English in class	3.23	1.07
16	My language learners have not laughed at each other because of their English ability	3.26	1.01
37	My language learners don't get demotivated by embarrassing experiences in class	3.23	1.07
29	My language learners cooperate with their peers in learning	3.96	.55
Overall average mean		3.47	.89

4.4.2 The EFL Teachers' Perceptions in Relation to Variables

4.4.2.1. Gender

In order to identify a difference, if any, in the perceptions of the EFL teachers across genders, t-test was applied to the pertinent survey data. The related results are shown in Table 4.4.2.1.

Table 4.4.2.1: t-test Results for the EFL teachers in Relation to Gender

Gender	N	Mean	Std. Deviation	t-value	p-value
Male	5	3.37	.076	.820	.532
Female	25	3.46	.086		

Since the p-value for the predictive variable was .541 which was greater than the established confidence level of 0.05, no statistically significant difference was identified between the male and female respondents' perceptions of their learners' (de)motivational level.

Further, both the male and female instructors provided their most positive responses in relation to item 7 (I am helpful to my language learners, M=4.60 and M=4.32, respectively), item 6 (My instructions are good and clear for my language learners, M=4.60 and M=4.56, respectively), and item 32 (If given the opportunity, my language learners would like to see how well they can really speak English, M=4.00 and M=4.12, respectively), in a different rank order though. Moreover, the male respondents also gave their most positive responses in relation to item 5 (I help my language learners to solve problems in English, M=4.60), and item 38 (The size of my English classes is appropriate, M=4.20), whereas their female counterparts item 18 (I like my language learners, M=4.28), and item 40 (If possible, my language learners would like to make friends with a native speaker of English, M=4.08) (see Table 4.4.2.2).

Table 4.4.2.2: The EFL Teachers' Most Positive Responses in Relation to Gender

Gender	Item	Description	Mean	SD
Male	7	I am helpful to my language learners	4.60	.54
	6	My instructions are good and clear for my language learners	4.60	.54
	5	I help my language learners to solve problems in English	4.60	.54
	38	The size of my English classes is appropriate	4.20	.44
	32	If given the opportunity, my language learners would like to see how well they can really speak English	4.00	.70
Female	6	My instructions are good and clear for my language learners	4.56	.50
	7	I am helpful to my language learners	4.32	.94
	18	I like my language learners	4.28	.61
	32	If given the opportunity, my language learners would like to see how well they can really speak English	4.12	.72
	40	If possible, my language learners would like to make friends with a native speaker of English	4.08	.75

Furthermore, both the male and female teacher participants expressed their least positive responses to item 15 (My language learners don't mind getting low grades in English, M=1.60, M=1.76, respectively), item 35 (In the past my language learners could find a way to learn English effectively, M=2.20, M=2.88, respectively), and item 26 (My language learners are happy with their grades in English, M=2.40, M=2.96, respectively).

Moreover, the male teachers also provided their least positive responses to item 45 (I don't think the number of English classes my language learners have to take each week are too many, M=1.60), item 22 (My language learners would have good experiences in countries where English is predominantly spoken, M=2.60), whereas their female counterparts provided their least positive responses to item 10 (Even if English is not a compulsory subject, my language learners would choose to study it, M=2.76), and item 14 (My language learners were confident in learning English before/when I started teaching it, M=3.00), respectively (see Table 4.4.2.3).

Table 4.4.2.3: The EFL Teachers' Least Positive Responses in Relation to Gender

Gender	Item	Description	Mean	SD
Male	15	My language learners don't mind getting low grades in English	1.60	.89
	45	I don't think the number of English classes my language learners have to take each week are too many	1.60	.54
	35	In the past my language learners could find a way to learn English effectively	2.20	.83
	26	My language learners are happy with their grades in English	2.40	.54
	22	My language learners would have good experiences in countries where English is predominantly spoken	2.60	1.81
Female	15	My language learners don't mind getting low grades in English	1.76	.96

Table 4.4.2.3 (cont.)

10	Even if English is not a compulsory subject, my language learners would choose to study it	2.76	.96
35	In the past my language learners could find a way to learn English effectively	2.88	.88
26	My language learners are happy with their grades in English	2.96	.78
14	My language learners were confident in learning English before/when I started teaching it	3.00	.91

4.4.2.2 Age

As regards the EFL teachers' reports in relation to the age variable, the analysis of the survey data revealed the following. As the demographic data in Chapter 3 illustrated in this regard, the preparatory teachers in this study were placed into three main categories as follows: the instructors aged between 35 and 40 years, the instructors aged between 40 and 45 years and the instructors aged between 45 and 50 years. ANOVA test was applied to the related survey data and provided the following results (see Table 4.4.2.1).

Table 4.4.2.1: ANOVA Test Results

Group	No.	Mean	SD	F-value	P-value
35-40 years	8	3.30	.87	1.303	.437
40-45 years	15	3.51	.82		
45-50 years	7	3.49	.81		

The results of ANOVA test yielded p-value of .437, higher than the established significance level of 0.05, which seemed to indicate no statistically significant difference between the respondents' perceptions of their learners' (de)motivational levels across the teachers' age groups.

Regarding the three most positive responses, all respondents reported item 6 (My instructions are good and clear for my language learners, M=4.50, M=4.66, M=4.42, respectively). Interestingly, both the younger respondents (aged between 35 and 40 years) and the older respondents (aged between 45 and 50 years) indicated item 7 (I am helpful to my language learners, M=4.62, M=4.42, respectively), whereas the older participants and the oldest participants stated item 18 (I like my language learners, M=4.40, M=4.14, respectively), in a different rank order though.

Moreover, the younger teachers provided most positive responses to item 5 (I help my language learners to solve problems in English, M=4.25), and the older instructors to item 38 (The size of my English classes is appropriate, M=4.26). Table 4.4.2.2 displays the most positive responses of the EFL teachers in relation to their age variable.

Table 4.4.2.2: The EFL Teachers' Most Positive Responses across Different Age Groups

Age	Item	Description	Mean	SD
35-40 yrs.	7	I am helpful to my language learners	4.62	.51
	6	My instructions are good and clear for my language learners	4.50	.53
	5	I help my language learners to solve problems in English	4.25	.46
40-45 yrs.	6	My instructions are good and clear for my language learners	4.66	.48
	18	I like my language learners	4.40	.50
	38	The size of my English classes is appropriate	4.26	.88
45-50 yrs.	7	I am helpful to my language learners	4.42	.53
	6	My instructions are good and clear for my language learners	4.42	.53
	18	I like my language learners	4.14	.69

As regards the language instructors' least positive responses, all 3 respondents reported item 15 (My language learners don't mind getting low grades in English, M=2.00, M=1.66, M=1.57, respectively). Interestingly, both the younger and the older participants also indicated item 10 (Even if English is not a compulsory subject, my language learners would choose to study it, M=2.37, M=2.87, respectively).

Moreover, the younger respondents provided their least positive responses to item 17 (My language learners have not distracted each other from studying English in class, M=2.37), their older counterparts to item 26 (My language learners are happy with their grades in English, M=2.87), and the oldest teachers to item 35 (In the past my language learners could find a way to learn English effectively, M=2.28) and item 27 (When faced with a problem in their English studies, my language learners can get past it easily, M=2.71, respectively). Table 4.4.2.3 represents the least positive responses of the EFL teachers across age groups.

Table 4.4.2.3: The EFL Teachers' Least Positive Responses across Different Age Groups

Age	Item	Description	Mean	SD
35-40 yrs.	15	My language learners don't mind getting low grades in English	2.00	1.30
	17	My language learners have not distracted each other from studying English in class	2.37	.51
	10	Even if English is not a compulsory subject, my language learners would choose to study it	2.37	.91
40-45 yrs.	15	My language learners don't mind getting low grades in English	1.66	.81
	26	My language learners are happy with their grades in English	2.87	.83
	10	Even if English is not a compulsory subject, my language learners would choose to study it	2.87	.83

Table 4.4.2.3 (cont.)

45-50 yrs.	15	My language learners don't mind getting low grades in English	1.57	.78
	35	In the past my language learners could find a way to learn English effectively	2.28	.48
	27	When faced with a problem in their English studies, my language learners can get past it easily	2.71	.75

4.4.2.3 Teaching Experience

As regards the EFL teachers' reports in relation to the length of their teaching experience, the analysis of the survey data demonstrated the following. As the demographic data in Chapter 3 demonstrated in this regard, the teacher participants of the current study were placed into three main categories as follows: 9 teachers with 14-16 years of professional experience, 7 teachers with 17-19 years of teaching experience, and 14 teachers with 20-23 years of professional experience. Importantly, across the three groups the most experienced preparatory teachers expressed more positive perceptions ($M=3.56$) of their learners' motivational level than their less experienced counterparts ($M=3.35$ and $M=3.36$, respectively). ANOVA test was applied to the survey data to yield the following results (see Table 4.4.3.1).

Table 4.4.3.1: ANOVA Results

Teaching Experience	No.	Mean	SD	F-value	P-value
14-16 years	9	3.36	.89	1.233	.462
17-19 years	7	3.35	.80		
20-23 years	14	3.56	.81		

The level of 0.05 was established as statistically significant, with a p-value of .462, thus the survey results indicated no statistically significant difference between the EFL teachers' survey reports in relation to the length of their teaching experience.

Regarding the survey reports on the (de)motivational levels of their learners, all the respondents across 3 groups provided their most positive responses in relation to item 6 (My instructions are good and clear for my language learners, M=4.55, M=4.42, M=4.64, respectively) and item 7 (I am helpful to my language learners, M=4.55, M=4.42, M=4.21, respectively), in a different rank order though. Moreover, the language teachers with 14 and 16 years of professional experience also indicated item 5 (I help my language learners to solve problems in English, M=4.33), their more experienced counterparts (with 17 and 19 years of teaching experience) item 32 (If given the opportunity, my language learners would like to visit a country where English is predominantly spoken, M=4.42), and the most experienced respondents (with 20 and 23 years of professional experience) item 18 (I like my language learners, M=4.35). Table 4.4.3.2 demonstrates the most positive responses of the EFL teachers in terms of their professional experience.

Table 4.4.3.2: The Most Positive Responses of the EFL Teachers in Relation to their Teaching Experience

Experience	Item	Description	Mean	SD
14-16 yrs.	7	I am helpful to my language learners	4.55	.72
	6	My instructions are good and clear for my language learners	4.55	.52
	5	I help my language learners to solve problems in English	4.33	.50
17-19 yrs.	6	My instructions are good and clear for my language learners	4.42	.53
	7	I am helpful to my language learners	4.42	.53

Table 4.4.3.2 (cont.)

	32	If given the opportunity, my language learners would like to visit a country where English is predominantly spoken	4.42	.78
20-23 yrs.	6	My instructions are good and clear for my language learners	4.64	.49
	18	I like my language learners	4.35	.63
	7	I am helpful to my language learners	4.21	1.12

As regards the least positive perceptions of the EFL instructors of their learners' (de)motivational levels, all the respondents provided their least positive responses to item 15 (My language learners don't mind getting low grades in English, M=2.00, M=1.28, M=1.78, respectively). Interestingly, both the less experienced and their more experienced counterparts also indicated item 10 (Even if English is not a compulsory subject, my language learners would choose to study it, M=2.44, M=2.28, respectively). Moreover, the more experienced and most experienced instructors also provided their least positive responses to item 26 (My language learners are happy with their grades in English, M=2.42, M=2.92, respectively).

Finally, the less experienced instructors also stated item 14 (My language learners were confident in learning English before/when I started teaching it, M=2.55), and their most experienced counterparts item 35 (In the past my language learners could find a way to learn English effectively, M=2.78). Table 4.4.3.3 represents the least positive responses of the EFL teachers in relation to their professional experience.

Table 4.4.3.3: The Least Positive Responses of the EFL Teachers in Relation to their Teaching Experience

Experience	Item	Description	Mean	SD
14-16	15	My language learners don't mind getting low grades in English	2.00	1.22
	10	Even if English is not a compulsory subject, my language learners would choose to study it	2.44	.88
	14	My language learners were confident in learning English before/when I started teaching it	2.55	.72
17-19 yrs.	15	My language learners don't mind getting low grades in English	1.28	.48
	10	Even if English is not a compulsory subject, my language learners would choose to study it	2.28	.75
	26	My language learners are happy with their grades in English	2.42	.53
20-23 yrs.	15	My language learners don't mind getting low grades in English	1.78	.89
	35	In the past my language learners could find a way to learn English effectively	2.78	.97
	26	My language learners are happy with their grades in English	2.92	.82

4.5 Research question 3

Is there congruence between the respondents' voices?

In order to find out if the EFL preparatory learners' self-reports and their language instructors reported perceptions of their learners' (de)motivational level were congruent, t-test was applied to the survey data. In this regard, a significant level of 0.05 was indicated as the confidence level, thus survey items with p-value not greater than 0.05 were identified as different in terms of statistical significance.

Table 4.5.1 The Triangulation of the EFL Learners' and Teachers' Survey Reports

Item	Respondents	Mean	SD	p-value
2	Learner	4.26	.83	.000
	Teacher	3.46	.68	
4	Learner	4.04	.88	.000
	Teacher	3.06	.82	
6	Learner	4.11	.89	.001
	Teacher	4.56	.50	
10	Learner	3.59	1.25	.001
	Teacher	2.83	.94	
14	Learner	3.58	1.09	.004
	Teacher	3.00	.87	
15	Learner	2.35	1.18	.004
	Teacher	1.73	.94	
17	Learner	3.72	1.04	.031
	Teacher	3.23	1.07	
22	Learner	4.41	.73	.000
	Teacher	3.30	1.20	
23	Learner	3.81	.94	.007
	Teacher	3.36	.71	
24	Learner	3.94	.95	.001
	Teacher	3.30	.87	
25	Learner	3.61	1.02	.048
	Teacher	3.26	.78	

Table 4.5.1 (cont.)

29	Learner	3.06	1.05	.000
	Teacher	3.96	.55	
30	Learner	3.59	.85	.005
	Teacher	3.06	.86	
32	Learner	4.48	.83	.015
	Teacher	4.10	.71	
33	Learner	4.15	.98	.000
	Teacher	3.40	.89	
34	Learner	4.32	.72	.001
	Teacher	3.66	.92	
35	Learner	3.25	1.03	.014
	Teacher	2.76	.89	
39	Learner	3.88	.96	.010
	Teacher	3.36	.92	
46	Learner	4.07	.95	.000
	Teacher	3.43	.72	
47	Learner	3.78	1.03	.000
	Teacher	3.06	.82	

As regards the respondents' survey reports, the t-test results, a p-value being .000 revealed a statistically significant difference between the EFL preparatory learners' self-reports on their (de)motivational level and their preparatory teachers' perceptions of their learners' (de)motivational level (see Table 4.5.1).

The EFL learners reported high motivation in relation to the Attitude to the Target Community Factor (6 items overall), the most significant statistical difference being between the participants' survey reports in relation to item 2 (liking the countries where English is predominantly spoken (Britain, Australia, USA, Canada), $M=4.26$, $M=3.46$, respectively), item 22 (imagining to have good experiences in countries where English is predominantly spoken, $M=4.41$, $M=3.30$, respectively), and item 46 (wanting to know more about the countries/cultures where English is predominantly spoken, $M=4.07$, $M=3.43$, respectively). It should be noted that the language learners' self-reports in relation to these items were consistently more positive than their English teachers' reported perceptions on their learners' motivational level.

Further, the t-test results demonstrated another statistically significant difference between the participants' survey responses in relation to the Attitude to the English Language Factor (7 items overall), specifically item 33 (interest in learning English, $M=4.15$, $M=3.40$, respectively), and item 47 (not being bothered about the things to learn in English, $M=3.78$, $M=3.06$, respectively). In the same vein, the EFL learners' self-reported motivational levels in this regard were consistently higher than those perceived by their teachers.

Furthermore, the statistical analysis showed a significant difference between the EFL learners' and teachers' self-reports and reported perceptions in relation to the Self-confidence Factor (4 items overall), the most statistically significant difference being in relation to item 4 (confidence in learning English, $M=4.04$, $M=3.06$, respectively).

It should be noted that the preparatory learners' and their instructors' survey responses in relation to the Attitude of Group Members Factor (overall 2 items) as well as the Teacher Factor (overall 1 item) revealed that the language teachers' reported perceptions of their learners' motivational level were more positive than the language learners' self-reports in relation to the 2 statistically significant items, item 29 (language learners cooperation with their peers in learning, M=3.96, M=3.06, respectively) as well as item 6 (Teachers' instructions being good and clear for language learners, M=4.56, M=4.11, respectively).

Furthermore, triangulation of the EFL learners' self-reported (de)motivational level and their teachers' reported perceptions of their learners' (de)motivational level revealed promising congruence in terms of the rank order of the respondents' overall means of the survey responses (see Table 4.5.2).

Table 4.5.2: The Overall Means of the EFL Learners' Self-Reports and Teachers' Perceptions across 6 Factors

Factors	EFL Learners' Mean/ Rank Order	EFL Teachers' Mean/ Rank Order
Teacher	4.11/I	4.12/I
Course	3.56/V	3.28/V
Attitude to the Target Community	3.99/II	3.56/II
Attitude to English	3.72/III	3.38/IV
Self-confidence	3.15/VI	3.03/VI
Attitude of Group Members	3.58/IV	3.47/III

Specifically, both learner and teacher participants provided the most positive responses in relation to the Teacher Factor, the overall means being $M=4.11$ and $M=4.12$, respectively. Further, the learner and teacher respondents gave their least positive responses in relation to the Self-confidence Factor, the overall means being $M=3.15$ and $M=3.03$, respectively. Interestingly, the rank order of the preparatory learners' and teachers' response means in relation to the following factors was also congruent: the Attitude to the Target Community Factor ($M=3.99$ and $M=3.56$, respectively), as well as the English Language Course Factor ($M=3.56$ and $M=3.28$, respectively). It should also be noted that the EFL learners' and their language instructors' survey data in terms of the rank order in relation to the Attitude to English Factor ($M=3.72$ and $M=3.38$, respectively), as well as the Attitude of Group Members Factor ($M=3.58$ and $M=3.47$, respectively) were somewhat congruent.

However, except the Teacher Factor, the overall means of the preparatory learners' self-reported (de)motivational levels in relation to such factors as the English Course, Attitude to the Target Community, Attitude to English, Self-confidence, and Attitude of Group Members were consistently higher than the English language teachers' reported perceptions of their learners' (de)motivational level.

4.6 Summary

Chapter 4 presented the results of the current study in accordance with the research questions. Specifically, it described the findings related to the reliability of the data collection instrument, the survey reports of the EFL learners regarding their (de)motivation, as well as in relation to their gender, age, language learning experiences and prospective departments. Further, the chapter reported the results pertaining to the EFL teachers' survey reports as regards their learners'

(de)motivation, in relation to their gender, age, and teaching experience. Finally, the survey data were triangulated in terms of the congruence between the EFL learners' and teachers' survey reports.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Presentation

This chapter provides the major findings of the study, their discussion in light of the pertinent research and studies, as well as a summary of the study results. The following sections present the pedagogical implications and suggestions for further research.

5.2 Discussion of the major findings

The current study explored the (de)motivational levels of the EFL preparatory learners at Eastern Mediterranean University (EMU) in Turkish Republic of Northern Cyprus (TRNC). Specifically, it administered a survey to the EFL teachers and learners at the School of Foreign Languages and English Preparatory School (FLEPS) at EMU. The study employed a modified version of the questionnaire on (de)motivation previously administered in another EFL context, and it collected comprehensive quantitative data on the EFL learners' (de)motivational level at the Language school, specifically, the preparatory learners' self-reports as well as their English teachers' perceptions of their learners' (de)motivational level. Further, the present study also investigated the respondents' survey reports in relation to the teachers' gender, age and teaching experience, as well as in relation to the learners' gender, age, language learning duration, and their prospective departments. Finally, the study examined the congruence between the participants' survey reports regarding the (de)motivational levels of the EFL learners in the preparatory classes.

The major findings of the study were as follows. The Cronbach's Alpha scores of the Teachers' version (.89) as well as the Learners' version (.88) were above the established acceptable standard of .70, which indicated a high level of internal consistency, hence reliability of the data collection instrument.

5.2.1 Research question 1

To what extent are the preparatory EFL learners (de)motivated in their target language learning?

Regarding the EFL learners' survey reports, the average mean score of their reports, $M=3.74$, seemed to indicate a more than adequate motivational level in the preparatory classes. This result is at variance with the related findings in the previous studies where language learners reported an overall low level regarding their motivation in English learning (Bekleyen, 2011; Chambers, 1993; Christophel & Gorham, 1992; Dörnyei, 1998; Falout & Elwood & Hood, 2009; Ghasemi & Kaivanpanah, 2011; Muhonen, 2004; Peralı, 2003; Ushioda, 1998). However, the findings of this study supported the results of the earlier research conducted among EFL learners (Chambers, 1993; Çolak, 2008; Falout & Maruyama, 2004; Humphreys & Spratt, 2008; Liu, 2007; Sariyer, 2008; Sinal, 2002; Uluçaylı, 2012).

Specifically, the EFL learners in the present study provided positive responses to 36 items (averaging 3.50 or higher), whereas less positive responses only to 11 items (average below 3.5). The preparatory learners were reportedly highly motivated in terms of such items related to the Attitudes to the Target Community Factor as *If I have the opportunity, I would like to visit a country where English is predominantly spoken, I imagine I would have good experiences in countries where English is*

predominantly spoken, as well as Teacher Factor *I like my English teachers*. These findings were not in line with the related results in Chambers (1993), Christophel and Gorham (1992), Dörnyei (1998), Farmand and Rokni (2014), Gan, Humpreys and Hamp-Lyons (2004), Jomairi (2011), Kikuchi and Sakai (2009), Muhonen (2004), Uluçaylı (2012), and Zorba and Gilanlioğlu (2013) on the EFL learners' reportedly moderate motivational level in relation to their teachers. Whereas the positive findings in this study related to the Attitudes to the L2 Community Factor were somewhat consistent with the related results in Ghasemi and Kaivanpanah (2011) as the language learners were reportedly moderately motivated in terms of the L2 community.

Conversely, the preparatory learners in this research provided their least positive responses to such items related to the Self-confidence Factor as *I don't mind getting low grades in English, I have been happy with my grades in English*, as well as Attitude of Group Members Factor such as *my classmates cooperate with me in learning*. . In this regard, the EFL learners in this study reported inadequate self-confidence in learning English or as well as unfavorable attitudes of their group members. These findings supported the related results in Chambers (1993), Falout and Maruyama (2004), Jomairi (2011), Sarıyer (2008), and Zorba and Gilanlioğlu (2013) since the EFL learners in these studies were also reportedly demotivated by getting low grades. Moreover, the results of the present research confirmed Dörnyei's findings (1998) since his learner participants were also demotivated by their peers' lack of co-operation.

Regarding the motivational levels of the EFL learners in relation to gender, the male preparatory learners were reportedly highly motivated in terms of such items related to the Attitude to Target Community as *If I have the opportunity, I would like to visit a country where English is predominantly spoken*, and *I imagine I would have good experiences in countries where English is predominantly spoken*, whereas their female counterparts in terms of such items related to the Teacher Factor as *My teachers are helpful to me*, and *I like my English teachers*. These findings were at variance with those of Ghasemi and Kaivanpanah (2011) since the female students in their study were more demotivated than their male counterparts in relation to the Teacher Factor, while the male students were more demotivated than their female counterparts in terms of the Attitude towards the English Speaking Community Factor. The result of the present research suggested that the female learners could relate to their English speaking learning more than their male counterparts.

Interestingly, both male and female EFL learners had lower motivational level to such items related to the Self-confidence and the Attitude of group members Factors as *I don't mind getting low grades in English* and *my classmates cooperate with me in learning*. This finding suggested that regardless of their gender, the preparatory learners did not have adequate self-confidence and did not experience a favorable attitude of their group members. However, the statistical analysis of the survey data revealed that there were no significant differences between the male and female learners' reports in this regard.

As regards the motivational level of the preparatory learners in relation to their English language learning duration, the least experienced language learners were

more motivated in their attitude towards the English speaking community than their more and most experienced counterparts. However, the analysis of the related survey data did not reveal a statistically significant difference in this regard, either.

Interestingly, regardless of their language learning duration, all EFL learners reportedly had a lower motivational level in terms of such items related to the Self-confidence Factor as *I don't mind getting low grades in English* and as well as in relation to the Attitude of Group Members Factor *My classmates cooperate with me in learning*, respectively. These findings suggested that all preparatory learners with different English language experiences would not cope with failure and experience unfavorable attitude of the group members.

Regarding the EFL learners' motivational level in relation to their age in the present research, all the participants' across all age categories reportedly had very positive attitudes towards the English speaking community, specifically in relation to such items as *If I had the opportunity, I would like to visit an English speaking community* as well as *I imagine that I would have good experiences in countries where English is predominantly spoken*. Further, the older preparatory learners were less motivated in terms of such items related to the Self-confidence Factor and the Attitude to the English Course Factor as *In the past I could find a way to learn English effectively* and *learning English is not a painful task for me*, respectively, than their relatively younger, less experienced counterparts. These results suggested that the older EFL learners had previously experienced a reduction or failure in their self-confidence and disappointment or frustration in learning English. However, the analysis of the pertinent survey data did not reveal a statistically significant difference in this regard,

either. The findings of the present study were at some variance with the related results of the previous study by Kormos and Csizer (2008) which reported that motivated behavior shows considerable variation across age groups.

5.2.2 Research question 2

What are the language teachers' perceptions of their language learner's (de)motivational level?

Regarding the EFL teachers' survey reports, the average mean score of their responses, $M=3.45$, seemed to indicate that they perceived their learners to be moderately motivated in their studies. Specifically, the instructors expressed their favorable perceptions in relation to only 19 items (averaging 3.50 or higher), while less favorable perceptions in relation to 28 items (average below 3.5).

Further, the language teachers provided their most positive responses in relation to the Teacher Factor, specifically the related items such as *My instructions are good and clear for my language learners*, *I am helpful to my language learners*, and *I like my language learners*, whereas their least positive responses in relation to the Self-confidence Factor, specifically the related items such as *My language learners don't mind getting low grades in English*, and *In the past my language learners could find a way to learn English effectively*, as well as in relation to the English Course Factor, the related items being *Even if English is not a compulsory subject, my language learners would choose to study it*.

As regards the gender variable, both the male and female EFL teachers perceived their learners to be highly motivated in terms of such items related to the Teacher Factor as *My instructions are good and clear for my language learners*, *I am helpful*

to my language learners, I like my language learners, and I help my language learners to solve problems in English. Whereas the participants of both genders expressed less positive perceptions of their learners' motivation in terms of such items related to the Self-confidence Factor as *My language learners don't mind getting low grades in English,* and *In the past my language learners could find a way to learn English effectively,* as well as in relation to the English Course Factor, *Even if English is not a compulsory subject, my language learners would choose to study it,* and *I don't think the number of English classes my language learners have to take each week are too many.* These results suggested that the male and female instructors' survey responses on their learners' (de)motivational level were somewhat congruent in terms of the Teacher Factor and the Self-confidence Factor.

Regarding the EFL teachers' survey reports in relation to their age in this study, all the respondents across the entire age range consistently expressed their positive perceptions of their learners' motivational level in relation to the Teacher Factor, the related items being *My instructions are good and clear for my language learners, I am helpful to my language learners, and I like my language learners,* whereas negative perceptions in relation to the Self-confidence Factor, related items being *My language learners don't mind getting low grades in English, My language learners are happy with their grades in English, and In the past my language learners could find a way to learn English effectively.* Interestingly, only the youngest instructors perceived their learners to be inadequately motivated in relation to the Attitude of Group Members Factor, the related items being *My language learners have not distracted each other from studying English in class.* These results suggested that overall the survey responses of the instructors across different age groups on their

learners' (de)motivational level were somewhat congruent in terms of the Teacher Factor and the Self-confidence Factor.

Further, as regards the EFL teachers' survey reports in relation to their teaching experience the most experienced preparatory teachers expressed more positive perceptions (M=3.56) on their learners' motivational level than their less and least experienced counterparts (M=3.35 and M=3.36, respectively). However the results of ANOVA test did not suggest a statistical difference across the participants' survey reports. Furthermore, all the preparatory teachers perceived their learners to be highly motivated in relation to the Teacher Factor, related items being *My instructions are good and clear for my language learners, I am helpful to my language learners, and I like my language learners*, whereas least motivated in relation to the Self-confidence Factor, related items being *My language learners don't mind getting low grades in English, and In the past my language learners could find a way to learn English effectively*. Further, the language instructors within 14-16 years, as well as 17-19 years of professional experience, respectively, expressed their least positive perceptions in relation to the English Course Factor, related item being *Even if English is not a compulsory subject, my language learners would choose to study it*.

5.2.3 Research question 3

Is there congruence between the respondents' voices?

Regarding the preparatory learners' reports across all (de)motivational factors in the present research, the analysis demonstrated their high motivational levels in relation to the Teacher (M=4.11), Attitude to the Target Community (M=3.99), Attitude to English (3.72); whereas adequate motivation in respect of Attitude of Group

Members (M=3.58) and the Language Course (M=3.56), and lower motivation in relation to Self-confidence (M=3.15). As regards the language teachers' perceptions across the same factors, the analysis showed that they perceived their EFL learners as highly motivated in relation to the Teacher (M=4.12), Attitude to the Target Community (M=3.56), adequately motivated in respect of Attitude of Group Members (M=3.47); whereas less motivated in relation to Attitude to English (M=3.38), the Language Course (M=3.28), and Self-confidence (M=3.03).

Interestingly, the overall average of the learners' reported motivational level in relation to the Teacher Factor was almost congruent with the overall average of the teachers' perceptions of their learners' motivational level in relation to the same factor. Further, the decreasing order of the overall averages of the learners' and teachers' responses was congruent in terms of the following factors: Attitude to the Target Community, the Language Course, and Self-confidence; whereas somewhat congruent in respect of such factors as Attitude to English and Attitude of Group Members.

However, except the Teacher Factor, the teachers perceived their learners as consistently less motivated across other factors as compared to the learner's related self-reports. Thus, the findings of the present survey seemed to indicate overall an adequate motivational level and a promising degree of congruence between the participants' voices in the preparatory EFL classrooms under investigation. However, the self-reported lower motivational level in relation to self-confidence and perceived lack of motivation of the learners in respect of Attitude of Group Members, Attitude to English, the Language Course, as well as Self-confidence warranted attention.

Table 5.2.3.1: The Overall Means of the EFL Learners' Self-reports and Teachers' Perceptions across 6 (De)motivational Factors

Factors	EFL Learners' Mean/ Rank Order	EFL Teachers' Mean/ Rank Order
Teacher	4.11/I	4.12/I
Course	3.56/V	3.28/V
Attitude to the Target Community	3.99/II	3.56/II
Attitude to English	3.72/III	3.38/IV
Self-confidence	3.15/VI	3.03/VI
Attitude of Group Members	3.58/IV	3.47/III

The results of the present study were at variance with the findings of Falout and Maruyama's (2004) survey administered to the Japanese EFL learners in terms of the rank order of the overall means of their respective reports (see Table 5.2.3.2).

Table 5.2.3.2: The Overall Means of the Falout & Maruyama's Survey and the Present Study

Factors	Falout & Maruyama's survey	The Present Survey
Teacher	III	I
Course	IV	V
Attitude to the Target Community	I	II
Attitude to English	V	III
Self-confidence	VI	VI
Attitude of Group Members	II	IV

Interestingly, the EFL learners' self-reports in the present study were congruent with the Japanese EFL learners' self-reports in relation to the Self-confidence Factor. This finding suggested that the language learners in both surveys self-reported that they were least motivated in terms of their self-confidence in English language learning.

Further, the responses of the preparatory learners in the current research were somewhat congruent with those in the Japanese context in relation to the Course Factor and Attitude to the Target Community Factor. The results seemed to indicate that the English language learners in both instructional contexts reported a high degree of motivation in terms of the Attitude to the Target Community Factor, however, an inadequate motivational level in relation to the Course Factor. Importantly, the comparison of the rank orders of the respective overall means across both EFL contexts revealed lack of congruence in relation to the Teacher Factor, the Attitude to English Factor as well as the Attitude of Group Members Factor. These results suggested that the English preparatory learners in the context of the present study were reportedly highly motivated, whereas the Japanese learners were somewhat motivated in relation to the Teacher Factor. Further, the results seemed to indicate that the EFL learners in this study were adequately motivated while in the Japanese context inadequately motivated in relation to the Attitude to English Factor. Moreover, the language learners in this study were inadequately motivated whereas the Japanese learners adequately motivated in relation to the Attitude of Group Members Factor.

Importantly, in the present research, triangulation of the EFL learners' self-reports with their teachers' reported perceptions of their learners' (de)motivational level in

terms of the variables of gender and age for both, as well as learning experience and prospective department for learners and teaching experience for teachers revealed the following. The overall means of the survey responses suggested that both the female preparatory learners as well as the female language instructors were somewhat more positive in their respective responses than their male counterparts. Further, as regards the most positive responses, the female preparatory learners in this survey self-reported a high motivational level mostly in relation to the Teacher Factor, similar to the female and male English language instructors.

However, the male preparatory learners self-reported to be highly motivated mostly in relation to the Attitude to the Target Community Factor. These results supported the previous findings in terms of the language learners' high motivation level in relation to the Teacher Factor as well as to the Attitude to Target Community Factor. Regarding the least positive survey responses, interestingly the learner participants indicated their low motivational level predominantly in relation to the Attitude to English Factor, further, the Self-confidence as well as the Attitude of Group Members Factors. Whereas, the female and male English instructors expressed their least positive responses in relation to the learners' Self-confidence Factor mostly.

As regards the age variable, interestingly the youngest EFL learners seemed to be most highly motivated as compared to their older and oldest counterparts. Whereas, it was the older language instructors who seemed to report somewhat more positive perceptions of their learners' motivational level as compared to the oldest as well as the youngest counterparts. Regarding the most positive survey responses, the preparatory learners across the entire age range self-reported a high motivational

level in relation to the Attitude to the Target Community Factor. Whereas, the preparatory teachers expressed their most positive perceptions of their learners' motivational level predominantly in relation to the Teacher Factor. As regards the least positive survey responses, both the learner and teacher respondents across all age groups consistently self-reported as well as reported the lower motivational level mostly in relation to the Self-confidence Factor.

Finally, as regards the language learning and language teaching experiences, interestingly the most and adequately experienced language learners expressed a higher degree of the motivational level than their least experienced counterparts. In the same vein, the most experienced language instructors expressed more positive perceptions of their learners' motivational level than their least experienced counterparts.

As regards the learner and teacher participants' most positive survey responses, all the EFL learners predominantly self-reported a high motivational level in relation to the Attitude to the Target Community Factor. Whereas, their English instructors consistently reported that their learners were highly motivated in relation to the Teacher Factor. Regarding the least positive survey responses, the preparatory learners with different learning experiences indicated their lower motivational level in relation to the Self-confidence Factor as well as the Attitude to the Target Community Factor. In a somewhat similar vein and consistently with their previous reports, the preparatory teachers reported that their learners were not motivated in relation to the Self-confidence Factor.

Finally, regarding the EFL learners' prospective departments, interestingly prospective majors in Medicine reported to be overall highly motivated which can be accounted for by the fact that the medium of instruction at the Faculty is English, and also that their student body is represented by the international students. Further, prospective majors in the Social Sciences as well as Architecture self-reported a high motivational level which can be due to the fact that the related programs of the study require an extensive use of English. Whereas, prospective Sciences majors self-reported an adequate motivational level which can be accounted for the related requirements of their respective programs.

5.3 Summary

The present study explored the EFL learners' (de)motivation in the preparatory classes at Eastern Mediterranean University (EMU) in Turkish Republic of Northern Cyprus (TRNC). Specifically, it administered a survey to the 105 language learners and 30 teachers at the School of Foreign Languages and English Preparatory School (SFLEPS) at EMU. The study collected comprehensive quantitative data on the (de)motivational levels of the EFL learners in the context under investigation through administration of the questionnaire developed by Falout and Maruyama (2004) which was adapted for the research purposes of the present study.

As regards the EFL learners, the analysis of their responses showed overall an adequate level of their motivational level. Furthermore, no statistically significant difference was found between the male and female learners' survey reports, among the youngest and oldest learners' survey responses, among the least, less and most experienced English language learners' survey reports as well as among the survey reports of the EFL learners in terms of their prospective departments.

Regarding the EFL teachers, the analysis of their survey reports demonstrated that their perceptions of their preparatory learners' motivational level were overall consistently lower than those self-reported by the learners. Further, no statistically significant difference was found between the male and female teachers' survey reports among the youngest, older and oldest respondents, and among the EFL instructors' survey reports in terms of their teaching experience.

Finally, the examination of the EFL teachers' and learners' survey reports demonstrated congruence in that both teachers and their learners' perceptions and self-reports, respectively, high motivation of the preparatory learners in relation to the Teacher Factor as well as the least motivation in relation to the Self-confidence Factor. However, the learner and teacher participants' survey reports in relation to the other factors revealed some congruence in terms of the rank order of the overall means of their respective survey reports. Whereas the preparatory learner and teacher questionnaire responses showed lack of congruence in terms of their self-reports and perceptions in relation to the Course, Attitude to English Community, Attitude to English, as well as Attitude of Group Members Factors.

In this regard, the study provided important implications for the English language instruction in the context under investigation as well as made suggestions for prospective research.

5.4 Pedagogical Implications

This study contributes to the continuing research on (de)motivation in language learning, especially in EFL contexts. Owing to the scarcity of survey studies on (de)motivation in the EFL context, involving language teachers and learners, the

present research provided comprehensive data on learner (de)motivation in general, further, in relation to the teacher and learner variables, as well as in terms of congruence between the teachers' and learners' views. In this regard, the current study provided insights into the EFL learners' self-reports and teachers' perceptions of the (de)motivational levels of their language learners in the context of the present study.

Importantly, this research demonstrated a promising degree of congruence between the EFL teacher's perceptions and learners' self-reports in terms of their (de)motivational level. The findings of the present study, therefore, suggested that the School of Foreign Languages and English Preparatory School should consider further improving the motivational level of the preparatory learners, especially in relation to the English Course, the Self-confidence, as well as the Attitude of Group Members Factors. It is hoped that the language institution will take into account the findings of this study in order to help their language instructors to promote the L2 learners' motivation in terms of their progress and success in the target language learning.

5.5 Suggestions for further research

Prospective research on learners' (de)motivational level in preparatory classes can consider conducting interviews with language teachers and learners in order to obtain qualitative insights into the motivational level in their preparatory classrooms.

Future research can also investigate the EFL teachers' and learners' views on learners' (de)motivational level in relation to other teacher and learner variables.

Furthermore, prospective study can also consider involving a larger number of learner and teacher participants for a more comprehensive survey.

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APPENDICES

Appendix A: Consent Form for Teachers

Dear Colleague,

I would like to invite you to participate in my MA study about your English language learners' experiences at the preparatory level. You will be requested to complete a questionnaire and to my knowledge, there is no risk involved in this study.

Please note that your participation is voluntary and that you may withdraw from the study at any time. I assure you that your responses will be treated with confidentiality and will be used only for research purposes. If you agree to participate in this research please fill in the consent form below.

Hatice ÇELEBİ
Master Candidate
ELT Department
Faculty of Education
EMU

Assoc. Prof. Dr. Gülşen MUSAYEVA VEFALI
Thesis Supervisor
ELT Department
Faculty of Education
EMU

I hereby give my consent to take part in this study.

Consent Form

Teacher's Name and Surname:

Signature:

Date:

Appendix B: Consent Form for Students

Dear Student,

I would like to invite you to participate in my MA study about your English language learning experiences at the preparatory level. You will be requested to complete a questionnaire and to my knowledge, there is no risk involved in this study.

Please note that your participation is voluntary and that you may withdraw from the study at any time. I assure you that your responses will be treated with confidentiality and will be used only for research purposes. If you agree to participate in this research please fill in the consent form below.

Hatice ÇELEBİ
Master Candidate
ELT Department
Faculty of Education
EMU

Assoc. Prof. Dr. Gülşen MUSAYEVA VEFALI
Thesis Supervisor
ELT Department
Faculty of Education
EMU

I hereby give my consent to take part in this study.

Consent Form

Student's Name and Surname:

Signature:

Date:

Appendix C: Turkish Consent Form for Students

Sevgili Öğrenciler,

Bu anket, katılımcıların İngilizce Hazırlık Okulundaki İngilizce dil öğrenme deneyimlerini belirlemek amacıyla hazırlanmıştır. Eğer bu araştırmaya katılmak istiyorsanız, aşağıda verilen kabul formunu doldurunuz ve ankete katılıңыз. Sizi temin ederim ki kişi bilgileriniz ve cevaplarınız gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır.

Katılımınız için teşekkürler.

Hatice ÇELEBİ
Yüksek Lisans Öğrencisi
İngiliz Dili Eğitimi Bölümü
Eğitim Fakültesi
DAÜ

Assoc. Prof. Dr. Gülşen MUSAYEVA VEFALI
Tez Danışmanı
İngiliz Dili Eğitimi Bölümü
Eğitim Fakültesi
DAÜ

Böylelikle size, bu çalışmaya katılmanız için rızamı sunuyorum.

Kabul Formu

Öğrencinin Adı ve Soyadı:

İmzası:

Tarih:

Appendix D: English Version of Learners' Questionnaire

Please for each statement tick the number (from 1 to 5) which best indicates the extent to which you disagree or agree with that statement. Please do not bother to ask me if you have any questions.

	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
1. My classes go at an appropriate pace for me.					
2. I like the countries where English is predominantly spoken (Britain, Australia, USA, Canada).					
3. I like the sound of spoken English.					
4. I am confident in learning English.					
5. My teachers help me to solve problems in my English learning.					
6. My teachers' instructions are good and clear.					
7. My teachers are helpful to me.					
8. The level of my English classes is					

adequate for me.					
9. I like how English grammar is constructed.					
10. Even if English is not a compulsory subject, I would choose to study it.					
11. I like the people from the countries where English is predominantly spoken.					
12. I like the cultures of the countries where English is predominantly spoken.					
13. I like how English words are spelled.					
14. I was confident in learning English before/when I started my English classes here.					
15. I don't mind getting low grades in English.					
16. My classmates have not laughed at me because of my English ability.					
17. My classmates					

have not distracted me from studying English in class.					
18. I like my English teachers.					
19. I like the way my teachers teach English to me.					
20. I like the textbooks I use for my English classes.					
21. The English textbooks I have used are easy to understand.					
22. I imagine I would have good experiences in countries where English is predominantly spoken.					
23. I have had a good impression of the people from the countries where English is predominantly spoken.					
24. Learning English is an exciting activity for me.					
25. Learning English is not a painful task for me.					
26. I have been happy with my grades in					

English.					
27. When faced with a problem in my English studies, I can get past it easily.					
28. I don't feel inferior to my classmates because of my English ability.					
29. My classmates cooperate with me in learning.					
30. The English textbooks I have used are at my level.					
31. I have had a good impression of the countries where English is predominantly spoken.					
32. If I have the opportunity, I would like to visit a country where English is predominantly spoken.					
33. I'm interested in learning English.					
34. If given the opportunity, I would like to see how well I could really speak English.					
35. In the past I could					

find a way to learn English effectively.					
36. I have not had embarrassing experiences in my English classes.					
37. I don't get demotivated by embarrassing experiences in class.					
38. The size of my English classes is appropriate.					
39. The more I learn about countries where English is predominantly spoken, the more I like studying English.					
40. If possible, I would like to make friends with a native speaker of English.					
41. I don't think there are so many complicated things to learn in English.					
42. I am not embarrassed using English in my classes.					
43. I like everyone in my group/classroom.					
44. My teachers teach					

me what I want to learn about English.					
45. I don't think the number of English classes I have to take each week are too many.					
46. I want to know more about the countries/cultures where English is predominantly spoken.					
47. The things I have to learn in English don't bother me.					

Appendix E: Teachers' Questionnaire

Please for each statement tick the number (from 1 to 5) which best indicates the extent to which you disagree or agree with that statement.

	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
1. My classes go at an appropriate pace for my language learners.					
2. My language learners like the countries where English is predominantly spoken (Britain, Australia, USA, Canada).					
3. My language learners like the sound of spoken English.					
4. My language learners are confident in learning English.					
5. In class, my language learners get help to solve problems in					

English.					
6. In class, my learners get good and clear instructions.					
7. In class, our language learners get help from English teachers.					
8. The level of my English classes is adequate for my language learners.					
9. My language learners like how English grammar is constructed.					
10. Even if English is not a compulsory subject, my language learners would choose to study it.					
11. My language learners like the people from the countries where English is predominantly spoken.					
12. My language learners like the cultures of the					

countries where English is predominantly spoken.					
13. My language learners like how English words are spelled.					
14. My language learners were confident in learning English before/when I started teaching it.					
15. My language learners don't mind getting low grades in English.					
16. My language learners have not laughed at each other because of their English ability					
17. My language learners have not distracted each other from studying English in class.					
18. Our language learners like their English Teachers.					
19. Our language learners like the					

way we teach them English.					
20. My learners like the textbooks I use for my English classes.					
21. The English textbooks I have used are easy to understand.					
22. My language learners would have good experiences in countries where English is predominantly spoken.					
23. My language learners have had a good impression of the people from the countries where English is predominantly spoken.					
24. Learning English is an exciting activity for my language learners.					
25. Learning English is not a					

painful task for my language learners.					
26. My language learners are happy with their grades in English.					
27. When faced with a problem in their English studies, my language learners can get past it easily.					
28. My language learners don't feel inferior to their classmates for their English ability.					
29. My language learners cooperate with their peers in learning.					
30. The English textbooks I have used are at their level.					
31. My language learners have had a good impression of the countries where English is predominantly spoken.					

<p>32. If given the opportunity, my language learners would like to visit a country where English is predominantly spoken.</p>					
<p>33. My language learners are interested in learning English.</p>					
<p>34. If given the opportunity, my language learners would like to see how well they could really speak English.</p>					
<p>35. In the past my language learners could find a way to learn English effectively.</p>					
<p>36. My language learners have not had embarrassing experiences in their English classes.</p>					
<p>37. My language learners don't get demotivated by embarrassing</p>					

experiences in class.					
38. The size of my English classes is appropriate.					
39. The more my language learners learn about countries where English is predominantly spoken, the more they like studying English.					
40. If possible, my language learners would like to make friends with a native speaker of English.					
41. I don't think there are so many complicated things for my language learners to learn in English.					
42. My language learners are not embarrassed using English in my classes.					
43. My language learners like					

everyone in their group/classroom.					
44. I teach my language learners what they want to learn about English.					
45. I don't think the number of English classes my language learners have to take each week are too many.					
46. My language learners want to know more about the countries/cultures where English is predominantly spoken.					
47. The things my language learners have to learn in English don't bother them.					

Appendix F: Turkish Version of the Learners' Questionnaire

Lütfen sizin katıldığınız veya katılmadığınız ifadeyi en iyi şekilde belirten numarayı (1'den 5'e kadar) işaretleyiniz. Eğer herhangi bir sorunuz varsa, lütfen sormaktan çekinmeyiniz.

	1. Kesinlikle katılmıyor um	2. Katılmıy orum	3. Kararsız m	4. Katılı yorum	5. Kesinlikle katılıyorum
1. Derslerimin ilerleyiş hızı benim için uygundur.					
2. İngilizce'nin yoğun olarak konuşulduğu ülkeleri severim. (İngiltere, Avustralya, Amerika, Kanada).					
3. Konuşulan İngilizce'nin sesi hoşuma gider.					
4. İngilizce öğrenmede kendime güvenirim.					
5. İngilizce çalışmalarında öğretmenlerim bana problemleri çözmekte yardımcı olur.					

6. Öğretmenlerimin komutları etkili ve anlaşılırdır.					
7. Öğretmenlerim bana karşı yardımcıdır.					
8. İngilizce derslerimin seviyesi benim için yeterlidir.					
9. İngilizce dilbilgisinin yapısını severim.					
10. İngilizce dersi zorunlu olmasaydı bile onu seçerdim.					
11. İngilizce'nin yoğun olarak konuşulduğu ülkelerin insanlarını severim.					
12. İngilizce'nin yoğun olarak konuşulduğu ülkelerin kültürünü severim.					
13. İngilizce kelimelerin yazılışını severim.					
14. Burada İngilizce öğrenmeye başlamadan önce,					

İngilizce öğrenmede kendime güvenirdim.					
15. İngilizce’de düşük not almayı umursamam.					
16. Şimdiye kadar İngilizce yeteneğim yüzünden sınıf arkadaşlarım bana gülmemiştir.					
17. İngilizce çalışırken sınıf arkadaşlarım beni rahatsız etmemiştir.					
18. İngilizce öğretmenlerimi severim.					
19. Öğretmenlerimin bana İngilizce’yi öğretiş şeklini severim.					
20. Kullandığımız İngilizce ders kitaplarını severim.					
21. Benim için, kullandığım İngilizce kitaplarını anlamak kolaydır.					
22. İngilizcenin yoğun olarak					

konuşulduğu ülkelerde güzel deneyimler edinebileceğimi hayal ederim.					
23. İngilizcenin yoğun olarak konuşulduğu ülkelerin insanlarına karşı olumlu bir izlenimim vardır.					
24. Benim için İngilizce öğrenmek çok heyecan verici bir etkinliktir.					
25. Benim için İngilizce öğrenmek zahmetli bir iş değildir.					
26. İngilizce notlarımdan memnunum.					
27. İngilizce çalışırken bir probleme karşılaşırsam, bunu kolaylıkla çözebilirim.					
28. İngilizce yeteneğim yüzünden sınıf arkadaşlarımdan					

yanında kendimi aşağı görmem.					
29. Sınıf arkadaşlarım İngilizce öğrenme konusunda benimle yarışır.					
30. Kullandığım İngilizce kitapları benim seviyeme uygundur.					
31. İngilizce'nin yoğun olarak konuşulduğu ülkelere karşı iyi bir izlenimim vardır.					
32. Eğer fırsatım olsaydı, İngilizce'nin yoğun olarak konuşulduğu bir ülkeyi ziyaret etmek isterdim.					
33. İngilizce öğrenmeye karşı ilgiliyim.					
34. Eğer fırsatım olsaydı ne kadar iyi İngilizce konuşabileceğimi görmek isterdim.					
35. Eskiden İngilizce'yi daha					

etkili bir şekilde öğrenmenin yolunu bulabilirdim.					
36. İngilizce derslerinde utanç verici bir deneyim yaşamadım.					
37. Sınıftaki utanç verici deneyimlerimden dolayı motivasyonum bozulmaz.					
38. İngilizce sınıfımdaki öğrenci sayısı benim için uygundur.					
39. İngilizce'nin yoğun olarak konuşulduğu ülkeler hakkında daha çok bilgi edindikçe, İngilizce çalışmayı daha çok severim.					
40. Eğer mümkünse, ana dili İngilizce olan kişilerle arkadaş olmak isterim.					
41. İngilizce'de öğrenilecek					

karmaşık şeylerin çok olduğunu düşünmem.					
42. Sınıfımda İngilizce kullanmaktan utanç duymam.					
43. Sınıfımdaki/grubu mdaki herkesi severim.					
44. Öğretmenlerim bana İngilizce’de ne öğrenmek istiyorsam onu öğretir.					
45. Her hafta almam gereken İngilizce derslerimin çok olduğunu düşünmem.					
46. İngilizce’nin yoğun olarak konuşulduğu ülkeler ve kültürler hakkında daha çok bilgim olsun isterdim.					
47. İngilizce’de öğrenmek zorunda olduğum şeyler beni rahatsız					

etmez.					
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Appendix G: Official Approval Form



Eastern Mediterranean University
School of Foreign Languages & English Preparatory School

Research Request Form

Please fill in the form below and attach the necessary documentation (e.g. cover letter, sample questionnaire). NB. All documentation should be error free.

Name: Hatice CELEBI

Contact no: 05338773759

Email: hatice.celebi88@gmail.com

Institution / Dept: ELT

Supervisor: Assoc. Prof. Gulsen Museyeva Vefali

Area of Research: ELT

Proposed period of research: Spring 2013

Research to be carried out in:

English Preparatory School Modern Language Division both
(English taught at Dept. Level)

Research to be carried out with:

teachers students both other (please specify) _____

Level of students:

beginners elementary pre-intermediate intermediate upper-intermediate
 other (please specify) _____

No. of teachers required: 30

No. of students required: 100

Research to be carried out by:

online questionnaire paper based questionnaire interview classroom observation
 other (please specify) _____

Aim(s) of Research:

thesis (masters) thesis (PhD) conference presentation
 other (please specify) _____

Any other relevant information: I would also like to request permission to conduct piloting with 5 volunteer teachers and 5 volunteer students.

Upon completion of my research, I agree to submit a copy of my findings to the SFLEPS administration and do a presentation if requested. I understand the administration have the right to intervene at any time during my research period and that any further requests on my behalf may not be accepted if I violate the code of conduct and ethics of research.

Date: 22/03/2013

Signature:

To be completed by the SFLEPS Administration

Approved

Disapproved (reason):

Comments:

Date:

15/4/2013

Signature:

Appendix H: The EFL Learners' Survey Reports

Rank		Item description	Mean	SD
1 st	32	If I have the opportunity, I would like to visit a country where English is predominantly spoken	4.48	.83
2 nd	22	I imagine I would have good experiences in countries where English is predominantly spoken	4.41	.73
3 rd	18	I like my English teachers	4.36	.77
4 th	34	If given the opportunity, I would like to see how well I could really speak English	4.32	.72
5 th	5	My teacher helps me to solve problems in my English learning	4.27	.92
6 th	7	My teachers are helpful to me	4.27	.76
7 th	2	I like the countries where English is predominantly spoken (Britain, Australia, USA, Canada)	4.26	.83
8 th	40	If possible, I would like to make friends with a native speaker of English	4.26	.78
9 th	33	I'm interested in learning English	4.15	.98
10 th	6	My teachers' instructions are good and clear	4.11	.89
11 th	42	I am not embarrassed using English in my classes	4.08	.82
12 th	46	I want to know more about the countries/cultures where English is predominantly spoken	4.07	.95
13 th	4	I am confident in learning English	4.04	.88
14 th	19	I like the way my teachers taught English to me	4.04	.89
15 th	3	I like the sound of spoken English	3.97	.89
16 th	24	Learning English is an exciting activity for me	3.94	.95
17 th	39	The more I learn about countries where English is	3.88	.96

		predominantly spoken, the more I like studying English		
18 th	28	I don't feel inferior to my classmates because of my English ability	3.87	.90
19 th	43	I like everyone in my group/classroom	3.83	1.13
20 th	23	I have had a good impression of the people from the countries where English is predominantly spoken	3.81	.94
21 st	47	The things I have to learn in English don't bother me	3.78	1.03
22 nd	17	My classmates have not distracted me from studying English in class	3.72	1.04
23 rd	36	I have not had embarrassing experiences in my English classes	3.72	1.00
24 th	1	My classes go at an appropriate pace for me	3.70	.86
25 th	11	I like the people from the countries where English is predominantly spoken	3.68	.90
26 th	31	I have had a good impression of the countries where English is predominantly spoken	3.64	1.02
27 th	38	The size of my English classes is appropriate	3.63	1.03
28 th	44	My teachers teach me what I want to learn about English	3.62	1.12
29 th	21	The English textbooks I have used are easy to understand	3.62	.85
30 th	25	Learning English is not a painful task for me	3.61	1.02
31 st	8	The level of my English classes is adequate for me	3.60	1.00
32 nd	10	Even if English is not a compulsory subject, I would choose to study it	3.59	1.25
33 rd	30	The English textbooks I have used are at my level	3.59	.85
34 th	14	I was confident in learning English before/when I started my English classes here	3.58	1.09
35 th	16	My classmates have not laughed at me because of my English ability	3.51	1.02
36 th	20	I like the textbooks I use for my English classes	3.51	1.09

37 th	37	I don't get demotivated by embarrassing experiences in class	3.49	.99
38 th	12	I like the cultures of the countries where English is predominantly spoken	3.44	.94
39 th	27	When faced with a problem in my English studies, I can get past it easily	3.40	.89
40 th	9	I like how English grammar is constructed	3.30	1.03
41 st	45	I don't think the number of English classes I have to take each week are too many	3.29	1.16
42 nd	35	In the past I could find a way to learn English effectively	3.25	1.03
43 rd	13	I like how English words are spelled	3.24	1.13
44 th	41	I don't think there are so many complicated things to learn in English	3.21	1.08
45 th	26	I have been happy with my grades in English	3.20	1.13
46 th	29	My classmates cooperate with me in learning	3.06	1.05
47 th	15	I don't mind getting low grades in English	2.35	1.18

Appendix I: The EFL Teachers' Survey Reports

Rank	Item	description	Mean	SD
1 st	6	My instructions are good and clear for my language learners	4.56	.50
2 nd	7	I am helpful to my language learners	4.36	.88
3 rd	18	I like my language learners	4.23	.56
4 th	32	If given the opportunity, my language learners would like to see how well they can really speak English	4.10	.71
5 th	5	I help my language learners to solve problems in English	4.03	.71
6 th	40	If possible, my language learners would like to make friends with a native speaker of English	4.00	.78
7 th	29	My language learners cooperate with their peers in learning	3.96	.55
8 th	19	I like the way my language learners learn English	3.93	.52
9 th	38	The size of my English classes is appropriate	3.90	1.12
10 th	42	My language learners are not embarrassed using English in my classes	3.83	.83
11 th	36	My language learners have not had embarrassing experiences in their English classes	3.76	1.04
12 th	11	My language learners like the people from the countries where English is predominantly spoken	3.70	.70
13 th	3	My language learners like the sound of spoken English	3.66	.59
14 th	34	If given the opportunity, my language learners would like to see how well they could really speak English	3.63	.92
15 th	44	I teach my language learners what they want to learn about English	3.63	.88
16 th	43	My language learners like everyone in their group/classroom	3.63	.88
17 th	28	My language learners don't feel inferior to their classmates for their English ability	3.56	.77
18 th	12	My language learners like the cultures of the countries where English is predominantly spoken	3.56	.72

19 th	1	My classes go at an appropriate pace for my language learners	3.50	1.00
20 th	8	The level of my English classes is adequate for my language learners	3.46	1.13
21 st	2	My language learners like the countries where English is predominantly spoken (Britain, Australia, USA, Canada).	3.46	.68
22 nd	9	My language learners like how English grammar is constructed	3.46	.81
23 rd	46	My language learners want to know more about the countries/cultures where English is predominantly spoken	3.43	.72
24 th	31	My language learners have had a good impression of the countries where English is predominantly spoken	3.40	.67
25 th	41	I don't think there are so many complicated things for my language learners to learn in English	3.40	.89
26 th	33	My language learners are interested in learning English	3.40	.89
27 th	39	The more my language learners learn about countries where English is predominantly spoken, the more they like studying English	3.36	.92
28 th	23	My language learners have had a good impression of the people from the countries where English is predominantly spoken	3.36	.71
29 th	24	Learning English is an exciting activity for my language learners	3.30	.87
30 th	22	My language learners would have good experiences in countries where English is predominantly spoken	3.30	1.20
31 st	13	My language learners like how English words are spelled	3.30	.79
32 nd	21	The English textbooks I have used are easy to understand	3.30	1.05
33 rd	16	My language learners have not laughed at each other because of their English ability	3.26	1.01
34 th	25	Learning English is not a painful task for my language learners	3.26	.78
35 th	37	My language learners don't get demotivated by embarrassing experiences in class	3.23	1.07
36 th	17	My language learners have not distracted each other from	3.23	1.07

		studying English in class		
37 th	20	I like the textbooks I use for my English classes	3.20	.92
38 th	47	The things my language learners have to learn in English don't bother them	3.06	.82
39 th	45	I don't think the number of English classes my language learners have to take each week are too many	3.06	1.31
40 th	27	When faced with a problem in their English studies, my language learners can get past it easily	3.06	.98
41 st	30	The English textbooks I have used are at their level	3.06	.86
42 nd	4	My language learners are confident in learning English	3.06	.82
43 rd	14	My language learners were confident in learning English before/when I started teaching it	3.00	.87
44 th	26	My language learners are happy with their grades in English	2.86	.77
45 th	10	Even if English is not a compulsory subject, my language learners would choose to study it	2.83	.94
46 th	35	In the past my language learners could find a way to learn English effectively	2.76	.89
47 th	15	My language learners don't mind getting low grades in English	1.93	.94