

# On dynamicity of demotivation: a case study of teacher-related factors

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## 0. Introduction

Compared to the body of research on motivation in language learning, demotivation research is relatively new, but it is gradually catching the attention of researchers in various language learning contexts. “Demotivation starts from an external locus, a demotivating trigger, before it becomes an internalized process and motivation must exist before there can be a subsequent decrease” (Falout, Elwood, & Hood 2009:404). Dörnyei (2001b:143) defines demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action”. The following external forces are listed: 1. Teachers’ personalities, commitment, competence, teaching methods; 2. Inadequate school facilities; 3. Reduced self-confidence due to experience of failure or lack of success; 4. Negative attitude towards the foreign language studied; 5. Compulsory nature of the foreign language study; 6. Interference of another foreign language being studied by students/pupils; 7. Negative attitude toward the community of the foreign language spoken; 8. Attitudes of group members; and 9. Course books used in class (Dörnyei 2001a, 2001b).

## 1. Previous research

In the context of EFL (Japan) the main body of research focused on high school and university students, with quantitative means of analysis (mostly based on the list of external forces proposed by Dörnyei) being employed.

### 1.1 EFL (Japan): Junior high and high school students

Hasegawa (2004) showed differences between demotivation of 125 junior high and 98 high school students, with the latter being more demotivated. Kikuchi & Sakai (2009), Sakai & Kikuchi (2009) explored high school students’ demotivating factors.

Kikuchi and Sakai (2009) found that for 112 high school students the main demotivation factors were course books, inadequate school facilities, test scores, non-communicative methods, teachers' competence and teaching styles. Sakai & Kikuchi (2009) increased the number of study participants to 656 and aimed to identify demotivating factors and check differences in demotivating factors of more and less motivated learners. The factors identified were: 1. learning contents and materials; 2. teachers' competence and teaching styles; 3. inadequate school facilities; 4. lack of intrinsic motivation; and 5. test scores. Statistically significant differences between motivated and less motivated students for factors of lack of intrinsic motivation, learning contents and materials, and test scores were observed.

### 1.2 EFL (Japan): Junior high and university students

A study by Hamada (2011) processed data from 234 junior high students, 217 university freshmen, and 8 interviewees to explore differences between demotivators for junior high school students and high school students<sup>1</sup>. Factors of lesson style, textbooks, teachers, lack of intrinsic motivation, English features, tests, learning environments, and reduced self-confidence were identified. Factors of textbooks, English features, tests and reduced self-confidence were more demotivating for junior high school students, whereas the factors of lesson style and teacher-related factors were more demotivating for high school students.

### 1.3 EFL (Japan): High school and university students

Kikuchi (2009) and Hamada (2011) used both quantitative and qualitative methods of analysis to assess demotivation. Kikuchi (2009) shows that quantitative analysis of data from 47 high school students and interviews of five university freshmen led to identification of the following demotivating factors: 1. teacher-related factors of instruction-grammar translation, college entrance exam/tests, teachers' communicative style, teachers' voice/pronunciation, teachers' instruction style; 2. school facility-related factors of lack of language learning laboratory, small size of classroom, lack of air conditioning; 3. student experience-related factors (vocabulary/memorization, test results/penalties, communication/listening, teachers' behaviour); 4. students' negative attitude towards English (being scared of making mistakes, not understanding foreigners' points of view); 5. compulsory nature of English in high school (supporting

the compulsory nature of English while criticizing the existing system; stating the need for more communication practice and speaking activities); 6. interference caused by another foreign language; 7. attitudes of group members (feeling demotivated when compared with classmates, feeling less proficient); and 8. textbook-related factors (contents, long texts, excessive amount of materials, and dissatisfaction with reference books).

#### 1.4 EFL (Japan): University students

Other studies on demotivation in EFL (Japan) context were carried out for university students (e.g. Arai 2004; Tsuchiya 2004; Warrington & Jeffrey 2005; Falout et al. 2009; Meehan 2009).

Arai (2004) used quantitative methods to analyze data from 33 high proficiency university English major students and identified two clusters of factors: teacher-related (attitudes towards students, personalities, teaching methods and language proficiency) and class-related (content: boring and uninteresting materials, lack of feedback, inappropriateness of level; atmosphere: lack of activities, students' unwillingness to communicate).

Data analysis of 204 university (engineering) students by Tsuchiya (2004) verified six factors of: sense of English uselessness, sense of self-incompetence, not being impressed with people who are good at English/can speak English, inconsistent study methods, being discouraged by self-performance and being compared to other classmates/pupils with better grades, lack of encouragement from teachers and parents, and embarrassment to ask questions.

Data of 188 university freshmen processed by Warrington & Jeffrey (2005) showed significant factors of: no improvement in English, lack of satisfaction with teaching ways in junior high and high school), difficulty to learn, focus on grammar and reading, not being used to native English speakers and their culture and customs. Insignificant factors were: no plans to go abroad and being exposed to an English-speaking environment, being interested in other subjects, lack of usefulness of English, lack of enjoyment, desire to study another language, and lack of interest. Researchers also propose their original "Passivity/De-motivation (PDM) Inventory" as a demotivation measurement tool.

Falout et al. (2009) conducted a large-scale study of 900 university students

and verified nine factors: teacher immediacy, help-seeking, enjoyment-seeking, grammar-translation, avoidance, self-denigration, value, course level, and self-confidence. Correlations between factors and motivation were checked and grammar-translation factor was the most negative on motivation. Correlation was found between high self-regulation and higher proficiency, frequent help-seeking correlated with lower proficiency.

A case study of 20 freshmen by Meehan (2009) identified teacher-related factors (teaching style, teacher's personality, teacher's energy level, teacher's preparedness); course-related factors (textbook, classroom activities, course evaluation, students' behaviour); and institution-related factors (classroom, period, number of classes, group size).

## 1.5 Conclusions from the previous research and research questions of this study

### 1.5.1 Teacher-related factor as a cluster of factors

Teacher-related factors have been identified by all studies conducted in Japan. This observation is consistent with Peters (2013), who stresses that "the most consistent factor of demotivation highlighted from the literature review is teachers themselves". Peters (2013) addresses teachers' factor as one single factor, whereas since Dörnyei's (2001a, 2001b) proposal of external forces of demotivation, there are several teacher-related factors (e.g. "teachers' personalities", "commitment", "competence", "teaching methods" (Dörnyei 2001a, 2001b); "attitudes towards students", "language proficiency" (Arai 2004); "lack of encouragement" (from teachers) (Tsuchiya 2004); "lack of satisfaction with teaching ways" (in junior high and high schools), "focus on grammar and reading" (Warrington & Jeffrey 2005); "non-communicative methods" (Hamada & Kito 2008, Kikuchi & Sakai 2009); "teacher immediacy", "grammar-translation" (Fallout et al. 2009); "teachers' communicative style", "teachers' voice/pronunciation", "teachers' instruction style" (Kikuchi 2009); "teacher's energy level", "teacher's preparedness" (Meehan 2009); and "learning contents" (Sakai & Kikuchi 2009). The diversity of entries for teacher-related factor suggests that it would be more appropriate to address teacher-related factors as a cluster of factors rather than one single factor.

Which of the above factors are the most powerful demotivators? Warrington & Jeffrey (2005) identified more and less significant factors for university freshmen. "Lack of satisfaction with teaching ways" in junior high and high school was among the significant factors demotivating students. Similar to other studies, Warrington &

Jeffrey (2005) analyzed two teacher-related factors of “lack of satisfaction with teaching ways” and “focus on grammar and reading” simultaneously with other factors without trying to single them out and approach it as one separate cluster of factors.

Given the importance of teacher-related factors in demotivation research due to their presence in different educational milieu investigated to date in EFL (Japan) and the diversity of components in this cluster of factors, this study will focus on teacher-related factors and answer the following question: “Are some teacher-related factors more powerful in demotivating students than others?”

### 1.5.2 Dynamicity of demotivation

The reviewed studies can be divided into two categories: 1. Studies which addressed one educational setting and aimed to identify demotivators in the given setting, and 2. Studies which conducted comparisons of different learning settings (Hasegawa 2004, Hamada 2011) or comparisons of factors in terms of degree of their powerfulness in a given setting (Hamada 2011; Falout et al. 2009; Warrington & Jeffrey 2005). The studies of the second category imply that the demotivation is dynamic and changes in different educational settings and environment.

This dynamicity of demotivation is also addressed in different FLL contexts. For example, Kim & Kim (2013) reviewed studies of demotivational changes in different language learning contexts in Asia. Kim (2011) observed demotivational tendency for 6.301 elementary school pupils from Grades 3 to 6 in Korea. S.K. Jung (2011) conducted a study of Korean university students where a motivational change of increase in motivation until Grade 2 in junior high school and consistent decrease in high school with an increase at the first year of the university was observed.

While studies of the first category provide a descriptive analysis of an educational setting in question, the studies of the second category, which examine the dynamicity of demotivation, enable researchers to make predictions about other similar contexts and assess general tendencies for demotivation. However, neither of the two categories of studies attempt to see how demotivation changes for an individual student and how often it changes. There are also no studies which used only qualitative methods to assess demotivation and to check its dynamicity. This study, therefore, will address the following question: “How dynamic is demotivation? How often does it change?”

## 2. Procedure

### 2.1 Questionnaires

Respondents were selected in two stages: by questionnaires and by observation of students' involvement and performance in class. The questionnaires which were administered to 14 sophomore students of a compulsory English class at the Faculty of Humanities helped to identify demotivated students. Two students with the lowest average score in all 18 of the motivational items listed in the questionnaires<sup>ii</sup> and who showed little enthusiasm along with weak engagement in class during individual and group activities over the period of one semester were asked to participate in an interview.

### 2.2 Interview

A brief explanation was provided by the interviewer of the study aims and specifically about the terms “motivation” and “demotivation”<sup>iii</sup>. The participants were told that the current study focuses on foreign language learning experience and their will/lack of will to study English/foreign language<sup>iv</sup>. The interview procedure was adopted from Hamada & Kito (2008: 172) of 1) Casual, put-the-interviewee-at-ease questions (the students were asked about their second foreign language and how they were enjoying it); 2) General questions (students' motivation to study English at present and the role of teachers in their English language experience); 3) Specific questions (students' motivation to study English in different learning milieus and if they think different teacher-related factors affected them). Finally, closing comments were made and interviewees were thanked for their cooperation. The interviews were conducted in Japanese, recorded (upon an agreement of the interviewees) on a digital recording device. They were then transcribed and translated by the interviewer.

## 3. Data analysis

Kenta<sup>v</sup> (male, average motivation score 2.61<sup>vi</sup>)

### Junior high

- *When I was a first grader at junior high, the English teacher I had was simply going through the textbook<sup>vii</sup>, covering the textbook (...)<sup>viii</sup> (1)*

Kenta did not say much about his junior high school teacher and repeated clarifying questions did not seem to encourage him to elaborate on the topic.

#### High school

- *However, in high school my English teacher (... ) Well, his aim was not to make us just learn English but to use the acquired knowledge to further achieve something or do something. For example, debating, delivering speeches etc. Even when we read texts in English, he was placing emphasis on understanding the contents and not on the English itself. You know I happen to like speaking and delivering speeches so when the English teacher in high school had that way of thinking I think it really strengthened my motivation. (2)*

In junior high school textbook-based/oriented teaching style discouraged Kenta while a different teaching style in high school seemed to bring his motivation to study back. The idea of not being focusing on grammar and English itself but on the message/contents in question in order to deliver a message, i.e. using English as a means of communication was appealing to this student. He mentioned nothing about the teachers' personalities, but the teaching style did seem to play a role in his attitude towards the classes. There was a motivational change, according to Kenta's own words, and that change had to do with the teaching style.

#### University

- *Well, last year I had to take three English classes, two of them were mainly focusing on memorization and finding mistakes, it is what I define as a conventional style of studying (.) So, well, (...) I was comparing my classes to junior high and high school I couldn't help but thinking (...) what is the meaning of this? Will this studying style do me any good? I had many doubts, to be honest. The teacher would explain the text or the sentence and all you can do is listen to the explanation. If that's all you have to do, I felt like it was quite meaningless. And I think this has weakened my motivation. (...) In another class, however, we were supposed to communicate using English, it was all about communication. In fact the class I was assigned was the lowest level and it is doubtful how efficiently we could actually use English to communicate but we did our best anyhow and it was a fun class. I enjoyed it. (3)*
- *In my faculty, the classes have very clearly defined aims, objectives and structure, so I do enjoy them much more than the English classes during the freshman year. (4)*

Having regained his motivation in high school, Kenta had an interesting mixed experience at the university where there is a variety of classes taught in different styles by instructors from different cultural backgrounds. Having developed an unfavorable attitude towards memorizing words and phrases and focusing on grammar and grammar nuances during his junior high school days, he seemed to dislike the classes which adopted similar teaching methods. The fact that he kept asking himself questions about the meaningfulness of the tasks he was asked to perform in class indicates that he was doubtful about the effectiveness of the method. This disbelief in required tasks negatively affected his motivation. At the same time, in another class he was taking during the same school year, notwithstanding his lack of confidence in the speaking and communication skills in English, he was enjoying himself and the contents due to the focus on actual real-life communication.

Masaki (male, average motivation score 1.77)

#### Elementary school

- *During the English studies at the elementary school, there was absolutely no explanation of grammar; we just had conversations with the ALT, we used to say things like “Nice to meet you”, you know § (5)*
- *We didn't even have pronunciation practice, you know, everything was written in Katakana and we just read it out loud from the textbook. And then we were told that it means “Hajimemashite” (Nice to meet you), and I thought, I see (...) Then, after the meaning was told to us, we would just repeat it all together. That was the way our classes were in the elementary school. Deep inside I thought, “What is it we are doing? Why are we doing this?” (6)*
- *I actually do not remember how exactly I felt about my teacher when I was in elementary school, but now I feel that back then the classes were not so productive. (7)*
- *I think our teacher did not have any qualifications really. Even the pronunciation did not sound right, like, “Nice to meet you” sounded like “naisutsumeetsuyu”\$, like there were no pauses between the words, just the Katakana pronunciation. (8)*



- *We used to sing quite a lot of songs in English but I didn't really understand what they were about. They would tell us the general meaning of a song but on the level of phrases and words I had no idea what they all meant. All the English songs were like a decoration. (9)*
- *I even had a feeling that the teacher in charge had no idea what the songs were about. (10)*
- *As for the ALT, what we did was, the ALT sang the song and we just repeated after him/her, we did not really have direct communication with the ALT. (11)*
- *The role of the ALT seemed to be just showing us the way to pronounce words. Just to try to avoid the Katakana style of the English pronunciation. And I don't even know where he/she was from, maybe USA but I am not sure. (12)*

Masaki did not see the effectiveness of classes at his first encounter with English, at the elementary school. His description of activities there implies that he did not enjoy them. The fact that he mentions the word “decoration” might indicate that he felt unnatural performing activities, e.g. singing songs. In addition, lack of understanding of the songs’ meaning added to his general dissatisfaction with the classes. Lack of direct communication with the ALT can be seen as an additional explanation of Masaki feeling distant from the English language.

#### Junior high

- *I actually enjoyed English classes back then. I was understanding the contents of the class and then I knew that if I did some self-study I would do well at tests. (13)*
- *In junior high we basically focused on grammar. For example, we learnt how to make noun phrases, verb conjugation etc. As for the communication, all we did was signing a song at the beginning of the class and then just focus on the grammar. (14)*

Masaki had a boost of motivation in the junior high when he realized that he could get good grades as long as he had put the effort in. He says he enjoyed the contents which were focused on grammar acquisition but when asked about teachers’ role and his motivation, he said that was not affective for him at that stage. He enjoyed the structure of the classes.

#### High school

- *Things were bad at high school. I did not do great at all. Since I entered high school, the first year my grades were somewhere in the middle, but second and third year I stopped learning and the grades went down big time. (15)*

- *For me the progress took place in the junior high, but in high school we had 4 grammar classes and 3 classes of oral communication, and in those classes we had a native teacher who focused on some basic phrases, how to ask for directions, then he would make us practice the memorized dialogues in pairs. And at the end of a class one pair would have to practice the dialogue in front of the class. I did not enjoy that style at all § (16)*
- *In high school I did feel that the classes or rather the contents were boring, I wasn't interested. (17)*

The high school days lowered Masaki's motivation which, according to his depiction, can be explained by his loss of interest due to unsatisfactory teaching style, the lessons' structure and the contents.

#### University

- *My motivation is the lowest of the lowest § By the time I got to the university I had a clear vision of what I want to do in the future (...) And in my case, I want to be a high school teacher. And in my line of work I do not plan to use English professionally, for work I mean, so I am really not interested in learning English at this point. When I have to read an article in English I sort of think, when the time comes I will deal with it, but overall I am simply not interested in the university English classes. (18)*

The motivation to study English kept going down ever since Masaki had made a decision regarding his future plans in high school. By the time he entered university he already knew that he would not be using English on a daily basis in the future and putting effort into English classes was not on his priority list. He said teachers at university had nothing to do with his motivation.

#### 4. Discussion and questions for future research

The two respondents showed two different patterns of demotivational change and their perceptions of teacher-related factors negatively and positively affecting their motivation to study English. Kenta was demotivated in junior high school, then he regained his motivation in high school and had a mixed experience at the university. Masaki, on the other hand, started the English acquisition experience at elementary school, where he became demotivated. His motivation was regained in junior high

school, then weakened at high school and was further weakened at the university.

To answer the question: “Are some teacher-related factors more powerful in demotivating students than others?”, Kenta’s experiences from junior high school towards the university clearly indicate the importance of a teaching style amongst other teacher-related factors. He did not make any references about his teachers’ personalities or any other factors related to his English teachers. It was teaching style that Kenta was negatively affected by at the initial stage of learning English at the junior high school and then his motivation was regained due to the same factor at high school. Finally, at the university level the same factor of teaching style was still crucial to Kenta’s attitude towards the classes. Kenta does not like textbook-oriented classes, he also dislikes memorizing. However, what is important to him is to use English as a means of communication, hence even a lower-level communication-based class was enjoyable and motivating to him. It can be concluded that in his case it was the teaching style that was crucial to his demotivation and not other teacher-related factors.

In the case of Masaki, he disliked singing songs starting in elementary school and did not enjoy performing dialogues in front of the class in high school. Instead, he enjoyed grammar-based classes, maybe due to their paper-based nature and the fact that the output was not to be produced orally. As opposed to Kenta, he did not enjoy activities which involved oral use of English. He also mentioned that in the elementary school he had thought that the teacher did not fully understand the meaning of the songs they were singing. In other words, he had his doubts regarding teacher’s competency. In addition, Masaki said that in high school the contents were boring and that strengthened his demotivation.

Masaki’s motivation to study English was additionally weakened by the fact that by the time he entered university he had already chosen his future career and decided that he would not be using English professionally. As for his elementary school through high school learning days, it can be said that amongst teacher-related factors it was the teaching style, the teacher’s competence and class contents that affected him most.

The findings of this study are in line with the findings by Warrington & Jeffrey (2005), who stress the importance of teaching style. The two participants of this study have different preferences in their learning routines: one enjoys communication-based activities, the other does not. However, both students value teaching style as important.

What educational implications can be made? One is that the same teaching style might have different impacts on different students in the same classroom. This adds weight to feedback and monitoring students' participation levels. Regular questionnaires or feedback surveys can assess students' levels of involvement and engagement. Subsequently, teachers' improvisation and flexibility levels are at a test as teachers might have to re-adjust the class structure to increase participation levels of students with lower levels of engagement.

As for the second research question of how often demotivation changes, for Kenta demotivation started in junior high school and for Masaki it started at the elementary school. Both students have illustrated demotivation dynamicity across different learning settings, with Kenta being more demotivated in junior high school and partially demotivated at the university, and Masaki being demotivated at the elementary school and high school and losing his motivation towards the tertiary level. Dynamic nature of demotivation is good news to educators as, with sufficient information, demotivation can be approached and dealt with. To researchers, the dynamicity of demotivation coupled with the importance of teacher-related factors call for reappraisal of teachers' roles in our dealing with demotivation. Consecutive semi-longitudinal and longitudinal studies of teacher-related factors with larger number of respondents will contribute to our understanding of demotivation as a phenomenon and consequently help to identify measures for preventing/neutralizing/weakening it in various educational settings.

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### Appendix 1: Questionnaire items

(All questions were answered on a 5-point Likert scale of 1-Strongly disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly agree) 1. I would like to communicate with foreigners in English; 2. I am interested in foreign music and culture; 3. I would like to make as many foreign friends as possible; 4. I would like to visit as many foreign countries as possible; 5. I would like to understand other countries' values; 6. English is essential for personal development; 7. English is essential to be active in society; 8. English broadens possibilities in my future; 9. English is necessary to get a good job; 10. I would like to acquire some sorts of qualification or certificate in English; 11. I studied English very hard at high school; 12. I believe if I study English hard, I will acquire the language; 13. I am working hard at learning English; 14. I find English really interesting; 15. I would like to have more English classes at university; 16. I really enjoy learning English; 17. I always look forward to English classes; 18. I think that time passes faster while studying English.

### Appendix 2: Transcription symbols

(.) pause, dots indicate length

hehe laughter without words

\$laughter\$ words between the \$ signs are spoken in a laughing voice

### Appendix 3: Transcribed interviews in Japanese

- (1) 最初に中学1年のときの英語の先生が、教科書をそのまま教えるみたいなスタイルの先生で、...
- (2) 高校のときの英語の先生が、... 英語を学ぶことが目的じゃなくて、学んだ上で何かをしようと。  
例えばディベートだったり、スピーチであったり、英語の文章を読むのにも、英語を読むことじゃなくて書かれている内容を英語で読み取ろうっていう先生で。スピーチとか話すことであったり、聞くことであったりとかは、すごい好きなので、そういう高校の先生がそういう考えを持っていたところでモチベーションは上がったかなと。
- (3) 大学の授業は、去年受けていた全学の英語の授業が三つ受けなきゃいけないところの二つがほとんど、暗記とか、どこが間違っているかみたいな典型的な勉強みたいなスタイルだったので。しかも高校とか中学とか

に比べると、やっててどういう意味があるのかなっていうのは疑問に持つものだったんで、先生が文章を説明して、それをただ聞くだけとか。だったらそんなに意味がないのかなというので、それはモチベーションの低下につながったかなと。一つだけ授業の中でコミュニケーションを扱う異文化と英語という授業があって、その中で英語を使ってコミュニケーションをするっていうのがあったんです。そもそも入ってたクラスが人文学部のC、クラス分けされた中の一番下のクラスだったんで、英語使ってたかっていうのは疑問なんですけど。つたない英語をクラスの中で使いながらやっていうので楽しい授業ではありました。

- (4) ただ今、受けている (...) の<sup>ix</sup>授業は、ちゃんと目的とか構成とかが結構はっきりしているんで、1年のときに全学で受けた授業よりはすごい楽しく受けることができてると思います。
- (5) 小学校の頃に習っていた英語っていうのが、英語の授業が、小学校の頃の英語の授業が文法とかの説明は全くなく、ALTの先生と英会話してねみたいなやつで。Nice to meet youとか。
- (6) 発音をちゃんとやったわけじゃなくて、カタカナでナイス・トゥ・ミート・ユーって書いてて... それをこれが、初めましてっていう意味ですっていうふうに教えられて、そうなんだと思って。それをみんなで一緒に言ってみましょうみたいな。せいの。「Nice to meet you」みたいな感じの。そういう授業だったので、これは一体何をやっているんだろうって。
- (7) 小学校の英語の授業は、小学生だった頃の私がどう思っていたのかよく覚えてないんですけど。今、思い返すとあまり効果的な英語の授業じゃなかったなっていうふうに思います。
- (8) 小学校、英語の免許みたいなのを持ってる先生じゃなかったと思うんで。多分、クラス担任の先生が英語も教えてたんですけど、多分、その人の教え方が悪くて。英語、Nice to meet youって、Nice to meet youなのに、ナイス・トゥ・ミート・ユーってカタカナで書かれてると、どこで切るのかも分からないから。
- (9) あと英語の歌みたいなのもたくさん歌うんですけど、それもそれがどういう。全体の意味は何となく教えられたんですけど。一番初めのこのフレーズは何っていう意味で、次が何っていう意味でみたいなのは分からなかったんで、... 飾りみたいなもので。

- (10) 担任の先生はさすがに分かってたんじゃないですか。
- (11) ALTの先生が初めに歌ってみて、みんなにそれまねしてるみたいな感じで、ALTで1対1で会話するみたいなのはなかったんですね。
- (12) ALTは正しい英語の発音を、デモンストレーションしてみるっていうだけの役割を担っていて、みんなはそれをまねして、要はカタカナっぽい英語じゃなくて、英語の発音っぽい英語をするための見本みたいな感じでした...
- アメリカ人ではないんだなあっていうのは思ってるんですけど。
- (13) 中学の英語は、割とあのときの英語は好きでしたね。授業を聞いてれば、大体内容が分かるし、あと自分で勉強すればテストでいい点取れる。
- (14) 中学の英語の授業はひたすら文法でしたね。それは割と、それは嫌いじゃなかったというか。
- 例えば、例えばって言って思い付かない。実際、名詞句を作ることとか文法の動詞の活用を覚えるとか。コミュニケーションは、授業の初めにちょっと英語の歌を歌うっていうのは、それ以外はもうずっと英文法でした。
- (15) 高校に入ると全然できなかった。高校入ってからは、高校入学当初、高校1年生とかの頃は多分、英語の成績は真ん中ぐらいだったんですよ。そんなにめっちゃめっちゃできないわけではなかったんですけど。高2、高3となるにつれて全然勉強しなくなっていくって、英語を。どんどん下のほうになっていきました。
- (16) 高校は、中学校で発展みたいな感じでしたね。コミュニケーションは、高校に入ると英語の授業が週に7コマぐらいあって、そのうちの四つが文法で三つがオーラルコミュニケーションみたいな。オーラルコミュニケーションっていう名前の授業だったんですけど。オーラルコミュニケーションっていう授業はALTの先生が来て、その人と買い物に行ったときのセリフはこんなんですとか。街中で道案内をするときのセリフはこんなんですみたいなのに、まずは一通り例文みたいなものを街中の道案内の例文だと、Go straightとか、Turn to leftとかですか。いろいろまず教えられて、それを何分間かかけて覚えて、隣の人と練習してみて。その後に最後に何人か前に出て実践するみたいな感じでしたね...
- (\*\*\* ) 好きではなかったです。
- (17) 高校に入ってからは、内容が面白くないなと感じ始めましたね。



頑張る気にはならなかったんで。高校の英語は好きじゃなかったんですね。

- (18) 熱心さがいいですね。大学の授業は、大学まで来ると、自分の進路とかも、将来就く仕事とかも決まって、それが私の場合、国語の先生なんですよ。高校の。国語の先生で、全然、英語を将来使う展望が、職業としての英語を使う展望がないので。論文読むとかで、大学で使うことはあるかなとは思んですけど、読む必要があったら、そのときにまた考えようかと思って。全然大学の英語の授業は熱心にはできてないですね。

## Notes

- i In addition, the study made a distinction between stronger and weaker demotivators in two milieus, and change of strong demotivators in high school.
- ii Motivation questionnaire was constructed based on Lee (2012) and Aubrey (2014). Both studies were undertaken at a tertiary level in Japan. From Lee (2012) 12 items were adapted (five of “integrative orientation”, five of “instrumental orientation”, and two items of category entitled “motivational intensity”). Six items were adopted from Aubrey (2014) (one from the category entitled “Motivated learning behavior” and five from the category of “L2 learning experience”). After having examined motivational constructs of 630 university students in Japan, Lee (2012) found no significant correlation between integrativeness and instrumentality and English language proficiency. Therefore, possible differences in the students’ English proficiency are not likely to be of significance for the present study. Prior to answering the questionnaires, the students filled in the “Agreement to terms and conditions of research objectives”. For the full list of the questionnaire items, see Appendix 1.
- iii It was stated that there are several terms in the Japanese language referring to this word in English, i.e. 動機付け (*doukizuke*),モチベーション (*motibeeshon*), 学習意欲 (*gakushuiyoku*).
- iv Prior to the interview, the interviewees were asked to read a form explaining the aim of the study, the methods of data analysis, private information protection policy, and the fact that their participation will not be reflected in any way on their academic performance. The form also included contact details of the interviewer. After having read the explanation form, the students signed a form of “Agreement to terms and conditions of research objectives”.
- v The names of the participants have been altered.
- vi The score might appear quite high as Kenta had “strongly agree” scores on items which inquire about interest towards foreign culture in general (items 2-5) and general importance of English but the items dealing with his personal involvement had the lowest scores.

- vii Statements that refer to specific demotivating factors are underlined.
- viii Transcription symbols are adopted from Schmidt (2014) and are listed at Appendix 2. Respondents' statements are shown in italics. All Japanese equivalents of the numbered statements are shown in Appendix 3.
- ix The name of the faculty has been omitted.