Exploring Preparatory School University Students' Demotivational Factors of Learning English and Their Analysis in Terms of Various Variables

Yaşar Erdin (yasare@beykent.edu.tr)

Beykent University, Turkey

http://orcid.org/0000-0002-5309-7470

Çilem Suna Akar (cilemakar5@gmail.com)

Independent Researcher

http://orcid.org/0000-0001-5096-6805

Abstract: Motivation is a crucial part of language learning and many learners of English begin learning with a strong intrinsic/extrinsic motivation, but in most cases, it lessens in the process of time and these learners eventually lose their motivation. Especially in preparatory schools of universities in Turkey, this is a common problem. To address this problem, this paper focuses on the negative aspect of motivation, which is called demotivation, and tries to explore demotivational factors of preparatory school students in Turkey, and to investigate the reasons causing demotivation in students while learning English. Thus, it aims to help teachers analyse their students' motivational factors easily, and detect possible problems resulting from demotivation, and come up with solutions. These demotivational factors are investigated in terms of level of English, gender, and high school type. In order to explore factors causing preparatory school students to become demotivated, a questionnaire was conducted on a sample group of 67 students from three different private universities in İstanbul, Turkey. The obtained quantitative data were analysed through regression analysis, t-test and One-Way ANOVA test. The results demonstrated that gender of learners, the type of high school they graduated, and their level of English do not affect their demotivational levels.

Keywords: motivation, demotivation, demotivational factors, level of demotivation, preparatory school students

Introduction

In today's world where the borders between countries are becoming more transparent each day, the significance of being able to communicate in a common language is increasing day by day. Consequently, English, being the very stated common language, has gained a huge significance. It is now a necessity to learn it in order to survive the probable challenges people might encounter in their business or academic life. Being aware of this situation, universities in Turkey offer English preparatory classes to their students before dispatching them to their major. The aim here is to prepare their students for their future studies. Although there are many students that are able to adapt these programs quite conveniently and can actually make progress, there is a considerable amount of students who struggle to do so.

The problem mentioned above is not something new. Throughout the history, there have been innumerable attempts to better second language learning. They tend to treasure some areas of language more over the others. For example, Grammar Translation Method focuses on the translation of sentences and texts between L1 and L2 whereas Audiolingualism appreciates grammatical and phonological structure especially for speaking and listening. Deficiencies of these attempts were observed in time and another one was put forward as a response. One deficiency that the earlier attempts failed to embrace was emotional factors. They tend to regard learners as uniform individuals. The fact that they are not was realized later. Various research and studies have been conducted since to demonstrate that emotional factors play a role in learning, too. One of the most prominent of them is Stephen Krashen's Affective Filter Hypothesis which argues that if a learner has high motivation, self-confidence, a good self-image and a low level of anxiety, he/she tends to be more successful in second language acquisition (Krashen, 2009). Also, according to another view "learning, particularly the learning a language, is an emotional experience, and the feeling that the learning process evokes will have a crucial bearing on the success or failure on the learning" (Hutchinson & Waters, 1987, pp. 46-47). Every teacher would agree that each student has different abilities, needs, styles etc. and their level

of success varies depending on these differences. In her book, Arnold (1999, p. 2) stated that "stimulating the different positive emotional factors, such as self-esteem, empathy or motivation can greatly facilitate the language learning process". While the role of emotional factors in the classroom should never be neglected, according to some researchers, one of these factors is singled out, motivation. According to Dörnyei (1998, p. 118), a leading researcher of motivation, it is "a process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached". Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar, pronunciation and the four basic skills of the language, including listening, understanding, reading and writing (Gardner, 1985). Thus, motivation is an indispensable part of second language learning. But, what is motivation? As most scholars would agree, it is a multivariate concept which is difficult to be assigned a simple or single definition. According to Longman Dictionary of Language Teaching & Applied Linguistics, it is defined as

"in general, the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language. ... Motivation is generally considered to be one of the primary causes of success and failure in second language learning (Schmidt & Richards, 2010, pp. 377-378)".

Keller (1983, p. 389) also stated that "Motivation refers to the choices of people make as to what experiences and goals they will approach or avoid, and the degree of effort they will exert in this respect". However, Gardner (2010) disagrees with this notion stating that it is not accurate because not all the elements characterizing motivation are included in it. Wlodkowski (1978, p. 12) defines motivation as "the word used to describe those processes that can (a) arouse and instigate behaviour; (b)

give direction or purpose to behaviour; (c) continue to allow behaviour to persist; and (d) lead to choosing or preferring a particular behaviour". There has been no single definition that has been agreed upon in the literature, but its significance in second language learning has been realized all over the world.

The nature and positive sides of motivation have been looked into so far. While learning a second language, it also possible for learners to be affected negatively. These negative influences may relate to particular learning-related events and experiences, such as performance anxiety, public humiliation, heavy work demands or poor test results and they may also relate to factors in the social learning environment, such as the personality and attitude of the teacher or classroom countercultures and peer pressures (Dörnyei & Ushioda, 2011). This unfavourable, notorious side of motivation is called demotivation, which has not been researched into as much as motivation, especially in Turkey, and which is also what this research focuses on. Demotivation concerns various negative influences that cancel out *existing* motivation (Dörnyei & Ushioda, 2011). In that way, it is different from "amotivation", which is defined as the absence of motivation (Deci & Ryan, 1985). Thus, a 'demotivated' learner is someone who was once motivated but has lost his or her commitment/interest for some reason (Dörnyei & Ushioda, 2011). In this research, we are going to try to discover these reasons.

Method

Research Design

This study was conducted in the spring term of the academic year 2018-2019, between March and June, as a requirement of the graduate course called Second Language Acquisition at Bursa Uludağ University. The researchers aimed to discover what the reasons demotivating preparatory class students in Turkey are in the process of learning. To this end, survey design out of the quantitative research methods was adopted. Pinsonneault and Kraemer (1993, p. 77) defined survey as "means for gathering information about the characteristics, actions, or opinions of a large group of people". According to Creswell (2014, p. 155), "a survey design

provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the population". The researchers preferred survey design because it provides data quickly and enables identification of attributes of a large population from a small group of individuals (Fowler, 2009). With these in mind, the researchers tried to find answers to the following research questions by conducting a questionnaire on preparatory school university students:

1. What are the demotivating reasons of preparatory school university students while learning English?
2. To what extent is level of English effective on demotivation?
3. To what extent is gender effective on demotivation?
4. To what extent is high school type effective on demotivation?

Participants and Setting

The questionnaire was carried out by employing convenience sampling (availability sampling) technique. A total of 67 preparatory school university students took part in the questionnaire. 35 of them were female, and 32 were male. The students were studying at Beykent University, Okan University, or İstanbul Gelişim University at the time (2018-2019 academic year, spring term), all of which are private universities in İstanbul, which means all of them receive foreign language instruction under similar circumstances. It is thought that the participants are illustrative enough of the qualities of the preparatory school university students in Turkey.

Data Collection Tool

The quantitative data of the study were collected through a scale titled "A Scale of Preparatory School University Students' Demotivational Factors Towards Learning English" designed by Aygün (2017). The scale consists of 32 items which were organized with five-point Likert-scale model under four factors. It was used for students to mark the statements from "Totally agree" (5) to "Certainly disagree" (1). Internal consistency reliability (Cronbach's Alpha) of the scale is found to be α = .911 and it suggests great internal consistency of the items in the scale (Aygün, 2017). She

also stated that "...the scale was validated through second order confirmatory factor analysis with the data collected from 206 students. Results showed that the data and assumed model had an acceptable fit" (Aygün, 2017, p. 62). Therefore, it can be said that the scale is a reliable and valid instrument to measure preparatory school university students' demotivational levels towards learning English (Aygün, 2017). Aygün (2017) presented the scale both in Turkish and English, and stated that these two forms were compared and there were not any significant difference between them. We used the Turkish version to avoid misunderstandings, to save time and because all of our target participants are Turkish. To make the data collection process easy and to avoid waste of paper, the scale was reproduced on Google Forms and a short link was created (bit.do/hi55) and shared with fellow teachers who were asked to share it with their students.

The four factors mentioned earlier are:

1. Personal reasons (1, 4, 7, 10, 14, 18, 21, 25, 29)
2. Past experiences (5, 8, 16, 27, 31)
3. Features of preparatory school program (3, 17, 22, 28, 32)
4. The form of instruction (2, 6, 9, 11, 12, 13, 15, 19, 20, 23, 24, 26, 30).

The numbers in the brackets refer to the number of the statement in the scale. The subscale reliability of these four factors was found to be .708, .680, .763, .871 respectively.

"The internal consistency reliability results of Factor 1, 3, and 4 were acceptable (.70 and above); however, the reliability of Factor 2 was just slightly below the suggested reliability coefficient. As this result would not affect the reliability of the whole instrument, which was remarkably high (α = .911), it was decided not to omit Factor 2 from the scale" (Aygün, 2017, p. 58).

The questionnaire that was distributed to the students contains the following statements:

1. I do not have adequate facilities to practise out of the class.

2. English that I learn here does not prepare me for academic English in my department.

3. Compulsory attendance decreases my motivation.

4. Preparatory school program does not appeal to my needs.

5. I have not learned anything as to English since primary school.

6. I find the lessons quite boring.

7. I do not have any sources to study out of the class.

8. I have not been informed how to study English so far.

9. Teachers give the lessons in a dull way.

10. My family puts pressure on me to complete the preparatory school program within one year.

11. We always study grammar.

12. The classrooms are very crowded.

13. The lessons are given beyond our proficiency level.

14. I find it boring to learn English all year round.

15. What we cover in the class does not correspond to the real life.

16. I have always had difficulty learning English.

17. The great number of exams affects my motivation negatively.

18. I do not have sufficient time to practise out of the class.

19. Teachers give the lessons in a complicated way.

20. Our preferences are not taken seriously through the teaching process.

21. I have the feeling that I just study to pass the preparatory class.

22. Course hours are quite a lot.

23. We are not provided with a variety of grammar exercises in the lessons.

24. Teachers do not benefit from technology during the lessons.

25. I am not in favor of having English as the medium of instruction in my department.

26. Teachers do not encourage us to participate in the lessons.

27. My English teachers in the past were incompetent in teaching.

28. Weekly syllabuses are quite intensive.

29. The number of words to learn decreases my motivation.

30. Teachers do not do interesting activities in the lessons.

31. We have been learning the same things since primary school.

32. There is a gap between what we learn in the class and difficulty level of exams.

A form was provided with the scale to collect students' information, which are level of English, gender and high school type, in line with the purpose of the research. No personal information was asked in the research to provide confidentiality of personal information.

Analysis of Data

The collected data was processed to Statistical Package for the Social Sciences (SPSS) 22.0. Regression analysis was carried out to examine the demotivating reasons of preparatory school university students while learning English (Research Question 1). As the scale used in the study suggests, these reasons are categorized under four factors, namely personal reasons, past experiences, features of preparatory school program, and the form of instruction. Each of these factors was analysed through regression analysis. Next, One-Way ANOVA analysis was conducted to investigate demotivational differences depending on level of English and high school type (Research Question 2 and 4). Akbulut (2011) argues that One-Way ANOVA analysis is used to investigate the effect of an independent variable with minimum three or more levels on one dependent variable. Unpaired t-test was used to investigate demotivational differences in terms of gender (Research Question 3). Since gender has two components (male-female), the application of this method was deemed appropriate. Unpaired t-test involves investigating whether the difference between two unrelated sample groups is meaningful (Seçer, 2015). According to Gravetter and Wallnau (2011), three assumptions, namely independence of observations, normality and homogeneity of variance, are need to be satisfied in t-tests and One-Way ANOVA tests. First, to check the normality, skewness, kurtosis, Normal Q-Q Plots and histograms of dependent variables (personal reasons, past experiences, features of preparatory school program and form of instruction) for each independent

variable (proficiency level and high school type) were investigated. Skewness was found to be between -.160 and .293, and kurtosis was found to be between -.585 and .578, which makes it a reasonable assumption (Tabachnick and Fidell, 2013). Normal Q-Q Plots and histograms of dependent variables indicated little deviations from normality. After it was found out that the variables were normally distributed, t-test and One-Way ANOVA test were carried out. Following the normality test, the Levene's Test for Equality of Variances was applied for each of these tests to see homogeneity of variances. The results are mentioned in the related part under the findings section.

Findings

Findings on the demotivating reasons of preparatory school university students while learning English

The first research question attempted to find out what demotivates preparatory school university students while learning English. The scale the researchers used in the study suggests that there are four factors causing demotivation in students. These are personal reasons, past experiences, features of preparatory school program, and the form of instruction and the researchers analysed each of them via regression analysis.

Firstly, to what extent personal reasons affect demotivation was investigated. For this analysis, there were one dependent variable, demotivation, and one independent variable, personal reasons.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,911ª	,830	,827	,35024

a. Predictors: (Constant), Personal Reasons

After the Model Summary table, and R and R^2 values are observed, it can be said that this table suggests the predictor variable, which is personal reasons, represents 83% of the dependent variable, which is demotivation. This value suggests a very high representative value. Once the meaningfulness of the F value of this value was observed, it was found that p=.000. Therefore, the model established for the regression process is statistically meaningful (p<.01).

Variable	B	Std. Error	β	t	p
Constant	.475	.154		3.092	.906
Personal Reasons	.841	.047	.911	17.794	.000

Table 1. Results of the simple linear regression analysis in regard to predicting personal reasons

As a result of the simple linear regression analysis, there is a high-level and meaningful relationship between personal reasons and students' demotivational levels (R=.91, R^2=.83, p<.01). This means that personal reasons represent 83% of demotivation.

Secondly, to what extent past experiences affect demotivation was investigated. For this analysis, there were one dependent variable, demotivation, and one independent variable, past experiences.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,773ª	,597	,591	,53879

a. Predictors: (Constant), PastExperiences

The Model Summary table, and R and R² values suggest that the predictor variable, which is past experience, represents nearly 60% of the dependent variable, which is demotivation. This value suggests a high representative value. When the meaningfulness of the F value of this value was observed, it was found that p= .000. Therefore, the model established for the regression process is statistically meaningful (p<.01).

Variable	B	Std. Error	β	t	p
Constant	1.243	.200		6.209	.000
Past Experiences	.606	.062	.773	9.811	.000

Table 2. Results of the simple linear regression analysis in regard to predicting past experiences

As a result of the simple linear regression analysis, there is a meaningful relationship between past experiences and students' demotivational levels (R=.77, R²=.60, p<.01). This means that past experiences represent 60% of demotivation.

Thirdly, to what extent features of preparatory school program affect demotivation was examined. For this analysis, there were one dependent variable, demotivation, and one independent variable, features of preparatory school program.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,849ᵃ	,721	,717	,44833

a. Predictors: (Constant), Features of Preparatory School Program

When the Model Summary table, and R and R² values are investigated, it is observed that the predictor variable, which is features of preparatory school program,

represents 72% of the dependent variable, which is demotivation. This value suggests a high representative value. The meaningfulness of the F value of this value was found to be p= .000. Therefore, the model established for the regression process is statistically meaningful (p<.01).

Variable	B	Std. Error	β	t	p
Constant	.899	.178		5.045	.000
Features of Preparatory School Program	.637	.049	.849	12.958	.000

Table 3. Results of the simple linear regression analysis in regard to predicting features of preparatory school program

This simple linear regression analysis suggests a meaningful relationship between features of preparatory school program and students' demotivational levels (R=.85, R^2=.72, p<.01). This means features of preparatory school program represent 72% of demotivational reasons.

Finally, to what extent the form of instruction affects demotivation was investigated. There were one dependent variable, demotivation, and one independent variable, the form of instruction in this analysis.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,915a	,838	,835	,34160

a. Predictors: (Constant), The Form of Instruction

An analysis of the Model Summary table, and R and R^2 values indicates that the predictor variable, which is the form of instruction, represents 84% of the dependent variable, which is demotivation. This value demonstrates a very high representative value. The meaningfulness of the F value of this value was found to be p= .000. Thus, the model established for the regression process is statistically meaningful (p<.01).

Variable	B	Std. Error	β	t	p
Constant	.525	.146		3.583	.001
The Form of Instruction	.869	.047	.915	18.336	.000

Table 4. Results of the simple linear regression analysis in regard to predicting the form of instruction

This simple linear regression analysis suggests that there is a high-level and meaningful relationship between the form of instruction and students' demotivational levels (R=.91, R^2=.84, p<.01). This means that the form of instruction represents 84% of demotivation.

Findings on to what extent level of English is effective on demotivation

The researchers made an effort to find out that whether there is a meaningful relationship between learners' level of English and their demotivational levels in the second research question. In this analysis, there are one dependent, level of motivation, and one independent variable with four sub-categories, level of English, i.e. Beginner, Pre-Intermediate, Intermediate, and Upper-Intermediate. The table below demonstrates One-Way ANOVA analysis results.

		n	$\bar{X}$	S.d.	F	p
Level of English	Beginner	4	105,75	10,08		

Pre-Intermediate	6	109,16	15,81	.387	.762
Intermediate	22	97,41	25,38		
Upper-Intermediate	34	98,09	31,04		

Table 5. Relationship between level of English and demotivation

The results suggest that there is no meaningful relationship between level of English and demotivational level (F=.387, p>.05), which means learners' level of English does not affect their demotivational beliefs.

Findings on to what extent gender is effective on demotivation

The third research question was meant to find a relationship between gender and students' demotivational beliefs. Table 3 below shows the correlation between these two. There are one dependent variable, level of demotivation, and one independent variable, gender.

		n	$\bar{X}$	S.d.	t	p
Level of Demotivation	Male	32	100,22	30,10		
	Female	35	99,14	24,12	0,313	0,755

Table 6. Relationship between gender and demotivation

Unpaired t-test was carried out in order to determine whether preparatory class university students' demotivational levels during English learning process differ meaningfully depending on their gender. The result indicated that the difference between the means is not meaningful (t=0.313, p>.05), which suggests that gender is not a factor affecting preparatory class university students' demotivational beliefs towards learning English.

Findings on to what extent high school type is effective on demotivation

In the fourth research question, the researchers sought to find out whether there is a relationship between the type of high school learners graduate and their demotivational levels. Table 4 demonstrates the result of the One-Way ANOVA analysis in which there are one dependent, which is level of motivation, and one independent variable with five sub-categories, which are types of high school in Turkey, namely Anadolu Lisesi (Anatolian High School), Fen Lisesi (Science High School), Anadolu İmam Hatip Lisesi (Anatolian Religious High School), Özel Lise (Private High School), Mesleki ve Teknik Anadolu Lisesi (Vocational and Technical Anatolian High School).

		n	$\bar{X}$	S.d.	F	p
Type of	Anadolu Lisesi	33	100,45	25,06		
High	Fen Lisesi	5	113,00	17,80	1,273	.290
School	Anadolu İmam Hatip	3	106,67	53,38		
	Lisesi	17	99,88	26,41		
	Özel Lise	9	82,67	27,56		
	Mesleki ve Teknik A. L.					

Table 7. Relationship between type of high school and demotivation

The results indicated no meaningful relationship between the type of high school that the participants graduated and their demotivational beliefs (p>.05). As a result, it can be argued that why learners become demotivated is not linked to the type of high school they graduate.

Discussion

According to the findings of the study, *the form of instruction* found to be the most demotivating factor for Turkish preparatory school students. A great number of participants expressed that they suffer from some negative features of the instruction they receive such as being taught the things that have nothing to do with the subjects about their departments. However dedicated the teacher might be, teaching and

learning may not be efficient if teaching methods and course content are not correlated with student learning styles and expectations. Therefore, it was discovered to have a huge impact on students' demotivation and it is in agreement with the general results addressed in previous studies. Firstly, it is in line with the findings of the study by Sakai and Kikuchi (2009) for Japanese students. In that study, the most outstanding demotivating factor was course content and teaching materials. Also, Ali and Pathan (2017) also found out in their research that course content and teaching material was the most effective demotivating factor for college students from Pakistan. Furthermore, Amemori (2012) in his study on undergraduate students of Finland observed that the same factor was one of the key elements of demotivation for learning English. Dörnyei (2001, p. 152) also indicated the teacher as "the most frequent source of demotivation concerned with his/her personality, commitment to teaching and attention paid to students as well as his/her competence, teaching methods, style and rapport with students".

Second most demotivating factor was found to be *the personal reasons* of the students. It could be deduced that the students perceive the preparatory school program as only a mandatory step before going to their departments which means that they do not really devote themselves to learn English. They just learn it because they feel like they have to do it for their departments anyway. The purpose of preparatory schools is just enhancing them some basic knowledge of language skills. Therefore, there is a huge gap between the features of the preparatory school program and expectations of the students. For example, they often prefer practising speaking and learning vocabulary related to their departments. However, the content of the syllabus mostly includes basic grammar knowledge etc. Thus, they feel like their needs are not met in preparatory schools. A study conducted at Hacettepe University identifying learner needs in preparatory school programs supports this idea well, where they indicate that "In order to develop a curriculum, teachers need to know the expectations of their students" (Tavil, 2006, p. 50), and "the speaking ability of the students is not sufficient to deal with the content subjects at their departments so the students need to be trained in speaking" (Tavil, 2006, p. 54).

The findings demonstrate that *features of the preparatory school program* also have a considerable impact on students. They might not be satisfied with institutional policies and attitudes of the school and principals. They feel like their needs and requests are ignored. They sometimes suffer from insufficient facilities of the school as well. Ushioda (1996) also conducted a study and found out that students get demotivated by institutional policies and attitudes. In Dörnyei's (2001) study, we could also see that lack of school facilities were one of the demotivating factors for students while learning English.

Not as much as the others, but a considerable percentage of the reasons of demotivation is found to be *past experiences* of the students in learning English. Before they begin the preparatory school, they study English for years in primary school and high school. And those who experience something unpleasant about English such as failing or having issues with the teacher in those years tend to be more prejudiced against English, therefore more demotivated for learning it. According to Weiner's (1986) attribution theory, students who experience repeated failures in a subject are likely to see themselves as being less competent in that subject. Dörnyei (2001) also stated a similar explanation and described bad learning experiences as a reason of demotivation. At the same time, Ushioda (1996) reported that learners who had positive learning history, presumably felt that it was motivationally crucial to do well in English.

Lastly, the findings show that there is no relation between demotivation of the students and their gender, their level of English or the type of high school they graduated. Rather than these features of the students, experiences and attitudes towards the language affect their motivation level.

Conclusion

The present study suggests that student demotivation is a major problem in foreign language learning settings in Turkey. It highlights some factors demotivating

Turkish preparatory school students. It confirms that the role of the teacher has a crucial effect on students' learning process in terms of motivation. Therefore, it is conducted for especially English language instructors from universities in Turkey to help them become more aware of the causes of demotivation among their students and come up with related solutions to let them overcome these issues. It should definitely be further researched in Turkish context to gain deeper insight to assist students better in English language learning as for its importance in Turkish educational institutes. Besides, changes and variation in the form of instruction, improvements in preparatory school policies and facilities have the potential to have a great effect on enhancing students' success in English learning. The findings of this study are also essential for the researchers in Turkey working on the areas of motivation and demotivation in English language learning.

Limitations of the Study

The students who took part in the research were studying in the spring semester of 2018-2019 academic year, so their demotivational factors might differ from the ones in the previous or following years.

The scale used in the research is a five-point Likert-scale, so participants were expected to mark the 32 statements from Totally Agree (5) to Certainly Disagree (1). Therefore, the responses were confined. There might be different demotivational factors other than the ones on the scale.

Another limitation was the city and type of universities where the questionnaire was applied. The sample group consisted of students studying at private universities in Istanbul. Therefore, their motivational/demotivational factors might differ from those in state universities or universities in other cities.

Finally, we aimed at Turkish preparatory school university students. However, it is a well-known fact that there are many students from various nationalities studying in Turkey. Turkish Prime Ministry's Presidency for Turks Abroad and Related

Communities stated that nearly 108,000 international students from 180 different countries are studying in Turkey (Yüzbaşıoğlu, 2018). Besides, nationality is argued to be an important factor affecting motivation. Amirian and Komesh (2018) stated in their article that there is a significant relationship between nationality of EFL learners and their language learning motivation. Unfortunately, these individuals were left out of our research.

The researchers think that in spite of these limitations, the research yielded some useful results. This study is expected to enable English language instructors working at preparatory schools of universities in Turkey to design their lessons or syllabuses more effectively by realizing what demotivates their students and eliminating these factors.

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