



**AN INVESTIGATION OF THE SOURCES OF DEMOTIVATION
AFFECTING DEVELOPMENT OF SPEAKING SKILL IN FOREIGN
LANGUAGE**

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**YABANCI DİLDE KONUŞMA BECERİSİNİN GELİŞİMİNİ
ETKİLEYEN DEMOTİVASYON KAYNAKLARININ İNCELENMESİ
(Yüksek Lisans Tezi)**

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ÖZ

Genel tarama modeline uygun olarak yürütülen bu çalışmanın amacı öğrencilerin İngilizce konuşmaya yönelik motivasyonlarını azaltan faktörlerin araştırılması ve bu faktörlerin bazı değişkenler açısından incelenmesidir. Araştırmanın örneklemini Ankara ilinde Anadolu liselerinde okuyan 566 öğrenci oluşturmaktadır. Veri toplamak için 48 madde ve 4 boyuttan oluşan Konuşma Demotivasyonu Ölçeği geliştirilmiştir. Ölçeğin güvenirlik değeri hesaplandığında, croanbach Alpha değeri .93 bulunmuştur. Veriler analiz edilirken aritmetik ortalama, standart sapma, korelasyon ve çoklu varyans analizi (MANOVA) kullanılmıştır. Araştırma sonucunda öğrencilerin İngilizce konuşmaya yönelik başlıca demotivasyon kaynağının dersin özellikleriyle ilgili faktörler olduğu bulunurken en az demotive eden faktörlerin ise öğretmenle ilgili olduğu bulunmuştur. Buna ek olarak, İngilizce konuşma demotivasyonu ve cinsiyet arasında anlamlı bir korelasyon bulunamamıştır. Ancak konuşma demotivasyonuna sebep olan faktörler ile İngilizce yeterliliği, yurt dışında bulunma, özel ders alma veya İngilizce kursuna gitme, İngilizce yayın izleme, sohbet uygulamalarını ve İngilizce web sitelerini kullanma durumlarına göre anlamlı farklılık göstermiştir.

Anahtar kelimeler : Demotivasyon, demotivasyon kaynakları, İngilizce konuşma becerisi
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ABSTRACT

The aim of this study, which was conducted according to a survey design, is to investigate demotivational factors towards speaking English for students and examine these factors according to some variables. The sample of this study is composed of 566 students studying at Anatolian high schools in Ankara. For data collection, Speaking Demotivation Scale, consisting of 48 items and 4 sub-dimensions, was developed by the researcher. As for the reliability, Cronbach Alpha coefficient was calculated .93 for the total scale. In the analysis, arithmetic mean, standard deviation, Pearson correlation and multivariate analysis of variance (MANOVA) were used. As a result of the research, it was found out that the salient factor causing demotivation to speak English among students was the characteristics of class whereas factors related to teacher were proven to be the weakest demotivator. Furthermore, as a result of this study, it was revealed that there was no correlation between demotivation to speak English and gender. However, demotivational factors differed significantly according to such variables as proficiency, being abroad, having private lessons or English courses, watching English broadcasts, using chat applications and websites to practice English.

Key Words : Demotivation, demotivational factors, speaking English
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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
AMTB	The Attitude Motivation Test Battery
CLT	Communicative Language Approach
EFL	English as a Foreign Language
EPI	English Proficiency Index
ESL	English as a Second Language
GPA	Grade Point Average
GTM	Grammar Translation Method
L ₂	Second Language
MoNE	Ministry of National Education
MANOVA	Multivariate Analysis of Variance
SD	Standard Deviation

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CHAPTER I

INTRODUCTION

There are such variables affecting learners' language learning process as social, physical, psychological factors. Language learning takes place under the influence of all these factors; however, despite its complex nature, affective factors, under the category of human psychology, which are about the feelings or emotions of human beings and which include qualities or characteristics such as self-esteem, anxiety, motivation etc. are significantly related to foreign language learning process (Brown, 1994).

Among aforementioned factors, one of the utmost important factors affecting foreign language learning is motivation which "provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998, p. 117).

In this regard, tremendous amount of studies about how motivation level of learners influences the level of proficiency in foreign language have been conducted. The common point of all these studies is that there is a meaningful relationship between the success in foreign language and learners' motivation. Therefore, it can be stated that motivation is among the key indicators which determines the mastery in foreign language.

Although most of the studies, carried out so far, have taken motivation to the center of foreign language learning process and searched for the possible ways to motivate students so that they can learn L2, it may also be beneficial to look at this phenomenon just from the opposite side which is termed as 'demotivation'. In this regard, Christophel and Gorham (1995) found the absence of demotivational factors has stronger impact on students' motivation than the presence

of motivators. Seemingly, it is worthy to focus on not only motivators but also demotivators, which is relatively a new and not fully adopted area of L2 learning and teaching because the demotivators having a detrimental effect on motivation are as important as the motivators. Even in some cases, demotivation may be a prerequisite to motivate students towards foreign language learning. Nevertheless, on the contrary to motivation, demotivation, dark side of motivation, has remained untouched territory waiting for being further investigated in foreign language domain.

1.1. Statement of the Problem

English as a foreign language is gaining much more importance and as a result, it has become an interesting field to search for educationalists and researchers. In this sense, many countries have implemented education and training policies that will take them one step further and play a role in the development of the country in the long term. Turkey also noticed the importance of teaching English as a foreign language effectively and introduced some changes in their foreign language teaching policy from primary school. In this context, with the regulation made by the Ministry of National Education (MoNE, 2012), the English course has been started from the 2nd grade. An early start of foreign language education will have a strong multiplier effect which will have a positive impact on all subsequent stages of education, including higher education over time (Özen et al., 2014). Thus, in addition to a total of 432 hours of English lessons taken in 8 years, students will have 144 additional hours of English. At the end of high school education, it corresponds to 1296 hours in total.

The instruction time and the duration in terms of school years are two factors that greatly affect foreign language teaching at school and according to Eurydice Report (2017), time allocated to the first foreign language is 912 hours over 11 years in Turkey. Compared with the other countries, Turkey is the 6th country in terms of the highest instruction time allocated for teaching the first compulsory foreign language whereas it is in the 3rd place in terms of the highest number of years spent teaching the first compulsory foreign language. However, according to English Proficiency Index (EPI) (2016), Turkey ranks 51 out of 72 countries with a score of 47.89 which is rated in the “very low” proficiency band. As it is known Turkey is a country where English is taught as a foreign language so the probability of students to expose to the

authentic language use is rather low. Taking the results of Eurydice Report (2017) and EPI (2016) into consideration, it is obvious that English language teaching in Turkey should be examined in depth and enriched according to the results to be gathered.

According to the findings of National Needs Analysis Report on the Teaching of Public Schools in the English language in Turkey (Özen et al., 2014, p. 5-6), a majority of teachers (80%) have the necessary qualifications and language skills to provide effective language courses. Hence, a large proportion of students in Turkey is expected to graduate from high school with at least an intermediate level of English speaking, listening, reading and writing proficiency. Despite teachers' potential and positive classroom environment, a great majority of students in Turkey (90% +) remains at a basic level of English proficiency even after 1000 hours of English lessons. Considering the difference in theory and practice, it can be claimed that motivation is the source of most of the learning problems in the school (Yılmaz, 1995). In this context, it can be thought that integrating the suggestions to be developed in the light of the findings will be useful in eliminating this difference.

English learning process consists of teaching of four basic skills which are reading, writing, listening and speaking and of three components which are grammar, vocabulary and pronunciation. According to the regulation for Foreign Language Education of Ministry of National Education (MoNE), Article 5, Section 2:

“In the institutions of formal, non-formal and distant education the purpose of foreign language education is enabling individuals to communicate in the target language (TL), develop positive attitudes towards foreign language and gain skills of:

- a) listening,
- b) reading
- c) speaking
- d) writing (MEB, 2006).”

As it can be seen in the regulation of MoNE, teaching speaking to the pupils so that they could communicate fluently and motivating them towards foreign language in order for them to take the barriers before acquiring language away and use all of their potential are main goals of teaching a foreign language. To reach these aims, aforementioned steps have been taken by MoNE; however, looking at the outputs of this intensive language teaching programme, a question arouses here: Why can't we speak English fluently?

The reason behind this bitter fact depends on lots of variables from teacher related factors to student, curriculum and classroom environment related ones. If the main focus is speaking,

students' perceptions and attitudes towards English have a crucial role. In this sense, anxiety, motivation, self-efficacy and perception are among the affective factors that inhibit students from speaking English and they have been investigated so far. On the other hand, the notion of demotivation, which is conceptualized as the negative counterpart of motivation, is relatively new in the field of foreign language teaching and has not been investigated as much as motivation.

Falout and Maruyama (2004) put forward that motivation fosters learning whereas demotivation sets learning back for students. In other words, if a language learner is demotivated to English for some reasons, s/he cannot be motivated to learn the language unless those demotivational factors are eliminated. In this regard, it can be claimed that removing demotivational factors behind speaking English is a prerequisite for being motivated, as well. Therefore, in this study, the problem will be looked from another side and reasons preventing learners from speaking English fluently will be investigated in terms of demotivational factors.

In spite of the fact that the concept of demotivation hasn't got much attention as much as motivation, it has just been discovered and regarded worthy of exploring. Most of the studies, carried out in this domain, deal with demotivators affecting language learning of students in general. However, there is a scarcity of studies related to demotivation of language skills discretely. Considering that communicating in English has utmost importance not only for our education system but also in our global world, it is thought that determining demotivational factors negatively affecting the development of speaking skills of high school students may contribute to improve speaking skills of students.

1.2. Purpose of the Study

The notion of demotivation has been considered as a crucial issue in the field of foreign language teaching and learning recently. In this regard, within the scope of current study, demotivational factors affecting development of speaking skill for language learners was aimed to be investigated. In line with this general objective, the present study attempts to find answers to the research questions stated below:

1. How do Turkish learners of English perceive the demotivators affecting their development of speaking skills?
2. What is the relationship among the sources of demotivators?
3. Do the demotivational factors affecting learners' development of speaking skills differ according to:
 - a) gender?
 - b) proficiency in English?
 - c) being abroad?
 - d) having private English lessons or attending English courses?
 - e) watching English broadcasts (movies, series etc.)?
 - f) using chat applications (Speaking7, ToLearnEnglish etc.) in English?
 - g) using English websites (Livemocha, Duolinguia etc.)?

1.3. Significance of the Study

English as a lingua franca is the most widely used foreign language with more than one billion speakers around the world (Özen and et al. 2014). In this regard, teaching English as a communication tool and raising individuals who are able to express themselves in English are crucial in today's fast developing and changing world. Nevertheless, this is stated in our political papers, as well. In the 10th Development Plan (2013) it is emphasized that foreign language teaching should start in the very early ages and regulations which will enable individuals to learn at least one foreign language effectively should be made. Besides, revising the foreign language curricula and adopting a productive skill oriented language teaching approach in order to communicate efficiently is emphasized in the 65th Government Plan (2016). Moreover in the Vision Paper (2019), foreign language teaching is among the targets to be achieved. It is indicated in the Vision Paper (2019) that the contents will be developed in an integrated way in which all skills -namely listening, speaking, writing and reading- will be improved. Considering all of these, it can be stated that improving the quality of English language teaching is among the priorities of Turkey.

In this regard, one of the challenges in English teaching context is making students reluctant to speak in the class. Even such external factors causing this problem as materials, teaching and learning environment, strategies and techniques used etc. are eliminated in a way the problem may remain. Hence, not only external factors affecting students speaking in English but also internal factors are needed to be investigated. When literature is reviewed from this perspective, it is concluded that there are quite many studies carried out as to learners' motivation to speak in English while it is really limited when it comes to demotivation. While focusing on motivation, we may fail to notice that there also exists demotivators that reduce learners' motivation; which leads learners to be unwilling to speak and as a result, students are observed to have weak proficiency at oral performance in spite of the hours of courses they have taken. Taking the limited amount of information as to demotivation into account, a further examination is much needed. Therefore, in this study demotivation will be the main focus instead of considering it as a part of motivation.

There have been a few studies carried out on demotivation in language learning process as a whole; however, to the researcher's knowledge, sources of demotivation in terms of foreign language skills alone haven't paid enough attention. Hence, there is a need to focus on demotivational factors for each language skill in discrete parts. As speaking skill is one or maybe the most challenging part of language learning process in Turkey, dwelling on demotivational factors affecting speaking is chosen in this study. It is hoped that if the demotivational factors identified as a result of this study could be desuggested, learners will be able to make much more progress in the development of speaking skill.

1.4. Assumptions

The study is conducted under the following assumptions:

1. Analysis and evaluation are independent of the researcher's values and biases.
2. The data collection tool developed for this study determines the demotivational factors affecting development of speaking skill for the high school students adequately.
3. Participants have responded to the items sincerely.

1.5. Limitations of the Study

This study was conducted in Ankara province with the participation of 9th grade students studying at Anatolian high schools. Hence, the findings of the study cannot be generalized for all EFL learners in Turkey and other countries.

Quantitative method was utilized to have more reliable data and results. Other sources of qualitative methods such as interviews, diaries and longer periods of observations weren't preferred due to time and environmental issues.

Finally, in the present study, the demotivational factors affecting speaking skills of language learners was focused on. Therefore, it doesn't concentrate on foreign language teaching as a whole, but speaking skill discretely.

1.6. Definition of Terms

The key words to be used throughout the study and their meanings are given below:

Motivation: Motivation refers to “the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process” (Dörnyei, 1998, p. 117).

Demotivation: Demotivation “concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dörnyei 2001, p. 143).



CHAPTER II

REVIEW OF LITERATURE

In this chapter, the general concept of speaking skill in foreign language as well as its nature and components will be discussed. Subsequently, the importance of teaching speaking skill in foreign language will be addressed. Additionally, one component of the affective factors, motivation, playing crucial role in foreign language learning process, will be touched upon and finally demotivational factors affecting language learning will be elaborated in details.

2.1. The Role of Speaking Skill in Foreign Language Learning

Learning a foreign language is a challenging process. Language learners need to acquire not only the culture of the target language but also different language skills. There are four skills in language which are namely reading, writing, listening and speaking. Each of these skills have peculiar characteristics and sub-skills.

Among all the skills of foreign language, speaking is considered as the most demanding and difficult skill since it is linked to the other skills and sub-skills (Grainger, 2000). According to Shumin (2002), in order to speak a foreign language, learners need to know both grammar and semantics of the target language. They also need to understand how native speakers use the target language in different contexts, which includes many different factors.

According to Harmer (1992), speaking is a complicated skill since it includes the usage of various abilities. In other words, speaking is closely interconnected with the other areas of

learning a foreign language. However, the other areas may not be develop at the same time while learning a speaking. Therefore, speaking can be more difficult for most of the language learners. Littlewood (1992) states that the most significant function of a language is enabling communication with other people. Since we are social beings, speaking allows us to interact with others and maintain our lives living all together in a society. As in today's world it is quite easy to travel from one end of the world to the other or talk to a friend abroad from home thanks to the technology, speaking a foreign language is gaining much more importance. Being a lingua franca, English is the widely used foreign language all over the world. Therefore, it is quite important to teach and learn English with communicative purposes.

Some affective factors play a significant role in the development of speaking skill for foreign language learners. Among these, motivation and willingness to speak which are closely interrelated are one of the salient factors (Yılmaz Yakışık, 2012). Motivation is an indispensable part of speaking like learning a foreign language. Because it has impact on maintaining conversation in the target language, communicating with native speakers, learners' use of L2 strategies (Oxford and Shearin, 1994).

2.2. Nature of Speaking

As social beings, one of the most important requirements of us is communicating with the others, which is indeed an outcome of the effort of maintaining social relations. Undoubtedly, the most effective and easiest way to accomplish this is speaking. In this regard, speaking has a significant place throughout the history; thus, scholars have defined it in different ways each focusing on different but important feature of this ability. According to McDonough and Shaw (1993) speaking is a communicative and purpose driven skill that enables us to communicate by means of utterances in order to achieve a particular end.

Speaking is also a socially attributed skill. Because for speaking, there needs to be at least two people while the other skills don't necessarily require someone else. Therefore, it can be said that speaking is a communication-driven skill and it needs interaction.

According to Harmer (1992) there are six components of a speech process which are a) pronunciation, b) grammar, c) vocabulary, d) fluency, e) discourse f) language skill and g) comprehension. It can be said that speaking has a complex and multifaceted nature.

Thornbury (2005) puts forth that speaking takes place spontaneously and unplanned. He also states that there are some differences between the grammar of written and spoken language. Speaking is much more flexible in terms of grammar and order of the words when compared to written language. Because in speaking main goal is to convey the meaning.

In addition to these, speaking involves desire and purpose. Because in daily life, we communicate to achieve something which may be conveying ideas, expressing meaning, making a wish, solving problems, making friendship or socializing (McDonough and Shaw, 2003).

Speech content, on the other hand, is determined by the purpose of the speaking. Hence, choosing the appropriate words to convey our opinions has a crucial role to give the right message to the listeners (Hughes, 2002). In this regard, the body language, eye contact and such paralinguistic elements as volume, intonation etc. get involved (Hall and Austin, 2004). And they complete the speaking so that a good connection can be established and the message can be transferred to the listeners accurately.

It can be concluded from the aforementioned characteristics of speech that speaking skill doesn't constitute of producing utterances. On the contrary, it has a complex nature since there are different elements which affect the quality of the speech.

2.3. An Outlook to the History of Speaking in English Language Teaching

Today, speaking skill is attached to significance in English language teaching and learning process. However, it did not get as much attention as it deserved in the past. From 1840s to 1940s, reading and writing was the dominant skills in language teaching which is called Grammar Translation Method (Richards and Rogers, 2014). This method puts great emphasis on grammar and translation while drawing little attention to speaking and writing (Griffiths and Parr, 2001).

In the mids of 19th century, the need to use the foreign language with the purpose of communication was emerged thanks to the increased developments and opportunities and this

led to the focus on speaking skill in foreign languages (Richards and Rogers, 2014). So, the Audio Lingual Method was developed which puts much emphasis on speaking and listening skills on the contrary to GTM. The aim of this method is to enhance communication in foreign language. In this context, students are expected to learn the language mechanically and use the language without thinking. In order to reach this level, students are expected to form new habits in the target language while overcoming their old habits in their mother tongue (Larsen-Freeman, 2003). In other words, in this method language learning depends on memorization which hinders the natural, unplanned use of language.

Following Audio-Lingual Method, other methods such as Silent Way, Natural Approach, Desuggestopedia took their places in the history of foreign language teaching. If it is necessary to briefly explain these methods, the objective of Silent Way is to enhance students express their feelings and thoughts in the foreign language by means of establishing their own criterions (Larsen-Freeman, 2003). Therefore, in this method students are responsible for their learning and teachers act like a facilitators.

In Natural Approach, Terrel and Krashen argued that foreign language can be acquired just like the mother tongue, and in this method it is more important to understand the target language than to produce something in the target language. In other words speaking or writing skills will occur later in the language acquisition process (Richards and Rodgers, 2014).

As for Desuggestopedia, peripheral learning technique is used in order to enable students to learn unconsciously by hanging a set of constructions rules designed in various colors on the walls (Larsen-Freeman, 2003). The main responsibility of the teacher is to encourage the students and create the most comfortable environment in which students can receive information. Students are expected to participate willingly in class and in the classroom activities (Richards and Rogers, 2014).

In Community Language Learning, language is a tool for communication. Therefore, students should be encouraged to speak as much as possible during the course. Since they are individuals, both teacher and students can share their experiences which creates the feeling community (Larsen-Freeman, 2003).

In conclusion, as opposed to Grammar Translation Method in which grammar constitutes the back bone of the language learning process, some other methods and approaches have emerged taking the communication on the center of language learning and teaching. Although they enhanced more communicative use of language compared to GTM, they still focused on structure of the language which paved the way to Communicative Language Teaching (CLT) in 1960s (Yaman, 2014).

2.3.1. The Communicative Language Learning

Since the methods developed in foreign language teaching until the second half of the 20th century were based on the correct production of the learned patterns rather than meaningful communication, students learning the language with these methods began to have difficulty in communicating in real life situations (Richards and Rogers 2014). In this direction, socio-linguist Hymes, language teaching experts Henry Widdowson, Christopher Brumfit and Keith Johnson stated that the concepts “performance and competence” proposed by Chomsky was not enough to explain the nature of language; therefore, they added a new concept called “communicative competence” as a third dimension (Hengirmen, 2006).

The aim of this method is to enable students to communicate in the target language through the structure, meaning and function of the language. Accordingly, students are aware that many different structures can describe a single function, or that a structure can serve many functions, as well. According to this method, students are expected to use these structures selectively. Because communication is a process and it is inadequate to know the language structures (Larsen-Freeman, 2003).

The role of the teacher in this method, can be defined as a need analyst who identifies and responds to the needs of the students (Richards and Rogers 2014). In other words, teachers act as a facilitators and guide the students through their foreign language learning processes.

Students’ errors are tolerated in CLT. When a student makes a mistake, the teacher does not correct her/him immediately but note down it (Larsen-Freeman and Anderson, 2011).

Function is the main focus of CLT classes. Therefore, learners are encouraged to participate the classroom activities and practice the language to communicate. In CLT classes real life situations and authentic materials are provided as much as possible (Yılmaz Yakışık, 2012).

When activities carried out in the classroom are examined, it can be seen that this method offers different kinds of activities with full participation of the learners since they are responsible for their learning processes. Larsen-Freeman (2003) list these activities as problem solving, jigsaw, information gap, role play, drama, simulation, communicative activities and discussion. The activities can be augmented since they share some common characteristics which can be listed as follows (Richards and Rogers, 2014):

- Real communication is the main focus of foreign language learning.
- Activities allow students to try and experience what they know.
- Students should be tolerant of errors as they are in the process of developing their communication competences.
- Activities that focus on both fluency and accuracy are selected.
- Activities establish relationships between different language skills because many language skills are used at the same time in real life.
- Students are encouraged to explore grammatical structures.

2.4. The Concept of Motivation

The term motivation, widely used in every part of our lives, stems from a Latin word ‘movere’ which means ‘to move’ (Pitrich and Schunk, 1996). In line with the origin of the word, Ryan and Deci (2000) define motivation as moving to carry out an action. In general, motivation is perceived as a force which initiates and leads the behavior; however, this definition limits the motivation. Because motivation is not only an arousal of a desire to do an action but also continuity of the action, as well (Biehler and Snowman, 1997).

According to Manolopoulou-Sergi (2004), motivation has a complex nature and therefore, it is hard to conceptualize it. In spite of this, many researchers have attempted to define motivation.

William and Burden (2015, p. 120) constructs motivation as “a state of cognitive and emotional arousal, which leads to conscious decision to act, and which gives rise to a period of sustained

intellectual and/or physical effort in order to attain previously set goal (or goals)”. Looking at this definition, it can be said that for a motivation in real sense, first of all, there must be an arousal of a desire in a person to do something. Then, s/he should spend time on thinking and deciding the action consciously. Finally, s/he needs to show effort and carry out the requirements to achieve the goal.

To make it more concrete, Gage and Berliner (1992) used a metaphor to describe motivation. Just as the relationship between steering wheel and its engine of an automobile, motivation is the driving force that turns the bored individual into an interested one. Hence, it can be said that such terms which affects our lives as value, interest, need, attitude, and desire find their places in the phenomenon of motivation. Our needs and the urge we have to realize are the main source of motivation. Additionally, values, attitudes and interest of an individual have an impact upon this process.

As for Dörnyei (2001), motivation is not just the feeling of a strong desire to do something. It has a crucial role in selecting, prioritizing and planning the wishes and desires, initiating, directing, coordinating and evaluating the cognitive and motor processes to perform an action. It is a process including some steps. A model of motivation can be summarized in Figure 1 below:

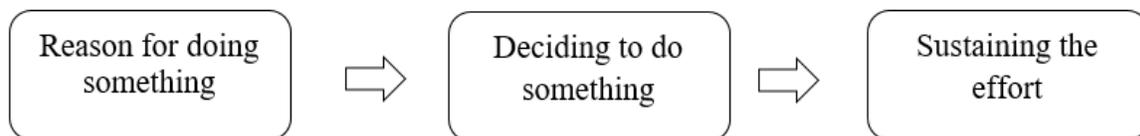


Figure 1. Model of motivation. Williams, M. and Burden, R. (2000). Psychology for language. Cambridge: Cambridge University.

Gardner (2010) identified the basic characteristics that a motivated person displays. According to him, while reaching a goal motivated person shows effort and persistence; takes part in the activities to achieve the goals; while doing these, the person shows strong desire to reach the goals; takes pleasure in the activities to attain the goals and has expectancies about the success and failures. Furthermore, while people are reaching their goals, they show self-efficacy and self-confidence.

In spite of its complex nature, many definitions have been made for the notion of motivation. The common point of these definitions is that it not only triggers the behavior of the individual

but also activates, directs and sustains it for specific purposes (Çiçek, 2005). In other words, it is not only about feeling and satisfying a need. Motivation should therefore be understood as a process chain that initiates, directs, maintains and ultimately stops a series of targeted behaviors (Kaplan, 2007).

2.5. The Sources of Motivation

The researches and studies about the sources of the student motivation have been one of the subjects that have attracted the attention of psychologists and educators for years. In this context, psychologists, who are the pioneers of cognitive approach, divided motivation into two categories as intrinsic and extrinsic motivation. The distinction between intrinsic and extrinsic motivation has been a crucial variable in motivational studies and these terms have been used to explain the different degrees of motivation among students (Williams and Burden, 2010). In this regard, according to many researchers, the type of motivation that students have is a determining factor in foreign language learning processes and the degree of success they have achieved at the end of this process (Takan, 2014). However, in order to provide an ideal classroom environment and to achieve better learning outcomes, students need to keep internal and external motivation in a balance (Taşpınar, 2004).

2.5.1. Intrinsic Motivation

As human beings, we are curious and ready to explore by birth. For example, a newborn baby takes the object to his mouth in order to recognize the object he is holding. While performing this action, no reward is expected as a result. This is related to the motivation of the baby in the act of taking the object to his mouth to discover (Kaplan & Oudeyer, 2004).

Although human actions are often attributed to external causes, some of them are performed only because they are fun or interesting due to the satisfaction that the work itself gives (Ryan and Deci, 2000). In other words, when a job is to be done, there isn't always external force that motivates the person to do the job, but a desire comes from oneself.

An individual who has intrinsic motivation acts in line with his/her own desire in order to meet such internal needs as interest, need, curiosity, understanding and being sufficient (Yüksel,

2004). For instance, if a student wants to learn Italian since s/he is interested and curious about it, and in return s/he is willing to learn this language without the expectation of a high grade, praise etc. it can be said that the student is intrinsically motivated.

Topçu (2015) lists the characteristics of individuals with intrinsic motivation as follows:

- They focus on achieving their personal goals, not the reward they will receive.
- Individuals with intrinsic motivation learn faster.
- They are more excited, do not give up easily, tend to benefit from strategies that require more effort.
- They can actively participate in different activities without waiting for a response, praise, approval etc. and channel their energy to that job until they have achieved the expected success.

Internally motivated individuals have the strongest reinforcement by themselves. Because the behaviors of such individuals are guided by the need and desire of the individual. Since such a behavior contains a reinforcement in itself, there is no need for another reinforcement or reward to be given (Brown, 2007). However, the perception that rewards and reinforcements have no effect on intrinsic motivation is not entirely correct either. Because external influences or rewards will not be sufficient to keep a person motivated in the long run. An intrinsically motivated student, for example, may want to successfully complete a given assignment or task and receive high marks. However, if the given task does not attract the attention of the student, the possibility of getting a high grade is not strong enough to run that student's time and effort and accomplish this task successfully (Bainbridge, 2012; cited by Takan, 2012). When evaluated in this context, it can be said that intrinsic motivation is essential in the learning process and that the process can be supported by external reinforcements.

In terms of the intrinsic motivation in the context of foreign language learning process, if a person learns a foreign language to learn the target culture or to be a part of the society in which that language is spoken, it can be shown as an example of this intrinsic motivation (Takan, 2012). Similarly, Dörnyei (1994) argues that intrinsic motivation in learning a foreign language derives from acceptance or appreciation by the communities that speak the target language. In addition, positive attitudes towards the culture and people speaking the target language are the factors that enable the individual to be motivated internally to learn the language.

Although intrinsic motivation is a factor that facilitates foreign language learning, there are some factors affecting intrinsic motivation. Harmer (1992) categorizes these factors as follows:

- Method: The method used in the course affects the motivation of the students. Students do not want to participate in a course that is boring. At the same time, if the student loses confidence in the method, his/her motivation is negatively affected, too.
- Teacher: The effect of teacher attitudes on student motivation is very high, regardless of the subject. Students are more willing to attend their favorite teachers' lesson. Likewise, if a lesson they love is given by a teacher they do not like, their interest decreases, as well.
- Success: A complete success or complete failure can also negatively affect motivation. Therefore, the teacher should assign students with appropriate tasks. The tasks given above or below than the students' level can make the student feel that they cannot do the task or they know everything.
- Interest: The student's interest and competence in the given task is the main focus of intrinsic motivation.
- Physical Conditions: Classroom climate and the atmosphere in which the foreign language is learned has a significant place in the motivation of students and thus in determining the learning outcomes. At this point, the physical conditions where foreign language learning process takes place can affect student motivation positively or negatively. Factors such as crowded classrooms or low light can be mentioned among the factors that reduce students' motivation.

Although the above-mentioned factors that affect intrinsic motivation cause a negative tendency for some students, then they should pay attention to the more positive aspects of the classroom rather than focusing on the negative conditions (Hewitt, 2008). In other words, learning can take place more effectively when students focus on their strengths or positive situations in the learning environment.

Huitt (2011) states that there are some strategies to increase internal motivation in the classroom environment. These strategies can be listed as follows:

- Explaining or demonstrating why it is important to acquire that skill,

- Allowing students choose the learning activities and objectives on their own,
- Arousal and continuity of curiosity,
- Using games, role plays, simulations etc. in the teaching environment,
- Setting goals for learning,
- Linking what they have learned to their daily lives and needs,
- Supporting students to make an action plan.

When the studies on this subject are examined, it can be concluded that the students who have high intrinsic motivation are more successful in learning a foreign language and also they learn it in a shorter time. In line with this, although teachers also wish to have highly motivated students, most of the activities carried out in the classroom are not capable of arousing, nurturing or enhancing students' intrinsic motivation (Ryan and Deci, 2000). In this context, organizing classroom environments and classroom activities in a way which enables students to learn in order to meet the interests and needs of students is of great importance in terms of nurturing the motivation of both the students and the teacher and achieving the expected learning outcomes.

2.5.2. Extrinsic Motivation

The power that drives the individual depends on external factors, as the name implies. In other words, as a result of an action triggered by external motivation, the individual expects an award from outside (Brown, 2007). The most common awards or incentives that motivate the individual are money, high marks, personal privileges, praise, respectability, certificates, promotion (Alderman, 2004). Extrinsic motivation may arise with the above-mentioned prizes, as well as encouraging and motivating someone to take an action (Sercan, 2010).

Topçu (2015) lists the characteristics of individuals with external motivation as follows:

- They always want to gain appreciation and feels compelled to learn. They make little effort.
- They regulate their behavior to achieve the goal.
- They do not do the activity because they take pleasure. They show effort to receive the rewards after completing the activity.

- External factors encourage the individuals to do the activity and to continue his / her efforts. These can be money, high grades, promotion, praise and so on.

When external motivation is evaluated in the context of foreign language learning, an individual learning language with external motivation makes an effort to learn the language from a pragmatic perspective (Dörnyei, 1994). An example would be to learn a foreign language to get a promotion or earn more money. Brown (2007) defines extrinsic motivation in foreign language learning with individuals who learn the target language in order to make a career, raise living standards, and earn more financial income. To summarize, learning a foreign language is not a goal in which an individual makes a direct effort, but rather a means to achieve it.

According to Harmer (1992), extrinsic motivation is related to factors out of the class and is divided into integrative and instrumental motivation. For integrative motivation, students need to be influenced by the culture of the target language. In the advanced stage of this kind of motivation, the student adopts the culture of the language he / she learns. In instrumental motivation, students know that the target language will be a tool for them to achieve some of their goals. Examples of these goals include finding a good job or gaining status.

Huitt (2011) states that there are some strategies to increase external motivation in the classroom environment. These strategies can be listed as follows:

- Determining expectations of students clearly,
- Giving clear feedback,
- Giving meaningful rewards in simple learning activities,
- Ensuring that the awards are accessible,
- Enabling learners to take part in activities,
- Giving appropriate feedback for structuring information.

Although individuals acting with extrinsic motivation use the goals of individuals with intrinsic motivation as a tool, it is not correct to say that individuals acting with extrinsic motivation do not enjoy the work they have to do. On the contrary, it will continue to be a source of motivation when they complete the work, whether they enjoy the task or not (Bainbridge, 2012).

External motivation is a useful resource in order to motivate students to learn. However, in a behavior shaped by extrinsic motivation, a person arranges his / her actions according to the

point s/he wishes to reach (Spaulding, 2012). Although rewards are useful elements for learning, they should be seen as steps leading to motivation (Reid, 2007).

As a result, researchers have dealt with the issue of which source of motivation is more effective in foreign language learning and different opinions have been put forward. Some researchers have argued that the type of motivation has a considerable impact on students' foreign language learning process and achievement. In general, the results of the research show that individuals with intrinsic motivation play a more effective role and participate more in foreign language classes (Takan, 2014). Allwright and Bailey (1991) state that the most influential factor affecting students' participation in language courses is their attitudes towards the target culture and local people speaking target language. In other words, individuals who develop a positive attitude towards the culture of the target language take more active part in foreign language classes. In short, both types of motivation affect learning processes in certain situations and to a certain extent. For this reason, it is possible for foreign language teachers to organize activities to be carried out in classroom environments in a way to feed both sources of motivation. Additionally they do not to ignore the fact that external motivation tools can put the students under pressure after a certain level.

2.6. Motivation and Foreign Language Learning

Because of its social nature, learning a foreign language is quite different from the learning processes of other subjects. Language is related to the identity of the human being, which is a social entity, and a tool used to explain this identity to other people. Therefore, foreign language learning means more than learning the rules, language skills or grammar of the system. Learning a language also means learning and assimilating the social and cultural elements of a society. Therefore, language has an effect on the social nature of learners. Learning a new language finally ends up with learning to be a new social entity (Williams and Burden, 2000). This characteristic of foreign language courses makes motivation, which is a necessary factor for the full learning, more important in the process of learning a foreign language.

Learning a foreign language depends on many variables. These variables include social, physical and cultural factors as well as affective factors. Motivation, which is a prerequisite for the mental readiness of the students, is one of the affective factors.

Although the definition of foreign language motivation has been made by a lot of researchers in the historical process, it has been first explained by the science of psychology. In this context, motivation was initially associated with concepts such as expectation, instinct and reinforcement (Akpur, 2015). However, the starting point of the actual studies on motivation in the domain of foreign language commenced with the work of Lambert and Gardner (1972) based on the social-psycho-psychological approach (Atay, 2004). Nowadays, this term is considered process-oriented and is associated with concepts such as curiosity, causal attribution, and goal setting (Gardner, 2006). Dörnyei and Csizer (1998) define foreign language motivation as the willingness to start learning a foreign or a second language and the desire to continue this process. Gardner (2006) states that the desire and effort to develop a positive attitude towards the target language and to learn the language successfully constitutes the motivation of the foreign language and that motivation other than individual differences and predisposition to language affects the performance of the students in the learning process. Similarly, Karagöl (2008) stated that motivation is a good determinant of success and has a great importance in the process of foreign language learning.

As a consequence of the studies regarding the factors that affect students' foreign language motivation, three effective motivators have been identified (Acat and Demiral, 2002). The first of these factors is called internal causes and means that the person is interested in foreign language and uses the language. In the second place, if the foreign language is well learned, instrumental reasons expressing the benefits and interests to be gained such as promotion, respectability and career come. Finally, integrative reasons include aims to integrate into a different culture or to communicate with people from different cultures.

According to Enongene (2013), the foreign language motivation should be examined in two different categories as language class and language learning motivation. Motivation for language learning as part of the social education model, similar to the above, means the student's willing to learn the foreign language and his continuous effort in this direction. On the other

hand, language class motivation is related to factors other than language learning motivation and includes curriculum, teacher's attitude towards lesson and student, and teaching method.

2.7. Theories of Foreign Language Motivation

Researchers have worked on foreign language motivation and its effect on students in the process of learning a foreign language for many years and developed a number of theories to explain the main sources of motivation and its impact in the foreign language class. Some of these theories will be briefly explained in this section.

2.7.1. Gardner's Theory of Motivation

One of the most prominent theories of motivation in the field of foreign language was put forward by Gardner. Gardner (2010) suggests that the motivation for learning a foreign language is based on three elements. These elements are the effort to learn a foreign language, the desire to achieve the goal, and the pleasure of learning a language. According to this theory, there is a strong relationship between language learning and motivation.

Gardner's theory of motivation is based on four main components: integrative and instrumental motivation, social education model, the attitude motivation test battery (AMTB) and Trembley and Gardner's new model (Dörnyei, 2001).

The first of these components, the integrative and instrumental motivation, are the types of motivation that should be found in people who learn a foreign language. Integral motivation means a person's desire to learn a foreign language by adopting the culture of the target language in order to become a part of the society and the effort s/he puts to realize this desire (Brown, 1994). Individuals with integrative motivation are interested in the culture of the language they are learning and want to learn a foreign language in order to communicate with the people of that culture. Instrumental motivation stems from the desire to learn the language due to pragmatic reasons such as promotion and high salary. Gardner (2010) argues that the source of integrative motivation leads to more effective results in the long term in the process of learning a foreign language.

The second component of Gardner's motivation theory is related to the individual differences that students bring to foreign language learning contexts (Dörnyei and Ushioda, 2011). Because language is an important feature for an individual's identity. In addition, the attitudes and motivation levels of each individual are an important predictor of their success (Karakış, 2014). In this model, Gardner (2010) mentions four basic elements: foreign language learning, social environment, individual differences, learning environment and learning outcomes. As can be seen in Figure 2, these four elements interact with each other. In other words, the social environment in which the individual is located and other factors such as family, friends and society have an important role in language learning. This social environment of culture and beliefs also affects individual differences such as intelligence, language predisposition and motivation. Similarly, activities for language learning within and outside the classroom are also important in terms of achieving learning outcomes. At this point, the linguistic learning outcomes include the knowledge and skills acquired by the individual during the foreign language learning process, while the non-linguistic outcomes include affective variables such as anxiety and success (Gardner, 2010).

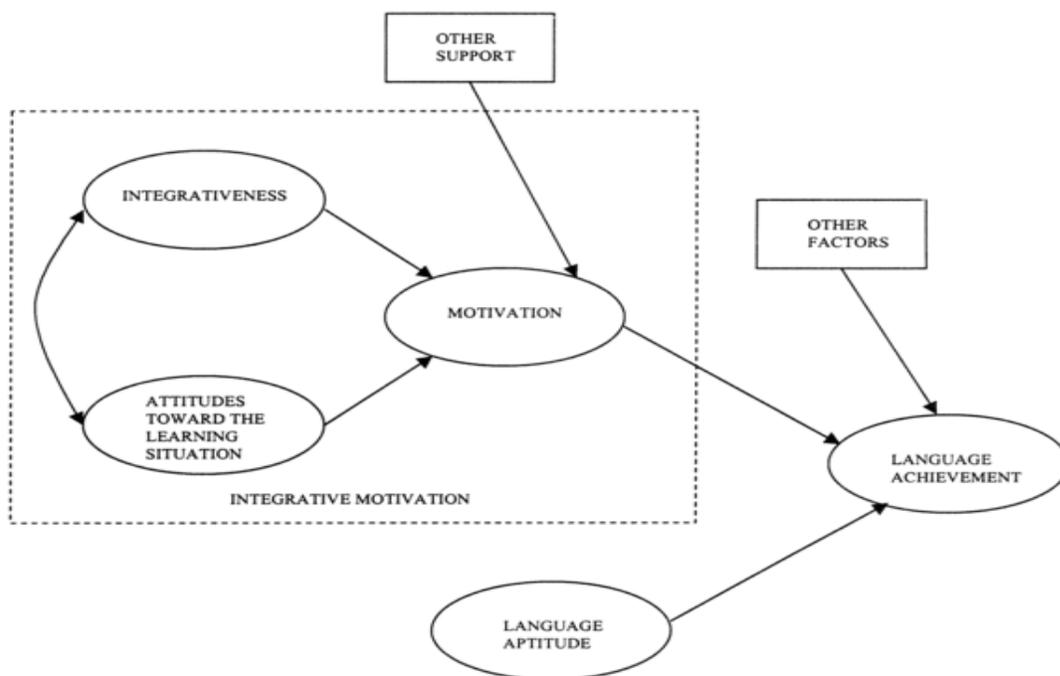


Figure 2. Gardner's socio-educational model of second language acquisition. Gardner, R. C. (2000). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology/Psychologie canadienne*, 41(1), 10–24. <https://doi.org/10.1037/h0086854>

The attitude motivation test battery (AMTB) is a motivation test that measures the reasons lying behind learning a foreign language through two sources of motivation. The two criteria mentioned above are instrumental and complementary sources of motivation. The test includes items related to anxiety, support of parents, attitudes towards the target language and the community (Gardner, 1985).

Finally, Trembley and Gardner (1995) revised and added three new elements to Gardner's model of foreign language motivation. With these newly added variables from other fields, the motivation theory has become more useful in explaining foreign language motivation. The first of them is the salience of goal. This element requires individuals to use specific goals in their goal setting strategies. While the second element is related to the desire for learning a foreign language which is called valance, the third element, self-efficacy, consists of the students' perceptions about themselves for a level that they can reach in foreign language.

Gardner's theory of motivation have a powerful effect in the field of foreign language education. However, the integration on the basis of this model has been criticized by some researchers (Dörnyei and Ushioda, 2011). Thus, new theories have emerged, which are based on Gardner's theory and add new interpretations to the criticized aspects.

2.7.2. Dörnyei's Motivational Framework of L2 Motivation

Dörnyei has conducted many important studies on foreign language motivation. Dörnyei (1998), who defines foreign language motivation as the process that initiates the action and continues until it reaches the conclusion, completed his motivation model in the foreign language in 1994 as a result of many years of work (Özçalışan, 2012).

In this model Dörnyei (1994) examines motivation at three levels: language, learner and learning situation level. As seen in Figure 3, the language level consists of two sub-categories. The first of these, integrative motivation, is generally related to the individual's affective tendencies towards the target language and interest in the foreign language. In this respect, it is seen that the students with integrative motivation respect the culture of the target language and are open to learning this culture. In advanced levels, this situation may come to the point of identification

with the society in question. Instrumental motivation is related to the external benefits of learning a foreign language (Dörnyei, 2001). The aim of individuals with instrumental motivation in learning a foreign language is pragmatic and related to external factors such as having a good career, earning a lot of money, performing academic studies and promotion.

Level	Motivational Components
Language Level	Integrative motivation Instrumental motivation
Learner Level	Need for achievement Self confidence (anxiety, self-efficacy etc.)
Learning Situation Level	
<i>Course specific motivational components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher specific motivational components</i>	Affiliative motive Authority type Direct socialization of student motivation
<i>Group specific motivational components</i>	Goal-orientedness Norm and rewards Group cohesion Classroom goal structure

Figure 3. Components of foreign language learning. Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. p. 280. *The Modern Language Journal*, 78, 273-284.

At this point, Dörnyei (1994) underlines the importance of integrative motivation to make progress in foreign language learning. In this context, it is important to introduce students the culture of the target language, the differences and similarities between the students and their own culture. Teachers convey their positive experiences about the process of learning the target language with their students, bring authentic and original materials related to the target language to the classroom, use the cultural elements of the language as a course material, arrange student exchange programs between countries, invite native speakers to the classroom to learn the realistic language so that they could increase the overall motivation of students (Karakış, 2014).

Student level is generally related to the personality traits that the students have developed in the past. At this level, there are two types of motivation sources: the need for success and self-confidence. Self-esteem also includes other affective dimensions such as anxiety about language learning, self-efficacy and past experiences of target language. In this context, it is possible to say that if students feel the need for success and their self-confidence and self-efficacy perceptions are high, their foreign language motivation will be high.

The level of learning environment consists of motivational sub-components for the course, teacher and group. The motivational components of the course include the curriculum, materials used in the course, teaching method and classroom activities. At this level, it is important that the students have interest in the course and the course meets the needs of the students and they are satisfied with the results. At this point, teachers may draw attention to the compelling or satisfying dimensions of foreign language learning, they can include activities that students find interesting or favorite in foreign language learning processes, or they can share some topics that students will find enjoyable (Dörnyei, 2001).

The motivational components of the teacher are generally related to the teacher's approach and the teaching method in which the character is used. It also includes factors such as proximity behavior, type of authority and modeling, feedback.

The motivational components of the group are related to the group dynamics of the class. The norm and reward system includes elements of the class's goal structure (collaborative, competitive or individual), compliance with purpose, and group commitment (Dörnyei, 1994).

2.7.3. William and Burden's Framework of L2 Motivation

Defining foreign language learning motivation as a complex and multi-dimensional structure, Williams and Burden (1997) examined the foreign language in two categories as intrinsic and extrinsic motivation (Figure 4). Internal factors include interest, attitudes towards language learning while external factors are related to teachers, parents, friends, learning environment and education system.

Internal Factors	External Factors
Intrinsic interest of activity -Arousal of curiosity -Optimal degree of challenge	Significant others -Parents -Teachers -Peers
Perceived value of activity -Personal relevance -Anticipated value of outcomes -Intrinsic value attributed to the activity	The nature of interaction with others -Mediated learning experiences -The nature and amount of feedback -Rewards -The nature and amount of appropriate praise -Punishments
Sense of agency -Locus of causality -Locus of control -Ability to set appropriate goals	The learning environment -Comfort -Resources -Time -Size of the class and school -Class and school echoes
Mastery -Feelings of competence -Awareness of developing skills -Self-efficacy	The broader context -Wider family networks -The local education system -Conflicting interests -Cultural norms -Social expectations and attitudes
Self-concept -Realistic awareness of personal strengths and weaknesses -Personal definitions and judgements of success and failure -Self-worth concern -Learned helplessness	
Attitudes -To language learning -To target language -To the target language community and culture	
Other affective states -Confidence -Anxiety, fear -Developmental age and stage -Gender	

Figure 4. Williams and Burden's framework of L2 motivation. Williams, M. and Burden, R. (1997) *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University.

2.7.4. Dörnyei and Otto's Process Model of L2 Motivation

Dörnyei and Otto (1998) developed a process-based foreign language motivation model based on the assumption that the intensity of the concept of motivation changes with time. In this model, as shown in Figure 5, the motivation consists of three stages.

Pre-actional Stage	Actional Stage	Post-actional Stage
<p>Choice Motivation</p> <p>Motivational Functions:</p> <ul style="list-style-type: none"> -setting goals -forming intentions -launching actions <p>Main motivational influences</p> <ul style="list-style-type: none"> • Various goal properties • Values associated with the learning process itself and its outcomes • Attitudes towards L2 and its speakers • Expectancy of success and perceived coping potential • Learner beliefs and strategies • Environmental support and hinderance 	<p>Executive Motivation</p> <p>Motivational Functions:</p> <ul style="list-style-type: none"> -Generating and carrying out sub-tasks -On-going appraisal -Action control <p>Main motivational influences</p> <ul style="list-style-type: none"> • Quality of the learning experience • Sense of autonomy • Teachers' and parents' influence • Classroom reward an goal structure • Influence of the learner group • Knowledge and use of self-regulatory strategies 	<p>Motivational Retrospection</p> <p>Motivational Functions:</p> <ul style="list-style-type: none"> -formal casual attributions -elaborating standards and strategies -dismissing the intention and further planning <p>Main motivational influences</p> <ul style="list-style-type: none"> • Attribitional factors • Self-concept beliefs • Received feedback, praise, grades

Figure 5. Dörnyei and Otto's process model of L2 motivation. Dörnyei, Z. (2005). *The psychology of the language learner*. London: Lawrance Erlbaum Associates.

As it can be seen from Figure 5, in the pre-action phase motivation should be aroused first. This is the stage that decision of which type of motivation will be chosen is given. At this stage, goal setting, goal shaping and action initiation processes are effective. Motivation towards any goal, the characteristics of the goal (relevance, specificity and proximity), the values of the learner towards the learning process itself, the outcomes and results of the process, the attitudes of the students towards the second language and the speakers, the expectation of success, the potential

of the students to cope with the difficulties, beliefs, strategies and factors such as environmental support or prevention have significant place in this stage (Dörnyei and Otto, 1998).

The motivation revealed in the first phase must be actively maintained in the next phase of action and maintained as long as the specific action continues. This dimension of motivation is known as executive motivation and is associated with the learning process taking place in the classroom. Motivation at this stage has functions such as generating and maintaining secondary tasks, ongoing assessments against its own success, and behavior control (Dörnyei, 2005).

Finally, the post-actional phase is called retrospective motivation and involves students' past evaluations of how their actions ended. At this phase in which students evaluate their past experiences, their tendency to structure their experiences determines what kind of activities will motivate them in the future. In this stage, motivation has the functions of making causal implications, creating strategies and standards and not seeking intent. Factors such as attribution factors (attribution style and bias), beliefs of self-concept (self-confidence, self-esteem), grade, praise and feedback are influenced by motivation in this stage (Dörnyei and Otto, 1998).

2.8. Moving Away from Motivation to Demotivation

Motivation plays a key role in foreign language teaching. Because of this reason, lots of studies have conducted on students' motivation in the area of foreign language teaching and learning (Little, Ridley and Ushioda, 2003). Additionally, some theories of motivation which are elaborated above have been established as well. In the light of findings of these studies, a great majority of teachers seeks ways to motivating their students. However, motivation all alone doesn't seem to sufficient enough to account for ESL/EFL learning problems.

Motivation, which is seen as the most important affective factor facilitating language learning, has a long history in the context of foreign language learning and many studies have been conducted on the subject. However, the results of the research did not provide the expected contribution to the classroom environment. Because there is a wall between the theories and the practices in classroom environments (Hiromori, 2003). In addition, despite all the efforts of their teachers, some students lose interest in learning a foreign language (Kikuchi, 2009). For these and similar reasons, in recent years, researchers have begun to turn to demotivation, which is

the negative dimension of motivation, in other words, to factors that negatively affect students' motivation (Hamada, 2008).

Likewise motivating factors, there are also other forces that inhibit learning motivation of students. These influences are called demotivators while positive ones are identified as motivators. Demotivators are important as much as motivators. Because to attract interest of students towards foreign language learning, before exposing students motivators, first, teachers should identify demotivators which are factors that hinder or diminish learners' motivation level to some degree. Then these demotivators should be removed and finally turned into motivators. All in all, it can be said that demotivation may be a prerequisite for motivation in some cases. Despite this significance of demotivation, it is left with little attention by researchers in comparison to motivation.

In order to spark interest in language learners, what discourages learners to be motivated towards foreign language needs to be taken into consideration. In this sense, Christophel and Gorham (1995) found the absence of demotivation has stronger impact on students' motivation than the presence of motivation. Hence, the demotivators having a detrimental effect on motivation are as important as the motivators. Even in some cases, demotivation may be a prerequisite to motivate students towards foreign language learning. Despite this significance of demotivation, it is paid little attention by researchers in comparison to motivation.

In spite of the fact that many researchers have focused on motivation, a few have dealt with demotivation which is the negative counterpart of motivation. The notion of demotivation is relatively new in the field of foreign language teaching and has not been investigated as much as motivation, yet. Therefore, it would be fruitful to understand the term 'demotivation' first as it also constitutes the main focus of this study.

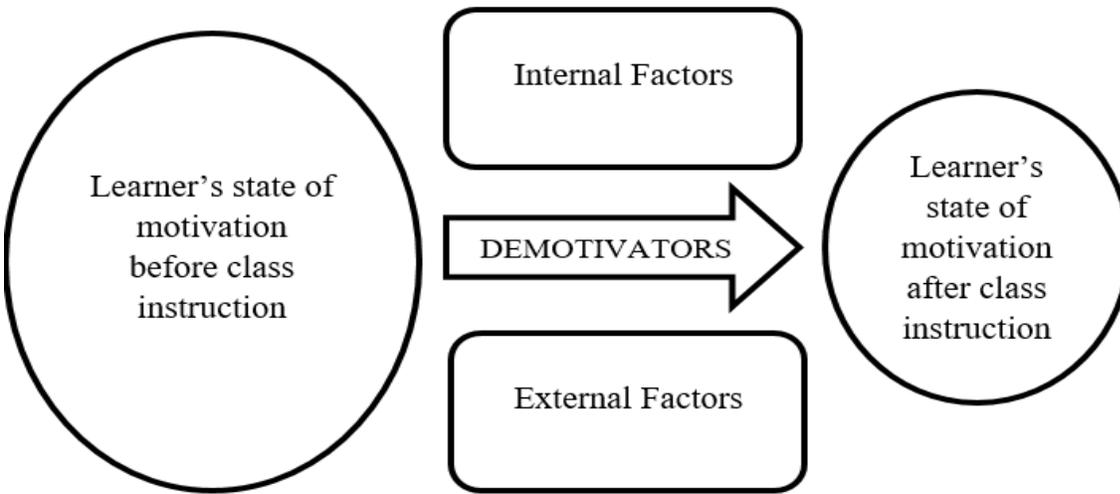


Figure 6. The notion of demotivation.

2.8.1. Demotivational Factors Affecting Foreign Language Learning

Many teachers are looking for ways to motivate their students. However, it may not always be possible to facilitate their learning processes and to ensure their active participation by integrating the factors that motivate the students. On the contrary, in some cases the elimination of an element that bothers students in the classroom and hinders the learning process, or a slight change in the teacher's behavior towards the student, can speed up or motivate students to learn more.

There are factors that motivate students to learn English, as well as factors that put barriers to their learning or cause weak English proficiency. It is possible to define these factors as sources of demotivation. If we define motivation as the driving force for the student, it is possible to define demotivation as the power that terminates the student's learning (Falout and Falout, 2014). In this context, the most crucial factor in motivating students against foreign language is not the inclusion of activities and strategies that motivate them in the classroom environment, but the removal of the factors that negatively affect their motivation and make it difficult for them to learn (Cristophel and Gorham, 1995).

Dörnyei (2001a) describes demotivation as specific external factors that interrupt an ongoing action or reduce the willingness to act on a behavioral intent. According to this definition, it is possible to say that motivation decreases due to an external factor.

Demotivation is not the same as lack of motivation. In order for demotivation to take place, students must be motivated to learn at a certain time in the past. Decreasing the desire for some reasons over time can be explained by demotivation (Dörnyei, 2001b). In other words, demotivation is not exactly the opposite of motivation and does not mean as the same as being lack of motivation. However, if the factors that negatively affect students' motivation are not removed from the learning environment, it may result in lack of motivation.

Chamber (1993) describes the characteristics of a student with demotivation as follows:

- Does not make any effort to learn.
- Has no interest in the course.
- Has low concentration.
- Almost does no homework.
- Does not bring materials such as textbooks, dictionaries, or loses them.
- Has little or no self-esteem.
- Reacts negatively or acts neutral.
- Not open to cooperation.
- Disturbs other students.

Demotivation is not only seen in students with low success. It can be seen that the motivation of the students with high motivation decreases due to certain reasons. Students with different English proficiency may be exposed to demotivation at different levels and categories (Kim, 2009).

Related studies revealed some demotivational factors that negatively affect the students' foreign language motivation. Although these factors vary depending on a number of variables such as country, gender, and participants of the study, it is possible to collect these factors under certain categories.

Most of the researches about the factors that demotivate students towards foreign language learning have indicated teachers as the main source of demotivation (Arai, 2004; Chambers, 1993; Dörnyei, 1998; Hamada & Kito, 2008; Kikuchi, 2009; Trang & Baldauff, 2007). Many factors related to teachers such as field knowledge and competence, teaching method, relationship with students and pedagogical knowledge directly affect students' desire and

attitudes towards the course. Dörnyei (1998) stated that 40% of the factors that negatively affect students' motivation are directly related to teachers and 15% indirectly to teachers.

There are situations in which the personality traits of teachers' character have a universal and culture-dependent effect on student motivations. In general, students all over the world have stated that the demotivational factors related to teachers are not making clear explanations, being unprepared for the lesson, being aggressive and not being friendly to the students (Falout and Falout, 2004).

Classroom climate is also known to have a significant impact on learning and motivating students (Arai, 2004; Christophel & Gorham, 1995; Dörnyei, 1998; Kim, 2009; Sakai & Kikuchi, 2009; Sharififar & Akzarbadeh, 2011). The relationship between students and their teachers is one of the factors that affect motivation. Students are afraid to be humiliated in front of their classmates and therefore may abstain from raising their hands to speak. It is seen that while the courses that take place in a collaborative environment affect motivation positively, competitive environments have negative effects on students (Dörnyei, 2009).

The materials used in the course also affect student motivation. Given that textbooks are the main source of instruction in the Turkish education system, the impact of textbooks on students' motivation to learn English cannot be denied. Some research results have shown that textbooks demotivate students more than the teacher's personality or method (Hamada, 2008; Sakai and Kikuchi, 2009). In the mentioned research, it was revealed that the textbooks did not include current and interesting subjects, that the lessons were mostly focused on grammar and vocabulary, and that they thought that there were few activities to improve communication skills (Hamada, 2008). In addition, inadequate use of digital and technological materials in the course also negatively affects students' motivation. As a result of a study conducted by Heidari and Oghli (2015), it was found that the factors that most decrease the motivation of students to learn English are not computer-based courses and lack of internet access.

In addition to the materials used in the course, it is seen that the general characteristics of English lessons are one of the factors that negatively affect the motivation of students (Arai, 2004; Chambers, 1993; Christophel & Groham, 1995; Falout & Maruyama, 2004; Hamada, 2008, 2011; Hamada & Kito, 2008; Sakai & Kikuchi, 2009).

Students' experiences of failure also play an important role in predicting motivation for learning English (Falout & Maruyama, 2004; Hamada, 2008; 2011; Kikuchi, 2009; Kim, 2009; Sakai & Kikuchi, 2009). Low grades from the exams, the thought of being behind classmates and the resulting hopelessness affect students' motivation to learn English negatively and prevent them from making efforts. These and similar experiences damage students' self-confidence and lead them to take a passive role in the course.

It is seen that students who do not have a specific aim to learn English are also less motivated to learn English (Dörnyei, 1998; Hamada & Kito, 2008; Hu, 2011; Kikuchi, 2009; Kim, 2009; Sakai & Kikuchi, 2009; Sharififar & Akzarbadeh, 2011). In this context, negative student attitudes towards the culture of the target language and the communities that speak this language demotivate students towards learning English (Vural, 2007).

The sequence or type of demotivational factors that adversely affect students' motivation to learn English may show different results in different societies. However, removing these factors from English learning environments will pave the way for students to be motivated to learn English. There is a strong correlation between motivation and success. However, this does not mean that motivating students will lead them directly to be successful users of English. It is possible to say that successful students are highly motivated for performing an action that they like and are good at. Although it is unrealistic to argue that motivation will bring success directly, it is possible to say that being lack of motivation is an obstacle to student achievement (Williams, Mercer and Ryan, 2015). Therefore, it should be a priority for English teachers to be aware of the demotivational factors and to facilitate learning processes by employing the strategies and methods that will motivate them to learn English.

2.9. Related Studies

In this part, some of the studies carried out in Turkey and abroad regarding demotivational factors affecting students' development of speaking skill are presented. Since, demotivation itself is a relatively new area to explore, there is a scarcity of researches conducted on speaking demotivation discretely. Since it will also shed light on the current research, other studies on demotivation are also included.

2.9.1. Studies Conducted in Turkey

When the studies carried out on demotivation towards foreign language learning considered in the context of Turkey, it is possible to say to the researcher's knowledge that the demotivation is not paid as much attention as motivation. In this respect, the related studies that the researcher can reach as a result of the literature review are summarized in this section.

In the study carried out in order to determine the factors affecting students' motivation in the English learning process, the frequency of the use of motivation strategies of English teachers and the students' views on these strategies, Sariyer (2009), used different questionnaires one of which is about demotivation in English classes. As a result of the analysis of the opinions given to the surveys, it was seen that the main factors that demotivate students to learn English were external factors such as their education level, the difficulty of the courses and the opportunities of the school. It was found out that the teaching method used by the teacher, the activities applied in the lesson, measurement and evaluation processes, the textbook and the relationships with the classmates affect the students' motivation to learn English. The factors that affect students the most are the fact that most of the activities in the courses are not related to real life, the students cannot have the opportunity to communicate in English and the assessment and evaluation style that ignores the individual efforts of the students.

Erdoğan and Tunaz (2012) carried out a research to determine the demotivational factors that negatively affect the motivation of primary and secondary school students studying at Pozanti Boarding Regional School and used three different data collection tools, namely survey, observation and interview,. The results of the questionnaire applied to 290 students were examined in 3 categories as factors related to learner, teacher and curriculum. In addition, internal and external sources of motivation that negatively affect students' motivation were also examined.

According to the results of the research, it was observed that the character of English teachers, their approach to students and the way they operate the course affect students' motivation to learn English directly. It was revealed that the students were more interested in the course while they were making a new activity in the classroom and the students learned more easily when the boring activities in the outdated textbooks were removed. The finding that the socio-economic status of the parents had a significant effect on the students' language learning goals and

perceptions was also revealed in the study. As a result of the research, Erdoğan and Tunaz (2012) stated that even with small efforts, teachers could turn students' negative attitudes towards English into a positive way, and therefore teachers had great responsibility in this regard.

Aydın (2012) used a case study as a qualitative research method in his study on the factors that reduced the motivation of English teachers working in primary education. When the data were analyzed, 6 factors were formed: teaching profession, curriculum, working conditions, students and their parents, colleagues and school administration and physical conditions. In this context, it was revealed that teachers' methodology, information and communication technologies, stress control and the difficulties and deficiencies they experienced in education and training with students with special needs were the main sources of demotivation.

In Turkey, regarding demotivation towards speaking English, a study by Jamshidi (2015) was conducted with the participation of university students to the researcher's knowledge. In order to reveal the source of motivation, Jamshidi (2015) examined demotivational factors in teaching English conversation classes in Turkey. The study was carried out with the participation of 158 English teacher candidates and a 41-item assessment tool was used in an environment where students were taught English as a foreign language. According to the findings obtained from the scale consisting of three dimensions, which are student, teacher and learning-teaching environment, it is revealed that the main factor that causes demotivation among students to speak English is not the teacher but the learning-teaching environment. In addition, demotivational factors to speak English do not show a significant difference according to gender.

Aygün (2017) developed the scale by examining the content analysis of the compositions written by 206 students studying in the preparatory classes and examining the related literature. Internal consistency analysis and validity of the scale consisting of 32 items were performed by confirmatory factor analysis. As a result of the analyzes, it was seen that the items of the scale were gathered around four dimensions as personal reasons, past experiences, the characteristics of the preparatory program and the way the courses were conducted. After the scale of the verification process, data was collected online from 1105 students attending schools in different preparations in Turkey. The results showed that the level of language proficiency had a significant effect on the demotivation level of students and there was also a significant

relationship between the type of university and past experiences and the decrease in motivation stemming from the preparatory school program.

Çankaya (2018) used the 35-item scale developed by Sakai and Kikuchi (2009) in the research conducted to investigate the main factors that reduce the motivation of students to learn English. The data, obtained from 60 students, were analyzed with descriptive statistical methods. The findings of the study showed that teacher-related factors were not as strong a source of demotivation as the classroom environment and the characteristics of the course. In-class materials were not perceived by students as a factor negatively affecting motivation. When the relationship between the gender of the participants and demotivation sources was examined, there were no significant differences between male and female students in terms of demotivation towards learning English for all dimensions.

2.9.2. Studies Conducted Around the World

The study of the demotivation was first conducted in the field of communication. In order to identify the factors that negatively affect motivation, Gorham and Cristophel (1992) conducted a study with 308 university students in the USA. Within the scope of the research, the participants listed the factors that affect their motivation positively and negatively in the educational processes. 20 categories were formed out of 2404 items, which indicated that they had a negative effect on students' motivation. When these 20 categories are grouped within themselves, 4 are related to context and students, 6 are related to the format of the course and 10 are related to the teacher. When the percentages of these factors are examined, it is seen that 34% are teachers, 37% are course format and 29% are context and student related factors. Of the 728 items that positively affected students' motivation, 20% were identified as teacher behaviors, 61% as context and student-related factors, and 19% as course format. Research findings revealed that students perceive teachers' motivations among both negative and positive factors, and even factors that increase motivation are defined by the students themselves, and factors that reduce them as teachers' related problems (Gorham and Christophel, 1992).

Gorham and Christophel (1995) used a longitudinal method in another study on the sources of motivation and demotivation, as well as the relationship between students' current motivation

and teacher behaviors. In this study, the motivations of 319 university students were measured and the factors that positively and negatively affected the motivation of the students were investigated with open-ended questions. In addition, a positive correlation was found between teacher's approach to students and students' motivation.

Christophel and Gorham's (1995) study had a limitation in that it only dealt with factors that negatively affected students' motivation in terms of student views. In this point, Gorham and Millette (1997) conducted a qualitative research with 224 teachers and students, since the opinions of the teachers about the factors that reduce the motivation of students in the classroom are also important. Findings obtained from the research indicated that according to the teachers main sources of demotivation were lack of self-confidence, lack of prior knowledge while the motivational factors are related to the teaching method, teacher's positive attitude and behavior. When this finding was evaluated according to the opinions of the students, a discrepancy aroused. From this point of view, it was concluded that teachers were not sufficiently aware of their effects on students' motivation.

As for foreign language demotivation, Chamber (1993) stated that teachers' negative attitudes and attitudes, lack of strong student-teacher relationship, teacher-centered teaching methods and tedious classroom activities negatively affected the motivation of the students. Similar to Gorham and Millette's (1997) research results, students' and teachers' answers to the same questions differ as a result of this research. While the students stated that the factors that negatively affect their motivation are caused by their teachers, teachers based this situation on psychological, social and cultural foundations. According to the students, not giving clear instructions, criticizing the students and getting angry with them when they do not understand the subject was one of the main demotivational. Consequently, Chamber's research also supports the view that teacher-related factors are a powerful factor in reducing motivation for students.

In his qualitative study on the demotivation of high school students, Oxford (1998) analyzed the compositions written by the students and collected the factors that negatively affect the motivation of the students in four categories. These categories are named as teachers' relationship with students, teachers' attitudes towards lesson and materials, conflict between students and teachers about teaching methods and features of classroom activities. The content

analysis of the compositions revealed that teacher-related factors were the main source of demotivation for students.

Dörnyei (1998) also investigated the demotivational factors in foreign language teaching. He used structured interview technique with high school students in Budapest, learning English or German as a foreign language and have low motivation identified by their classmates or teachers. When the interview data were analyzed, nine different dimensions of demotivation for students towards learning a foreign language were emerged. These dimensions were named as teacher, inadequate school facilities, lack of self-confidence, negative attitude towards foreign language, foreign language being compulsory course, negative effect of other foreign language learned, negative attitudes towards the language of society learned, negative behaviors of group members in class and dislike of textbook. The highest ratio (40%) was found to be related to teacher. Teacher-related demotivational factors can be summarized as the teacher's personality, insufficient knowledge, negative relations with the students and the teaching method used in the course. The students who participated in the study also stated that their teachers always have the lesson according to their favorite students and they were angry with them.

Lack of self-confidence is the second demotivating factor and can be caused by students' experiences of failure, but also indirectly, with teacher behaviors. For example, one student stated that despite all his efforts, he always received an average in English and this situation decreased his self-confidence. Furthermore, the limitation of school facilities is almost the same as the lack of self-confidence. This category includes factors such as the fact that the class is very crowded, the course is not suitable for the level of the students, and the teachers change frequently. The students stated that taking the same course in the same class as the new learners who already know English makes them disadvantageous. One of the students stated that they took lessons from 11 English teachers who tried new methods and expected different things in 10 years (Dörnyei, 2001).

Arai (2004) asked students to explain their experiences causing demotivation for them in learning English and their reactions to these experiences in the classroom. The answers of the students were grouped under four different categories as the teacher's personality and behavior, monotonous and boring lessons, classroom atmosphere and others. The most salient demotivating factor was found to be teachers' attitude and attitude towards students, teaching

methods and teacher's language proficiency with the ratio of 46.7%. This is followed by simple and tedious lessons, no feedback, and unobtrusive materials at a rate of 36.2%. In addition to this, factors such as the reluctance of the other students who make up the classroom atmosphere and taking the same course with their classmates at higher or lower levels received a rate of 13.3% from the students.

In Finland, Muhonen (2004) conducted a study on the reasons why students lost their motivation to learn English. In this context, 91 high school students were asked to write situations that reduced their motivation for learning English. As a result of the content analysis, it was observed that the factors related to the teacher came first. This factor is divided into three sub-headings as teaching method, teacher's personality and language insufficiency. The second theme was learning material. The students stated that the contents and activities in the textbooks were boring. The third theme was determined as the characteristics of the learners, while the fourth theme was called the school environment. In the fourth theme, three problems were stated: failure of the English syllabus, physical condition of the class and constant teacher change. The attitudes of the students towards English were determined as the fifth and last source of demotivation.

In a study conducted by Trang and Baldauf (2007) in Vietnam with 100 students on the same subject, case study method was used. The students were asked to write a three-part essay on demotivating factors when learning a foreign language, how these factors affected them, and what they did to overcome this situation. As a result of the study, it was found that 88% of the students had experiences that reduced their motivation in English learning processes. Factors related to the teacher (64%) and student (36%) were mentioned as the reasons for this situation. Especially teacher behaviors, language proficiency, grading and evaluation methods and teaching methods are mentioned as the strongest demotivational factors.

Hamada and Kito (2008) applied a scale to the students in the first stage in their research on high school students. As a result of factor analysis, five dimensions were determined. Qualitative interviews were also conducted. 26 students who completed the scale were also interviewed. As a result of the research, it was found that the factors related to the teacher were the most important source of demotivation for students and it was stated that the school environment and facilities were not a strong factor for the participants.

In some studies demotivation have been examined according to their English proficiency. One of these studies was conducted by Sakai and Kikuchi (2009) with the participation of 656 high school students. As a result of the research, five dimensions were found as sources of demotivation which are learning content and materials, teacher's competence and teaching method, inadequate school facilities, lack of motivation and exam results. This research differs from many previous studies on the subject in that the salient demotivating factor was not found to be teachers, but learning contents, class materials and exam results. In addition, the lack of intrinsic motivation was as high as the teachers' competence and teaching methods. Although some of the participants expressed the inadequacy of school facilities, it was not found to be a powerful factor negatively affecting motivation.

Kim (2009), who developed a scale for her study on high school students in Korea, examined the demotivating factors in five dimensions: difficulty in learning English, teacher competence and teaching method, characteristic features of English courses, lack of interest and motivation, and lack of learning environments. While the difficulty of learning English was the highest, the factors related to the teacher and the learning environment were not found to be strong.

In the Iranian case, Alavinia and Sehat (2012) first applied a questionnaire about the negative experiences of students in learning English. In the second phase of the research, structured interviews were conducted with teachers about the sources of demotivation. As a result of the research, the main demotives are namely learning environment, learning another foreign language at the same time, course contents and educational materials, teaching methods, experiences of failure, lack of achievement, teacher's character and behaviors and students' attitudes. As a result of the interviews with teachers, unemployment problem, economic problems, teacher's personality, exams and textbooks emerged as the main factors reducing students' motivation.

In their study of high school students of Turkish origin in Iran, Mahbudi and Hosseini (2014) applied a scale to 604 Turkish high school students. The results of the study revealed that class order and size, failure, and intrinsic motivation were the most common factors. Unlike many previous studies, factors related to teachers did not appear to be a powerful demotivating factor.

As a result of the interviews with 29 Korean students, Kim (2015) grouped demotivatioal factors under three themes as meaningful lack of purpose, lack of progress and achievement experience

and lack of self-confidence.). The findings of the study revealed that the conflict between high scores in standardized tests and the desire to learn to communicate in English in a short time was the main source of demotivation for the students. In addition, it was found that students with high self-efficacy beliefs in English target themselves, participate in classroom activities and cope more easily when there is a negative factor affecting their motivation in the environment.

Jahedizadeh, Ghanizadeh and Ghonsooly (2016) used three different scales in their study to investigate the effect of factors that negatively affect students' motivation, their perceptions of the course and their target setting on students' achievement and burnout level. The results of the research showed that the demotivational factors predict the burnout levels of the students in a meaningful and positive way. In addition, it was determined that the lack of interest and failure, which are the internal factors that affect motivation negatively, have a significant and negative effect on the students' target orientations.

Review of the existing literature suggests that a very limited number of study has been conducted focusing on the identification of the role of demotivation on EFL students speaking skills to the researcher's knowledge. One of these studies was conducted by Molavi (2013) with 50 male intermediate EFL learners. The groups were separated into two as motivated and demotivated according to the results of a questionnaire. As a result of the findings, it was revealed that there is a high correlation between the demotivation and oral skill of language learners. Participants also reported that attitudes towards English, assessment, lack of interest, lack of time, lack of daily use of English, work load, lack of providing enough feedback from the side of the teacher and the overall length of English course are among the demotivators.

Heidari and Oghli (2015) attempted to identify the sources of demotivation affecting the development of speaking skill for learners. A questionnaire which has three parts as student, teacher and classroom related factors, was administered to students and the data analysis revealed that although all three factors of demotivation negatively affected the students' performance in speaking English but the classroom related factor was the most effective one among all.

The salient demotivating factors for students were limited or no access to the Internet, lack of computer and related equipment, not having chance to communicate in English in real life

situations. In the light of the findings of the study it can be concluded that factors related to the learning environment play a major role in demotivating Iranian high school students towards speaking English. It seems that classrooms with lack of suitable equipment and software make the students bored in the classroom and consequently this leads them to lose their eager and willing towards learning English as a language to speak.



CHAPTER III

METHODOLOGY

In this chapter the outline of research methods to be employed in the research study will be presented. It will provide detailed information about subsections such as research design, population and sampling, data collection tools, data collection procedures, and data analysis respectively.

3.1. Research Model

The general survey model was adopted in this research which was conducted in order to determine the demotivational factors affecting development of the speaking skill for students. Survey models are approaches aiming to describe a past or present situation as it is (Karasar, 2012).

This model of research allows the quantitative definition of the trends, thoughts or attitudes of the sample group (Creswell, 2013). The need of determining the general views, attitudes of students regarding demotivation to speak English made it necessary to choose this model. The design and main steps of the research were presented in Figure 7. below:

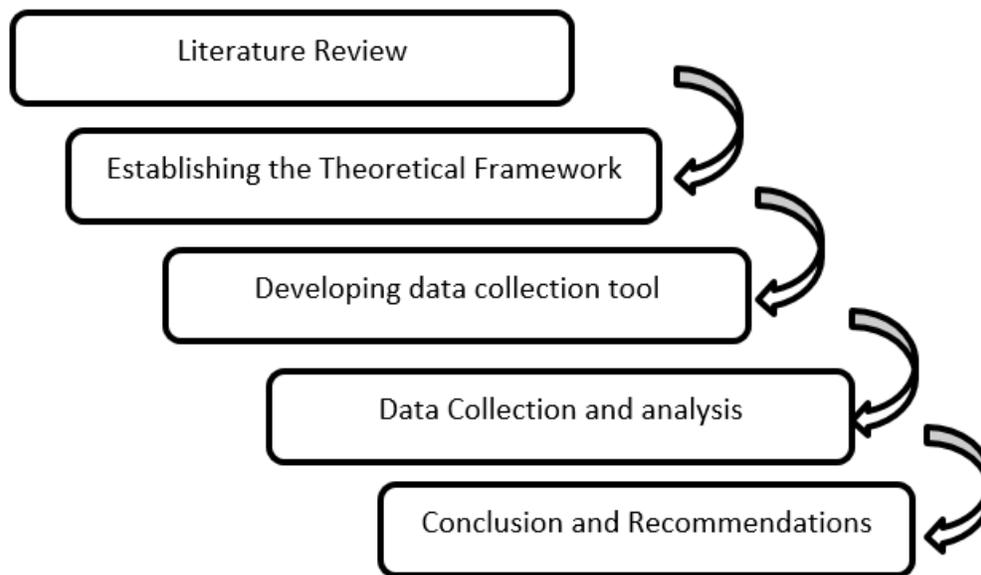


Figure 7. Research design

Furthermore, this type of survey research model provides the opportunity to work on large groups and is widely used in social sciences. The current situation is observed in such research models. In other words, the researcher has no manipulation on the independent variable (Büyüköztürk, 2015). The data of the research is reported in the form of frequencies and percentages of the respondents and shown in the tables.

3.2. Population and Sampling

The population of this study consists of 9th grade students studying at Anatolian high school during 2016-2017 educational year in Ankara. As for the choice of sample, simple random sampling was utilized. 566 students comprises the sample of the study. The distribution of participant students according to gender was demonstrated in Table 1.

Table 1

Distribution of Students with Regard to Gender

Gender	Frequency (f)	Percentage (%)
Female	351	62
Male	215	38
Total	566	100

As it was seen in Table 1, 62% of the participants were female (N=351) while male students (N=215) comprised the ratio of 38%. The distribution of students according to English grade point average (GPA) of previous year was presented in Table 2.

Table 2

Distribution of Students with Respect to GPA

GPA	Frequency (f)	Percentage (%)
0-49	9	1,6
50-59	25	4,4
60-69	64	11,3
70-84	156	27,6
85-100	312	55,1
Total	566	100

As it was indicated in the table above, 1,6% of the participant students (N=9) had a score between 0-49 while it was between 50-59 for 4,4% of them (N=25). 11,3% students had a GPA between 60-69 whereas it was between 70-84 for 27,6% of them. Finally, %55,1 of the participant students got a score between 85-100 in English course in the previous year. According to the statement of the students, it could be concluded that more than half of the participants got a GPA between 85-100 in previous year which is considered as a competent user of English. The distribution of students according to having been abroad is given in Table 3.

Table 3

Distribution of Students with Respect to Having Been Abroad

Being Abroad	Frequency (f)	Percentage (%)
Yes	64	11,3
No	502	88,7
Total	566	100

When Table 3 was examined, it could be concluded that 11,3% of participants (N=64) had been abroad for the time being. On the other hand, 88,7% of the students (N=502) stated that they had never been abroad so far. The distribution of students according to having private lesson or attending an English course was summarized in Table 4.

Table 4

Distribution of Students with Respect to Having Private Lesson/Attending an English Course

Having Private Lesson/ Attending English Course	Frequency (f)	Percentage (%)
Yes	55	9,7
No	511	90,3
Total	566	100

As it was observed in the table above, a minority of students (N=55) attended an English course or had a private lesson which makes the ratio of 9,7%. 511 students out of 566 did not get extra support as tutoring out of the school which corresponds to 90,3%. The distribution of students according to watching English broadcasts was demonstrated in Table 5.

Table 5

Distribution of Students with Respect to Watching English Broadcasts

Watching English Broadcasts	Frequency (f)	Percentage (%)
Yes	406	71,7
No	160	28,3
Total	566	100

When Table 5 was examined, it was observed that 71,7% of participants watched such English broadcasts as series, movies while 28,3% of them did not. The distribution of students according to using online chat applications was given in Table 6.

Table 6

Distribution of Students by Using Online Chat Applications

Using Chat Applications	Frequency (f)	Percentage (%)
Yes	119	21
No	447	79
Total	566	100

As it was seen in Table 6, 21% of participants (N=119) reported that they used online chat applications like Hit Me Up, Speaking7 etc. to improve their speaking skills while 79% of them (N=447) did not make use of them. The distribution of students according to using websites to practice English was summarized in Table 7.

Table 7

Distribution of Students with Respect to Using Websites

Using Websites	Frequency (f)	Percentage (%)
Yes	168	29,7
No	398	70,3
Total	566	100

As it was observed in Table 7, 29,7% of the participants (N=168) used English websites like Duolingo, Livemocha etc. to practice English whereas 70,3% of them (N=447) did not make use of them.

3.3. Data Collection Tool

When related literature is reviewed, a few quantitative instruments to measure the level of demotivation towards English for students were found (Alavinia and Sehat, 2012; Hamada and Kito, 2008; Hu, 2011; Kim, 2009; Mahbudi and Hosseini, 2014; Sakai and Kikuchi, 2009). These data collection tools were all developed to identify sources of demotivation towards learning English as a whole. However, in the current study, demotivation was attempted to investigate solely in terms of speaking skill. In this regard, only one tool was found in the related literature to the researcher's knowledge. In their research, Heidari and Oghli (2015) investigated the sources of demotivation affecting the development of speaking skill for learners. For this purpose, they prepared a questionnaire based on the demotivation scale developed by Kikuchi and Sakai (2007). The questionnaire consisting of 30 items had three parts as student, teacher and classroom related factors.

Although Heidari and Oghli (2015) focused on demotivation to speak English, their questionnaire was formed by eliciting the related items from the questionnaire of Kikuchi and Sakai (2007) which aims at investigating demotivation to learn English. Furthermore, since there is a scarcity of tools to measure demotivation in speaking skill discretely, a need to develop a new instrument has come out within the scope of this study. The phases of Speaking Demotivation scale development procedure was exhibited in the Figure 8 below:

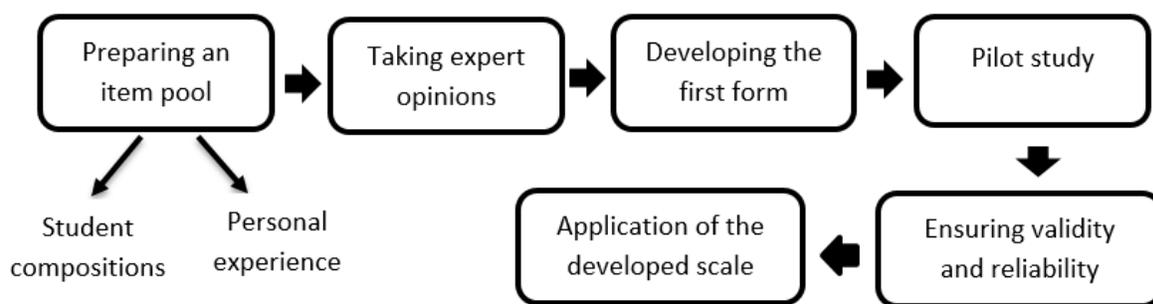


Figure 8. Scale development procedure

Initially, related literature was reviewed and it was concluded that a great majority of the demotivation studies focused on the factors hindering English learning. All of these studies were examined and demotivational factors affecting speaking skill of learners were aimed to be found out among them.

Furthermore, before creating the item pool, 21 Anatolian high school students were asked to write compositions about what demotivated them to speak English, what could increase their motivation to speak English and their past experiences about demotivation. The compositions were written in Turkish so that students can express themselves easily and clearly. Compositions of the students were analyzed in details by means of content analysis and the most frequent demotivators repeated by students were elicited and written as items.

Reviewing the literature, gathering students' opinions and taking the researcher's own experience as a student and teacher into consideration, an item pool consisting of 77 items was created.

The first form was examined by four experts. Two of the experts were academicians in the department of ELT while the other two were English language teachers. The experts were asked to evaluate the items in terms of language, clarity, the appropriateness to the developmental level of the students. According to the opinions of experts, 4 items were extracted from the scale and some of them were rewritten in terms of language and content. So, a 73-item-scale were administered to 311 Anatolian high school students in Ankara.

After data collection process, validity and reliability of the scale was calculated. Explanatory factor analysis was used to reveal the underlying factor structure and psychometric properties

of the scale. To reach the aim, factorial structure of the scale and the internal consistency of the items were tested.

Before conducting factor analysis, assumptions of the analysis should be checked. Considering the sample size assumption, Comfrey and Lee (1992) offers that “the adequacy of sample size might be evaluated very roughly on the following scale: 50 – very poor; 100 – poor; 200 – fair; 300 – good; 500 – very good; 1000 or more – excellent” (p. 217). Additionally, according to Tabachnick and Fidell (2007) “as a general rule of thumb, it is comforting to have at least 300 cases for factor analysis” (p. 613). Based on these suggestions, the researcher concluded that the size of the sample is adequate for the subsequent factor analysis.

To be regarded as appropriate for factor analysis, there should be at least some correlations of .30 or above between items in most of the cases (Pallant, 2007; Field, 2013). According to correlation matrix, it was observed by the researcher that at least some correlations of .30 or greater existed among variables. Besides, Bartlett’s test of sphericity should be significant statistically at $p < .05$ and Kaiser-Meyer-Olkin value should be at least .6 or above to conduct factor analysis (Pallant, 2007). For the current study, results showed that Kaiser-Meyer-Olkin value was .87 and Bartlett’s Test of Sphericity was statistically significant ($p = .000$) at $p < .05$ level suggesting that the factorability of the correlation matrix was met (Table 8).

Table 8

KMO and Bartlett’s Test Results for Speaking Demotivation Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.870
Bartlett's Test of Sphericity	Approx. Chi-Square	10320.565
	Df	2628
	Sig.	.000

The second step of the analysis was to determine the number of factors to be extracted. For this procedure, maximum likelihood was used as a method of factor extraction. According to Field (2013), number of factors to be extracted could be decided based on eigen values greater than 1, the amount of variance explained and the scree plot. The results of the maximum likelihood extraction showed that there were 19 components with eigen values greater than 1 accounting for 64,823 % of the total variance (Table 9).

Table 9.

Explained Variance Based on the Results of Principle Component Analysis for Speaking Demotivation Scale

	Eigenvalue	% of Variance	Cumulative %
1	14.335	19.637	19.637
2	6.060	8.302	27.939
3	3.337	4.571	32.510
4	2.766	3.789	36.299
5	2.005	2.746	39.045
6	1.946	2.666	41.711
7	1.688	2.313	44.024
8	1.653	2.265	46.289
9	1.588	2.175	48.463
10	1.463	2.004	50.467
11	1.423	1.949	52.417
12	1.275	1.747	54.164
13	1.231	1.686	55.850
14	1.169	1.602	57.452
15	1.142	1.564	59.016
16	1.131	1.549	60.565
17	1.074	1.471	62.037
18	1.030	1.411	63.448
19	1.004	1.375	64.823

On the other and, the examination of the scree plot suggested that the break in the trend line seemed to appear from the fifth component. It seems that the majority of the variances were explained by the first four factors (Figure 9). Based on the break point in the trend line that appears in scree plot, it was decided by the researcher that four factors can be extracted for further investigation. As a result, factor analysis was re-conducted based on the fixed numbers of four factors.

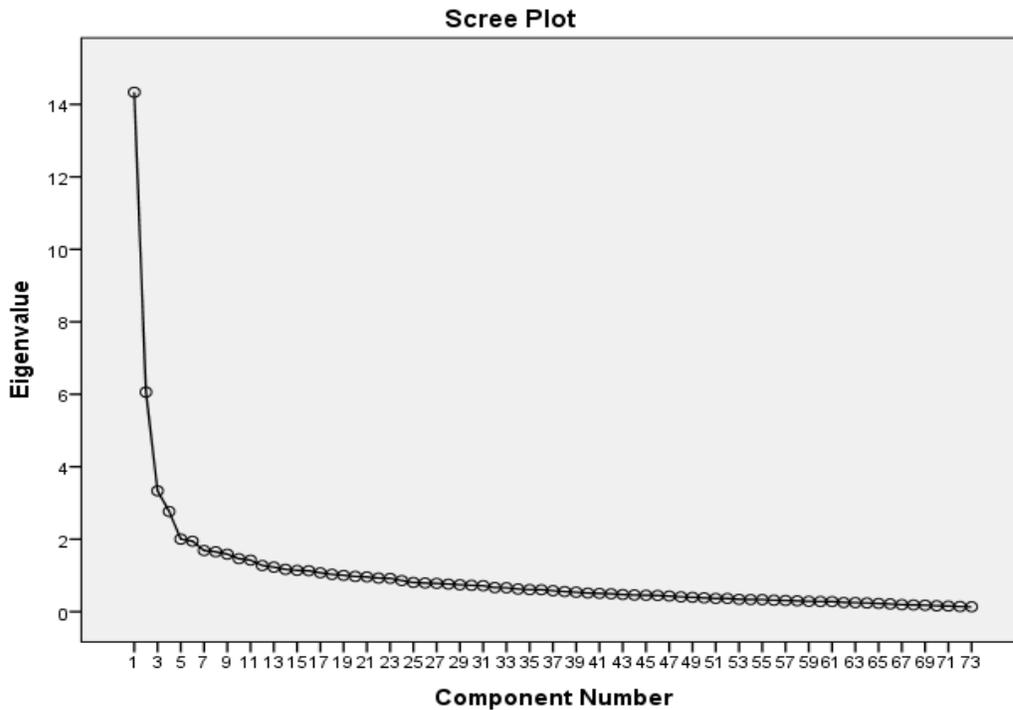


Figure 9. Scree plot

The next step was grouping the items into the factors with respect to their factor loadings. For this procedure, pattern matrix table was used. Pattern matrix deals with regression coefficients whereas structure matrix uses correlations between factors and variables (Hair et al., 2009). To make the data more clean and simple, factors were rotated with direct oblimin rotation method.

According to Stevens (2002), the significance of a factor loading is dependent on the size of the sample. It was suggested that for a sample size of 50, .722 or greater, for 100, .512 or greater, for 200, .364 or greater, for 300, .298 or greater, for 600, .21 or greater, and for 1000, .162 or greater are needed (as cited in Field, 2013). For the current study, the size of the sample was 311. Hence, items with a factor loading of .298 or greater were considered significant.

When the pattern matrix was scrutinized, it was observed that items 2, 5, 8, 10, 11, 12, 13, 14, 16, 19, 20, 21, 23, 32, 34, 36, 38, 42, 43, 44, 45, 46, 61, 69, 70 did not meet the requirement of the value of a factor loading of .298. Hence, these items were eliminated from the factor analysis. After the elimination of the items given above, it was found that the four factors together accounted for 44.433 % of total variance. More specifically, 1st, 2nd, 3rd and 4th factors explained 24.212 %, 9.795 %, 5.773 % and 4.654 % of variances respectively (Table 10).

Table 10

Total Variance Explained After Rotation for Speaking Demotivation Scale

	Eigenvalue	% of Variance	Cumulative %
1	11.622	24.212	24.212
2	4.701	9.795	34.006
3	2.771	5.773	39.779
4	2.234	4.654	44.433

Table 11 shows factor loadings of items after direct oblimin was performed. The final form of the scale consisted of 48 items with four factors which were named as “Teacher related factors”, “Student related factors”, “Characteristics of the class and learning materials” and “Nature of the course and attitudes towards English” respectively. The factor loadings of the items ranged from .234 to .780. Although item 9 and item 18 had factor loadings of .234 and .275, which were below the suggested criterion, based on the theoretical background and expert opinions, the researcher decided to keep these items.

Table 11

Factor Loadings of Each Item after Direct Oblimin Rotation for Speaking Demotivation Scale

No	Items	Factor Loadings			
		F1	F2	F3	F4
22	Our teacher’s instructions are not clear.	.754	.074	.070	.011
41	While I speak in English during lesson, our teacher does not listen to us carefully.	.733	-.018	-.069	.063
18	Before speaking activities, our teacher doesn’t explain us the purpose of the activity clearly.	.668	-.054	.109	.023
30	Pronunciation of our teacher is poor.	.667	-.086	.144	-.324
27	Our teacher laughs at our mistakes.	.656	.067	-.234	.096
24	Our teacher doesn’t give us feedback after we speak in English.	.652	.100	.055	-.036
47	Our teacher ignore our questions.	.649	-.004	.002	.099
31	It is not easy to understand our teacher’s explanations.	.627	-.019	.100	.041
37	Our teacher gets angry at our mistakes while speaking in English.	.617	.018	-.219	.166
51	Our teacher is not friendly towards us.	.582	-.026	.255	.060
68	Our teacher doesn’t give us positive reinforcement while speaking in English.	.564	-.046	.203	-.019
35	I don’t like the method our teacher uses in English classes.	.561	-.001	.306	-.118
60	Our teacher doesn’t guide us how to speak in English better.	.558	.009	.264	-.097

71	Our teacher is not fair with all the students.	.506	.168	.007	.171
29	When I start to speak in English in front of class, I feel anxious.	-.019	.780	.118	-.294
28	I lost my confidence to speak in English.	.172	.760	.043	-.070
26	I don't think I will be a good speaker of English.	.064	.723	-.094	.008
6	I'm ashamed when I make a mistake while speaking in English.	-.017	.652	.087	-.252
54	The level of our speaking course is beyond my level.	-.045	.571	-.012	.352
64	I feel inferior to my mates for my English.	.057	.522	-.175	.269
4	I'm lack of enough vocabulary to speak in English.	-.053	.507	.140	.153
7	I generally get low marks on exams.	.159	.441	.011	.360
1	I have poor knowledge of grammar.	.055	.415	.038	.311
15	I don't like speaking in English.	.109	.404	-.146	.383
25	I lost my interest in English.	.308	.404	.163	.126
58	Turkish is not allowed during speaking activities.	.203	.358	-.140	.206
55	There are certain students who often participate in speaking activities.	.046	.351	.264	.140
33	My previous experiences in English course caused a dislike in me.	.263	.322	-.070	.254
3	There's no point in learning English for me.	.152	.302	-.156	.266
9	When I make a mistake while speaking in English, our teacher immediately corrects me.	-.125	.234	.020	-.007
52	English classes are not communicative.	.162	.124	.612	-.024
50	Such techniques as drama, role play are not used to foster speaking skill.	.154	-.027	.589	.048
48	Time allocated to speaking skill during the lesson is very limited.	.098	-.049	.550	.018
56	Our class is too crowded to improve speaking skill.	-.127	.123	.506	.181
67	There aren't enough visuals in the class.	.094	-.084	.473	.194
66	I rarely find opportunity to speak in English.	.418	-.076	.467	.041
53	English classes are mostly teacher centered.	.308	.085	.434	.055
39	Relia (puppets etc.) and authentic materials aren't used enough in speaking activities.	.156	-.032	.395	.023
40	Speaking activities in the coursebook are not interesting.	.036	.094	.362	.082
17	We can't find opportunity to communicate in English in real life situations.	.035	.172	.275	-.092
62	My classmates don't like English classes.	.029	-.085	.304	.503
59	We have too many hours of English lesson.	.281	.195	-.215	.496
65	My classmates have negative attitudes towards speaking English.	-.099	-.017	.260	.456
57	English course is not selective but compulsory.	-.020	.041	.225	.436
63	My classmates don't cooperate with me during group work.	.038	.000	.038	.402
73	People around me have negative attitudes towards English.	.063	-.048	.077	.379
72	My parents put too much pressure on me about developing my speaking skill in English.	.065	.047	-.112	.355
49	English class is boring.	.246	.232	.231	.336

Factor 1 was interpreted as “Teacher related factors”. The factor included items 22, 41, 18, 30, 27, 24, 47, 31, 37, 51, 68, 35, 60 and 71. Factor loadings of the items ranged from 0.506 to 0.754. The related items asked students to rate their reasons of demotivation towards speaking English regarding their English teachers. This factor broadly included competence and personality of English teachers as well as their relationship with the students. Furthermore, the way how the teacher teaches English in the class was also investigated under this factor.

Factor 2 was interpreted as “Student related factors”. The factor included items 29, 28, 26, 6, 54, 64, 4, 7, 1, 15, 25, 58, 55, 33, 3 and 9. Factor loadings of the items ranged from 0.234 to 0.780. The related items asked students to rate their reasons of demotivation towards speaking English regarding themselves. Under this factor, how students feel while speaking English, their self-esteem and the impact of competency in such skills as grammar, vocabulary etc. on their level of demotivation were elaborated.

Factor 3 was interpreted as “Characteristics of the course”. The factor included items 52, 50, 48, 56, 67, 66, 53, 39, 40 and 17. Factor loadings of the items ranged from 0.304 to 0.612. The related items asked students to rate their reasons of demotivation towards speaking English regarding not only such materials as coursebooks, visuals, relia etc. but also the size of the class, the variety of speaking activities, time spent on speaking skill which compose the general characteristics of the English lessons.

Factor 4 was interpreted as “Nature of the course and attitudes towards English”. The factor included items 62, 59, 65, 57, 63, 73, 72 and 49. Factor loadings of the items ranged from 0.336 to 0.496. The related items asked students to rate their sources of demotivation towards speaking English regarding approaches of people around them and some fundamental issues about the course. In other words, under this factor not only opinions and beliefs of friends, family members towards English but also hours of English classes and compulsory nature of the English lesson in Turkey were investigated in terms of demotivation according to the views of students.

In addition to construct validity, Cronbach Alpha coefficient was calculated to determine the internal consistency of the sub scales. According to Nunnaly (1978) the scales which have the value of .70 or greater are sufficient for the reliability analysis. Alpha coefficient was calculated .93 for the total scale, .91 for “teacher related factors” sub-scale, .89 for “student related factors”

sub-scale, .81 for “characteristics of the course” sub-scale and .73 for “nature of the course and attitudes towards English” sub-scale respectively.

The reliability of the sub scales was also examined, if the related items were dropped out of the scale. Taking out the items didn't result in better Cronbach Alpha values except item 9 which belongs to “Student related factors” sub-scale and item 18 which belongs to “characteristics of the class and learning materials” sub scale. Dropping out item 9 increased alpha value from .886 to .891. Besides, taking out item 18 increased alpha value from .811 to .816. From these results, the researcher concluded that the magnitudes of the changes were ignorable and decided to keep the items.

3.4. Data Collection Process

Within the scope of the current study, in order to collect data from Anatolian high schools a permission was taken from Ministry of National Education and an official letter was sent to the Anatolian high schools in Ankara. In line with the permission, Speaking Demotivation Scale (Appendix 1), developed by the researcher, was administered to 9th grade students in Ankara province. The data was collected online from the participants by means of Google Forms.

3.5. Data Analysis

In order to analyze the data of the first sub-problem which sought to investigate how Turkish learners of English perceived the demotivators affecting their development of speaking skills, arithmetic mean (\bar{x}), standard deviation (SD) and values of score order were calculated. Since the scale was structured as a Likert-type four-point rating scale with “strongly agree”, “agree”, “disagree” and “strongly disagree” options, the following criterion was used to calculate the arithmetic means of the answers given to the scale:

Strongly Disagree	1–1,75
Disagree	1,76–2,50
Agree	2,51–3,25
Strongly Agree	3,26–4,00

As for the second sub-problem which attempted to find out whether there were any relations among the sources of demotivation, test of normality was conducted in order to determine which type of test would be used. The test of Kolmogorov-Smirnov was used to determine whether the data distributed normally and the results were demonstrated in Table 12.

Table 12

The Results Regarding Test of Normality

Sub-Dimensions	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Student Related Factors	,095	562	,000	,962	562	,000
Teacher Related Factors	,135	562	,000	,898	562	,000
Characteristics of the Course	,053	562	,001	,978	562	,000
Nature of the Course and Attitudes	,076	562	,000	,982	562	,000

Looking at Table 12, it can be stated that the value of Kolmogorov Smirnov is statistically significant since the significance value is more than .05 in every sub-dimension ($p=.05$, $.000 < p$, $.000 < p$, $.001 < p$ and $.000 < p$). Hence, it can be concluded that assumption of normality was violated in this study. However, in large samples, Kolmogorov Smirnov is inclined to be significant (Pallant, 2007). Since there are 562 participants in this study, coefficients of Skewness and Kurtosis was calculated to check the normality and it was shown in Table 13 below:

Table 13

Coefficients of Skewness and Kurtosis

		Student Related Factors	Teacher Related Factors	Characteristics of the Course	Nature of the Course and Attitudes
N	Valid	562	562	562	562
	Missing	2	2	2	2
Skewness		,584	1,218	-,183	,232
Std. Error of Skewness		,103	,103	,103	,103
Kurtosis		-,296	1,233	-,628	,046
Std. Error of Kurtosis		,206	,206	,206	,206

When the table above is examined, it is seen that the values of skewness for the student, teacher, characteristics of the class and nature of the course sub-dimensions are .58, 1.21, -.18, and .23 respectively while kurtosis values are -.29, 1.23, -.62 and .04. George and Malleray (2012) state that the skewness value between +1 and -1 is considered perfect for parametric measurements, but in many studies the values in the range of +2 and -2 are also acceptable. Additionally, Tabachnick and Fidell (2007) suggest that it is better to examine the shape of the distribution by means of histogram if the sample is large. In the current study, only the skewness value of teacher related factors exceeds +1. Therefore, in order to ensure normal distribution of the data, the histograms were analyzed for outliers as Tabachnick and Fidell (2007) recommend. While checking the histograms, it was revealed that there were a lot of outliers in the teacher related factors which may be the reason of high value for skewness. In this case, there are two possibilities as Pallant (2007) recommends: removing the extreme outliers from the set of data or keeping the outliers but using a less extreme value. In the present study, outliers were identified and excluded from the data. Therefore, the new sample was calculated as 539 and coefficient of skewness and kurtosis was analyzed again. The results of the analysis was presented in Table 14.

Table 14

The Coefficient of Skewness and Kurtosis (N=539)

		Student Related Factors	Teacher Related Factors	Characteristics of the Course	Nature of the Course
N	Valid	539	539	539	539
	Missing	2	2	2	2
Skewness		,507	,811	-,173	,057
Std. Error of Skewness		,105	,105	,105	,105
Kurtosis		-,491	-,321	-,596	-,233
Std. Error of Kurtosis		,210	,210	,210	,210

As it is demonstrated in the table above, after removing the outliers from the data, the value of skewness for each sub-dimension ranged between +1 and -1 which is considered as perfect according to George and Malleray (2012). As a result, it can be concluded that normal

distribution of data was ensured and as another preliminary assumptions, outliers were removed from the data. Hence, it is plausible to run parametric analysis on the data now.

Regarding second sub-problem, in order to reveal whether there were any relationship between the sub-dimensions of the scale, correlation analysis was used to investigate the direction and strength of the relationship. Within the scope of the study, there were four different variables which are namely student related factors, teacher related factors, characteristics of the course and nature of the course an attitudes towards English. For the correlations, Pearson product-moment coefficient (r) was used.

As for the third and final research question, the demotivational factors affecting development of speaking skills for learners were examined in terms of some variables which are namely gender, proficiency in English, having been abroad, having private lesson or attending an English course, watching English broadcasts (movies, series etc.), using chat applications in English, using English learning websites. For the analysis of this sub-problem, multivariate analysis of variance (MANOVA) was used because in MANOVA, there need to be more than one dependent variable which is four in the current study. The advantage of using MANOVA instead of separate ANOVAs is decreasing the chance of Type 1 error which is the risk of getting significant results although there isn't one indeed (Pallant, 2007). However, there are some assumptions to be confirmed in MANOVA which were explained briefly below:

1. Sample size: There need to be less dependent variables than the cases in each cells (Pallant, 2007). In this study, there are four dependent variables and 532 participants which is quite more than the required number of cases. Therefore, it can be stated that sample size was not violated.
2. Normality: Univariate normality and multivariate normality should be checked to ensure normal distribution of data (Pallant, 2007). In this study, univariate normality had been already checked below for the correlation analysis. As for the multivariate normality, Mahalanobis distance was calculated and it was shown in Table 15 below:

Table 15

The Results of Residual Statistics

	Minimum	Maximum	Mean	SD	N
Mahal. Distance	,138	14,034	3,993	2,638	539

As it is shown in the Table 15, the maximum value for Mahalanobis distance was found 14.03. The critical value is 18.47 for a-four-dependent variable scale according to Pallant (2007). Since the maximum value is less than the critical value ($18.47 > 14.03$), it can be assumed that multivariate normality was satisfied in the current study.

3. Outliers: Outliers had been already checked and removed from the data before the analysis of Correlation.

4. Linearity: When the matrix of scatterplots were examined, the plots were not non-linear. Hence, it can be said that this assumption was not violated either.

5. Homogeneity of regression: This assumption is required if stepdown analysis will be conducted according to Pallant (2007). Therefore, for this study it can be skipped.

6. Multicollinearity and singularity: Correlation is one of the way of checking multicollinearity and the correlations around or higher than .8 or .9 is regarded as unacceptable. For the current study, correlation was found moderate for each sub-dimension except one which was found .5 less than .8 or .9, though. Therefore, it can be claimed that the data is not multicollinear. As for the singularity, since there were correlations between each of the sub-dimension of the scale (explained in details in Part IV), it is not singular either.

7. Homogeneity of variance-covariance matrices: This assumption is a part of MANOVA, therefore; it was conducted and presented in details in the next section.



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this part, the results of the analyses were elaborated in details. The findings were presented in accordance with the order of the research questions.

4.1. The Comparisons of Demotivational Factors According to Sub-Dimensions

The first research question of the study attempted to answer the question “To what extent do the demotivational factors affect development of speaking skill for students?”. In this regard, Speaking Demotivation scale consisting of four sub-dimensions contributing to learners’ demotivation was used. The sub-dimensions concerned are namely student related factors, teacher related factors, characteristics of the classes and nature of the course and attitude towards English. Whether four factors affected students’ demotivation differently according to participants’ responses were examined through analyzing mean (\bar{X}) and standard deviation (SD) of each factor. The impact of each factor on learners’ demotivation was summarized in Table 16.

Table 16

Descriptive Statistics of Demotivational Factors According to Sub-Dimensions

	Descriptive Statistics				
	N	(\bar{x})	SD	Min.	Max.
Student Related Factors	562	2.03	.626	1	4
Teacher Related Factors	562	1.63	.628	1	4
Characteristics of the Course	562	2.55	.725	1	4
Nature of the Course and Attitudes	562	2.22	.575	1	4

Maximum score to be gathered from the scale is 4 while the minimum is 1. Therefore, each sub-dimension got a score ranging from 1.63 to 2.55.

The results demonstrated that among the demotivators, the factors related to characteristics of the course ($\bar{x}=2.55$) had the most influence on students' demotivation based on the mean scores. Factors related to nature of the course and attitudes towards English ($\bar{x}=2.22$) had the second highest mean score and can be considered as a salient source of demotivation after characteristics of the class and learning materials. The third strongest demotivator for the students was proven to be factors related to nature of the course and attitudes towards English ($\bar{x}=2.03$) while teacher related factors ($\bar{x}=1.63$) were perceived as the weakest source of demotivation by participant students.

As a result, it was proven that the main source of demotivation towards speaking English among students was factors related to characteristics of the class. On the other hand, teacher related factors were found to have the least impact on learners' demotivation to speak English. In the next sections, each sub-dimension was elaborated in details regarding demotivational factors affecting speaking English for learners.

4.1.1. Characteristics of the Course

According to the responses given by the participants, it was proven that the salient demotivating factors to speak English for the students were related to the characteristics of the course ($\bar{x}=2.55$). In this context, descriptive analysis of the participant responses for the items related to this dimension were demonstrated in Table 17.

Table 17

Descriptive Analyses of Demotivational Factors Related to Characteristics of the Course

Items	N	\bar{x}	SD
English classes are not communicative.	562	2.84	1.107
Such techniques as drama, role play are not used to foster speaking skill.	562	2.12	1.187
Time allocated to speaking skill during the lesson is very limited.	562	2.68	1.229
Our class is too crowded to improve speaking skill.	562	2.51	1.168
There aren't enough visuals in the class.	562	2.50	1.219
I rarely find opportunity to speak in English.	562	2.78	1.179
English classes are mostly teacher centered.	562	1.85	1.029
Relia (puppets etc.) and authentic materials aren't used enough in speaking activities.	562	2.46	1.116
Speaking activities in the coursebook are not interesting.	562	2.82	1.162
We can't find opportunity to communicate in English in real life situations.	562	2.91	1.182

According to the table above, it was observed that the means of the items ranged from 2,91 to 1.85. When the items under this dimension were examined separately, it can be concluded that 4 of the 8 items were regarded as strong demotivators to speak English for students while 4 of them were not as much. In this context, it was observed that item “We can't find opportunity to communicate in English in real life situations.” ($\bar{x} = 2,91$) was the most demotivating factor to speak English for the students. In the second rank, the item “English classes are not communicative” ($\bar{x} = 2.84$) came while the item “Speaking activities in the coursebook are not interesting.” ($\bar{x} = 2.82$) was rated as the third strongest sources of demotivation by students. Looking at their mean values, it can be claimed that uninteresting speaking activities in the course books were found to cause as much demotivation as uncommunicative lessons for students.

Furthermore, students also reported that they had little opportunity to speak English in the class ($\bar{x} = 2.78$) and the time allocated for the speaking was very limited ($\bar{x} = 2.68$). Therefore, it can be concluded that these two factors decrease students' interests and make them demotivated towards speaking English. The item, “Our class is too crowded to improve our speaking ability.” was perceived as the least demotivating factor by students under this sub-dimension ($\bar{x} = 2.51$).

The item which got the lowest mean from participant students is “English classes are mostly teacher-centered.” ($\bar{x} = 1.85$). Since 4 point likert scale was used in this study and mean score between 1 to 2,50 corresponds to “disagree” or “strongly disagree”, it can be concluded that the English classes may not be teacher-centered or this situation may not be perceived as too demotivating by students.

In line with the student responses, the item “Such techniques as drama, role play are not used to foster speaking skill.” had a mean score of $\bar{x} = 2.12$. Since it is below 2.50 which corresponds to “disagree” according to evaluation criterion, it can be stated that students disagree with the idea that some activities like drama are not used to improve speaking skill.

It was also revealed that the items “Relia (puppets etc.) and authentic materials aren’t used enough in speaking activities.” ($\bar{x} = 2.48$) and “There aren’t enough visuals in the class.” ($\bar{x} = 2.50$) had mean values just below the evaluation criterion. Therefore, it can be deduced that students think relia, authentic materials and visuals are not adequately utilized during speaking activities in the class and their absence is not thought to be a source of demotivation for students.

4.1.2. Nature of the Course and Attitudes Towards English

In line with the answers of the participants, nature of the course and attitudes towards English sub-dimension ($\bar{x} = 2.22$) was the second demotivating factor in terms of speaking skill. In this regard, the mean and standard deviation scores of the participant responses for the items related to this dimension were presented in Table 18.

Table 18

Descriptive Analyses of Demotivational Factors related to Nature of the Class and Attitudes towards English

Items	N	\bar{x}	SD
My classmates don't like English classes.	562	3.11	1,127
We have too many hours of English lesson.	562	2.41	1,083
My classmates have negative attitudes towards speaking English.	562	1.87	1,114
English course is not selective but compulsory.	562	2.27	1,133
My classmates don't cooperate with me during group work.	562	3.04	1,195
People around me have negative attitudes towards English.	562	1.53	,879
My parents put too much pressure on me about developing my speaking skill in English.	562	2.02	1,113
English class is boring.	562	1.78	1,042
When I make a mistake while speaking in English, our teacher immediately corrects me.	562	1.98	1,141

As indicated in the table above, the means of the items range from 3,11 to 1.53. The item “My classmates don’t like English classes.” had the highest score ($\bar{x} = 3.11$) under this sub-dimension. It may be inferred that classmates have an important role in demotivation of students. They might affect each other either positively or negatively towards speaking English.

According to the results, item “My classmates don’t cooperate with me during group work.” was also scored high by participant students ($\bar{x} = 3.04$). Interestingly the second strongest demotivators on this sub-dimension was related to classmates again. Hence, taking the first and second demotivators together, it can be inferred that as the participant students are in the stage of adolescence, they give much importance to how they are perceived by the others and they expect to be approved by the people around them. Therefore, they may be easily affected by their friends. In terms speaking English, if the attitudes of their friends to speak English are positive, it is more likely that they will, too or vice versa.

The item “We have too many hours of English lesson.” had a mean score of 2.41 and it was reported as the third demotivator by participant students in this category. In Anatolian high schools, 9th grade students have 4 hours of English lesson per week. The main reason lying behind this idea may be the fact that the students are unaware of the significance of English for their future. It might also mean that most of the students participated in this research do not think to select foreign language department, therefore, they might think that what have been covered in English lessons does not match with their goals.

Another source of demotivation for students was the item “English course is not selective but compulsory.” ($\bar{x} = 2.27$). As it is the case in the previous item, some students preferred English classes to be elective. Again the students who don’t want to choose any department related to foreign languages, or the ones who believe that they will not need English in the future might find it demotivating. However, it should be noted that since the mean score of this item is below 2.50 according to the evaluation criterion, it can be claimed that compulsory nature of the course was found to be relatively less demotivating for the participants.

The item “My parents put too much pressure on me about developing my speaking skill in English.” ($\bar{x} = 2.02$) was proven to be demotivating for some students, as well. It can be referred that since parents are aware of the importance of learning a foreign language no matter what their children would do for a living, they may insist their children study hard and speak English

fluently. As a result, this may decrease students' motivation who think that they don't need English now or later.

According to the results, the statement "When I make a mistake while speaking in English, our teacher immediately corrects me." Was found to be a source of demotivation for some students ($\bar{x} = 1.98$). It may be deduced that the students who have experienced this kind of situations might feel ashamed and afraid of making mistakes while speaking. And this may cause them not to speak or make it difficult to speak in English in front of the class.

The item "My classmates have negative attitudes towards speaking English." ($\bar{x} = 1.87$) was perceived as another source of demotivation to speak English for students although it is not as much effective as the aforementioned items. This might mean that some students affected by their friends' opinions, behaviors a lot because of puberty/adolescence.

One of the weakest demotivators in this category regarding this category was the item "English class is boring." ($\bar{x} = 1.78$). Considering the evaluation criterion of this scale, since the mean score of this item is below 2.50, it may be claimed that just a few students agree with this statement in terms of demotivation to speak English.

The last demotivating factor for the students was the item in which there is the statement "People around me have negative attitudes towards English." ($x = 1.53$). Looking at the mean score which is even under 1.75, it may be inferred that most of the students strongly disagree with this statement regarding their demotivation to speak English. Another possibility might be the fact that people around the participant students have positive attitudes towards speaking English; hence, it was not identified as a strong demotivator by them.

4.1.3. Student Related Factors

In line with the answers of the participants, student related factors sub-dimension ($\bar{x} = 2.03$) was identified as the third salient source of demotivation in terms of speaking English. In line with this, the mean and standard deviation scores of the participant responses for the items related to this category were presented in Table 19.

Table 19

Descriptive Analyses of Demotivational Factors Regarding Student Related Factors

Items	N	\bar{x}	SD
I lost my confidence to speak in English.	562	2.03	1.042
When I start to speak in English in front of class, I feel anxious.	562	2.40	1.165
I don't think I will be a good speaker of English.	562	2.05	1.121
I'm ashamed when I make a mistake while speaking in English.	562	2.16	1.077
The level of our speaking activities are beyond my level.	562	2.00	1.042
I feel inferior to my mates for my English.	562	1.60	.951
I'm lack of enough vocabulary to speak in English.	562	2.43	1.102
I generally get low marks on exams.	562	1.80	.991
I have poor knowledge of grammar.	562	2.06	1.034
I don't like speaking in English.	562	1.69	1.032
I lost my interest in English.	562	1.93	1.140
Turkish is not allowed during speaking activities.	562	2.15	1.151
There are certain students who often participate in speaking activities.	562	2.90	1.093
My previous experiences in English course caused a dislike in me.	562	1.80	1.077
There's no point in learning English for me.	562	1.43	.863

When the table above was analyzed, it was observed that the means of the items range from 2.90 to 1.43. The item "There are certain students who often participate in speaking activities." had the highest score ($\bar{x} = 2.90$) under this sub-dimension. This might mean that some students who are competent in speaking skill raised their hands to speak most of the time and the teacher let them speak more than the other students. This may result in demotivation for most of the students; therefore, they may be unwilling to participate in speaking activities.

The item "I'm lack of enough vocabulary to speak in English." had the second highest score ($\bar{x} = 2.43$). It can be concluded that students think that to speak English fluently, they need to learn a considerable number of words in the target language. However, they feel that they know insufficient amount of vocabulary to speak English.

One of the salient demotivators for students was the item "When I start to speak in English in front of class, I feel anxious." ($\bar{x} = 2.40$). This might mean that students are afraid of making mistakes while speaking English. They are not aware of the fact that making mistakes is an

important part of foreign language learning process and in some cases, they can learn better by their mistakes. In addition, this feeling makes them feel anxious while speaking English. Furthermore, when they make a mistake, their friends might have laughed at them or their teacher might have overreacted. Even they haven't had that kind of experience, the idea that it might happen could cause a fear of failure and speaking anxiety.

According to the results, the item "I'm ashamed when I make a mistake while speaking in English." ($\bar{x} = 2.16$) was regarded as demotivating in terms of speaking English by students. When considered with the previous item, it is not surprising, though, because anxiety generally stems from the fear of failure. In terms of speaking English, students may think that if they say something wrong, they will be humiliated or made fun of by their friends. In some cases, they may also be afraid of the fact that their teacher might get angry with them.

The item "Turkish is not allowed during speaking activities." ($\bar{x} = 2.15$) was identified as a demotivational factor by students. This may mean that when mother tongue is prohibited during English classes, some students might feel insecure especially when they do not know a meaning of word in English or do not understand the explanations, conversations etc. This may result in feeling incompetent to speak English for them.

Another demotivational factor stated by students was the item "I have poor knowledge of grammar." ($\bar{x} = 2.06$). Students might associate speaking English fluently with mastery in grammar since they haven't received lessons according to communicative language teaching but grammar translation method or other traditional methods. Focusing on grammar too much may make them think that grammar is the bone of foreign language learning.

The item "I don't think I will be a good speaker of English." ($\bar{x} = 2.05$) was found as a demotivating factor according to the results, which may mean that students are lack of self-esteem and confidence in speaking English. Hence, they may feel demotivated and make less efforts to speak English.

The item "I lost my confidence to speak in English." ($\bar{x} = 2.03$) was also one of the demotivational factors in this category for the participant students. Taking this item together with the previous one, it is not surprising that being lack of confidence cause self-disbelief for

students towards speaking English. The reason why students lost their confidence may be because of their past experiences about speaking English.

Another demotivator in order of importance was the item “The level of our speaking activities are beyond my level.” ($\bar{x} = 2.03$). Some students, especially those who are not competent at English, may feel that the teacher ignores their level of competence and they don’t understand what is told during the lesson. Therefore, they cannot catch up with the speaking activities which turns into a demotivational factor for them at the end.

The item “I lost my interest in English.” ($\bar{x} = 2.00$) was among the demotivators to speak English in this sub-dimension. This may happen due to many reasons from the teaching method, students’ confidence, past experiences, the coursebook and learning materials, classroom climate to the relationship between students and teacher or classmates etc. Whatever the reason is, it is an important source of demotivation in terms of learning and speaking English. Hence, the underlying reason needs to be identified and fixed with appropriate strategies and approaches.

The items “I generally get low marks on exams.” and “My previous experiences in English course caused a dislike in me.” got the same mean score ($\bar{x} = 1.80$). The former might mean that some students haven’t experienced the feeling of success and this led them to be demotivated. It may also indicate that the exams are beyond their level. The latter on the other hand, might be happen due to several reasons and may differ from student to student. For instance, for some bad past experiences might be related to teacher while it may be about the program, school or student themselves for the others.

The item “I don’t like speaking in English.” ($\bar{x} = 1.69$) was found demotivating by some students, as well. The reason behind this may be the fact that those students don’t like the sound of English. Another possibility is that students may have negative feelings and attitudes towards the target language or the community speaking it or people around them might cause them to develop such an attitude.

According to the students views, the item “I feel inferior to my mates for my English.” ($\bar{x} = 1.60$) was one of the weakest sources of demotivation for students. Since the mean score is below 1.75, it can be concluded that very few students agree with this statement. Feeling their

friends' superior to themselves may happen due to student-student relationship. Also, past experiences of failure might cause these students to feel weak as to speaking English.

The last and weakest demotivator in this category was the item "There's no point in learning English for me." ($\bar{x} = 1.43$) for the participant students. Since the mean score of this item is quite under 1.75, which corresponds to "strongly disagree" in the evaluation criterion, it can be stated that just a few students think that English doesn't worth learning. It may mean that these students are unaware of the significance of learning a foreign language for their careers. It may also mean that learning English does not match with their future goals.

4.1.4. Teacher Related Factors

In line with the answers of the participants, teacher related factors sub-dimension ($\bar{x} = 2.03$) was found to be the weakest source of demotivation in terms of speaking English. In this regard, the mean and standard deviation scores of the participant responses for the items related to this category were demonstrated in Table 20.

Table 20

Descriptive Analyses of Demotivational Factors Regarding Teacher Related Factors

Items	N	\bar{x}	SD
Our teacher's instructions are not clear.	562	1,77	,99450
While I speak in English during lesson, our teacher does not listen to us carefully.	562	1,44	,82133
Pronunciation of our teacher is poor.	562	1,59	,93289
Before speaking activities, our teacher doesn't explain us the purpose of the activity clearly.	562	1,58	,88265
Our teacher laughs at our mistakes.	562	1,41	,79294
Our teacher ignore our questions.	562	1,42	,80002
Our teacher doesn't give us feedback after we speak in English.	562	1,44	,80391
It is not easy to understand our teacher's explanations.	562	1,73	,93601
Our teacher gets angry at our mistakes while speaking in English.	562	1,40	,77080
Our teacher is not friendly towards us.	562	1,68	,94850
Our teacher doesn't give us positive reinforcement while speaking in English.	562	1,72	,98977
I don't like the method our teacher uses in English classes.	562	1,99	1,12494
Our teacher doesn't guide us how to speak in English better.	562	1,89	1,05026
Our teacher is not fair with all the students.	562	1,80	1,05167

As indicated in the table above, the means of the items range from 1.99 to 1.40. The item “I don’t like the method our teacher uses in English classes.” ($\bar{x} = 1.99$) was seen as the strongest demotivator under this sub-dimension. It can be concluded that the teaching method used in English classes does not meet the needs and expectations of students according to their views. Grammar based lessons might make the course mechanical and students may be bored. Another possibility is that different learning styles may not be taken into consideration during the lesson so that some students might fall behind in the class which cause demotivation for them at the end.

The second highest score belonged to the item “Our teacher doesn’t guide us how to speak in English better.” ($\bar{x} = 1.89$). It can be claimed that students find the ability to speak in English more challenging when compared to the other language skills. Hence, they may expect extra support and guidance from their teachers about how to speak English better. Students might also think that speaking is not paid as much attention as reading and writing during their English classes.

Another important source of demotivation in this sub-category was the item “Our teacher is not fair with all the students.” ($\bar{x} = 1.80$). From the responses, it can be deduced that in the class there are certain students who always participate in the activities. It might also mean that teachers are more interested in more proficient students from the eye of the other students.

The items “Our teacher’s instructions are not clear.” ($\bar{x} = 1.77$) and “It is not easy to understand our teacher’s explanations.” ($\bar{x} = 1.73$) were perceived as demotivators by the students. It is an interesting but not surprising finding that the mean scores of these two items are really close. It can be stated that students have difficulty in following their teachers’ instructions and understanding their explanations. It may be due to students’ being lack of attention during the class. They might find the activities uninteresting or there may be other distractors like smartphones during the class so that they cannot focus on the lesson or the teacher might give explanations and directions in a complicated way considering the proficiency of students. Another reason causing demotivation for students may be the prohibition of mother tongue during the English classes. If Turkish is not allowed to use, less proficient students might be perplexed when the teacher gives instructions.

The item “Our teacher doesn’t give us positive reinforcement while speaking in English.” ($\bar{x} = 1.72$) was among the sources of demotivation to speak English for students. It may be concluded that students need their teachers’ extra support and encouragement to speak. It may stem from the fact that students find speaking English more challenging or feel anxious while speaking in front of the class. That’s why, they might expect more reinforcement like “You’re doing great.”, “Good.” etc. so that they can be more encouraged and confident to speak English.

Another demotivating factor for the participant students was the item “Our teacher is not friendly towards us.” ($\bar{x} = 1.59$) in this sub-dimension. It can be inferred that students give importance to their relationship with their teachers. Authoritarian teachers might make students unwilling to speak English because they may have a fear of making mistakes and making their teacher get angry with them. It can be noted that students prefer friendly atmosphere in the class to be motivated to speak English.

Another item that students found demotivating was “Before speaking activities, our teacher doesn’t explain us the purpose of the activity clearly.” ($\bar{x} = 1.58$). It might mean that students want to learn about the skill to be developed. If the purpose of activity is explained clearly beforehand, they might be more motivated and engaged in speaking activities more eagerly.

The items “While I speak in English during lesson, our teacher does not listen to us carefully.” and “Our teacher doesn’t give us feedback after we speak in English.” got the same mean score from students in terms of demotivation ($\bar{x} = 1.44$). The items are interrelated to each other; therefore, the results are not surprising. In the former result, students might want to grasp the attention of their teacher because they may find speaking English in front of the class a very challenging task or they might want to be considered important by their teachers. After they finish speaking, they also might expect their teachers to give feedback regarding their speech which can be concluded from the latter item. In other words, students may expect full concentration of their teachers from the very beginning of their speech to the end and guidance of them about how to speak in English.

One of the least demotivating factor for students was the item “Our teacher ignore our questions.” ($\bar{x} = 1.42$). Considering the evaluation criterion, it can be claimed that very few students feel demotivated because their teachers ignore their questions. These students may have shy personalities and might ask their questions quietly and not mind their teachers’ ignorance.

The second weakest demotivator for the participant students was the item “Our teacher laughs at our mistakes.” ($\bar{x} = 1.41$). When compared to the other items in this category, it was found relatively less demotivating. This may be because most of the students do not experience this kind of situation in their English classes. As for the ones who have encountered this and feel demotivated, it might be concluded that they may think that they have been made fun of by their teacher and humiliated in front of the class. Because of this reason, they might feel shy while speaking English in the class.

The last and the least demotivational factor for the students was “Our teacher gets angry at our mistakes while speaking in English.” ($\bar{x} = 1.41$). It can be stated that teachers’ approach to students’ mistakes while speaking English is quite important. However, considering the mean score of this item on the basis of evaluation criterion, it can be also concluded that most of the students strongly disagree with this statement. It might be because their teachers don’t get frustrated at their errors. Therefore, it is the least demotivating factor to speak English for participant students not only among the items of this sub-dimension, but also among all the other items in the scale.

4.2. The Relationship Among the Sources of Demotivation

The second research question that was sought in the scope of this research was “Is there a relationship between demotivational factors affecting the development of speaking in English?”. In this context, the relationships between the sub-dimensions of the scale were investigated by means of Pearson correlation coefficient. Preliminary analyses were conducted and no violations of the assumptions of normality, linearity and homoscedasticity were encountered. The test results were summarized in Table 21.

Table 21

Pearson Correlations Among the Sub-Dimensions of the Scale

		Student Related Factors	Teacher Related Factors	Characteristics of the Class	Nature of the Course
Student Related Factors	Pearson	1			
	Correlation				
	Sig. (2-tailed)				
	N	539			
Teacher Related Factors	Pearson	,338**	1		
	Correlation				
	Sig. (2-tailed)	,000			
	N	539	539		
Characteristics of the Class	Pearson	,315**	,491**	1	
	Correlation				
	Sig. (2-tailed)	,000	,000		
	N	539	539	539	
Nature of the Course	Pearson	,462**	,358**	,506**	1
	Correlation				
	Sig. (2-tailed)	,000	,000	,000	
	N	539	539	539	539

** . Correlation is significant at the 0.01 level (2-tailed).

As it was indicated in Table 21, there was a positive significant relationship between each sub-dimensions of the scale ($p < .05$). The positive correlation coefficient shows a positive correlation while negative indicates negative relationship. The absolute value of the correlation coefficient indicates a high correlation in the range of 0.50 - 1.0, a moderate relationship in the range of 0.30 - 0.49, and a low level in the range of 0.10 - 0.29 (Pallant, 2007).

There was a moderate, positive correlation between student and teacher related factors ($r=.33$, $n=539$, $p<0,05$). When the Pearson correlation was squared, 10.89 percent of shared variance was found. In other words, student related factors explained nearly 11 percent of the variance in respondents' scores on teacher related factors.

Between characteristics of the class and student related factors, there was a moderate, positive correlation ($r=.31$, $n=539$, $p<0,05$). When the Pearson correlation was squared, 9.61 percent of shared variance was found. In other words, factors related to characteristics of the class explained nearly 10 percent of the variance in respondents' scores on student related factors.

A moderate, positive correlation was found between characteristics of the class and teacher related factors ($r=.49$, $n=539$, $p<0,05$). When the Pearson correlation was squared, 24.01 percent of shared variance was found. In other words, factors related to characteristics of the class explained nearly 24 percent of the variance in respondents' scores on teacher related factors, which is quite a respectable amount of variance.

There was a moderate, positive correlation between nature of the course and student related factors ($r=.46$, $n=539$, $p<0,05$). 21.16 percent of shared variance was found when the Pearson correlation was squared. In other words, factors related to the nature of the course explained 21 percent of the variance in respondents score on student related factors.

In terms of nature of the course and teacher related factors, there was a moderate, positive correlation between them ($r=.35$, $n=539$, $p<0,05$). When the Pearson correlation was squared, 12.25 percent of shared variance was found. In other words, factors related to the nature of the course explained 12 percent of the variance in respondents score on teacher related factors.

Finally, there was a strong, positive correlation between nature of the course and characteristics of the course ($r=.50$, $n=539$, $p<0,05$). When the Pearson correlation was squared, 25 percent of shared variance was found, In other words, factors related to the nature of the course explained 25 percent of the variance in respondents score on factors related to characteristics of the class, which is the highest coefficient of determination among sub-dimensions.

In conclusion, a relationship was found between all of the sources of demotivation. It was proven that the strongest relationship was between nature of the class and characteristics of the class. On the other hand, it was the weakest between teacher and student related factors. Since the results were significant for the each source of demotivation, it can be concluded that there was a correlation between all of the demotivational factors. In other words, each demotivational factor has an impact on the other.

4.3. Demotivational Factors According to Some Variables

The third sub-question attempted to investigate whether the demotivational factors differ according to some variables which are namely gender, grade point average, having been abroad, having private English course or attending English course, watching English broadcasts, using

chat applications in English, using English learning websites within the scope of this study. These variables constituted the independent variables of the research while dependent variables were sub-dimensions of the scale which were student related factors, teacher related factors, characteristics of the class and nature of the course. In other words, there were four dependent and seven independent variables. Before performing MANOVA, preliminary analyses such as normality, outliers, linearity, homogeneity of regression, multicollinearity and singularity were carried out and all of the assumptions were satisfied. The effect of each independent variable to the sources of demotivation will be discussed in details below.

4.3.1. Gender

In order to investigate whether demotivation to speak English for Anatolian high school students varies significantly with respect to gender, one way multivariate analysis of variance was performed. All the assumptions were met before conducting MANOVA, except for homogeneity of variance-covariance matrices which is a part of MANOVA output. Table 22 demonstrated the results of Box's test.

Table 22

The Results of Box's Test Regarding Gender

Box's M	3,486
F	,346
df1	10
df2	852821,098
Sig.	,969

When the table above was analyzed, it could be stated that the assumption of homogeneity of variance-covariance matrices was not violated since the significance value was higher than .001 ($p=.96>.001$). In the second phase, Levene's Test was evaluated to determine whether or not equality of variance was assured for the gender variable. The results of Levene's test were summarized in Table 23.

Table 23

The Results of Levene's Test of Equality of Error Variances Regarding Gender

	F	df1	df2	Sig.
Student Related Factors	,152	1	537	,696
Teacher Related Factors	,158	1	537	,692
Characteristics of the Course	,234	1	537	,629
Nature of the Course	1,341	1	537	,247

As indicated in the table above, all variables were non-significant having a value higher than .05. Hence, in the current study, equal variances could be assumed. Now, the data is appropriate to conduct multivariate test which was presented in Table 24.

Table 24

The Results of Multivariate Tests Regarding Gender

	F	Error df	Sig.	Partial Eta Squared
Pillai's Trace	,656 ^b	534,000	,623	,005
Wilks' Lambda	,656 ^b	534,000	,623	,005
Hotelling's Trace	,656 ^b	534,000	,623	,005
Roy's Largest Root	,656 ^b	534,000	,623	,005

There are some different statistics to interpret the results of MANOVA; however, Wilks' Lambda is the most common one for general use according to Tabachnick and Fidell (2007). Because of this reason, Wilks' Lambda was preferred in this study. When Table 24 was examined, it could be stated that there was not a statistically significant difference between female and male students on their demotivation level to speak English (Wilks' Lambda = .62; $F(4, 534) = 65$; $p = .62$ $p > .05$; Partial eta squared = .005). Therefore, gender based difference in demotivation to speak English could not be suggested as a significant result.

4.3.2. Grade Point Average

In order to investigate whether demotivation to speak English for students varies significantly according to GPA, one way MANOVA was performed. All the assumptions were met before

conducting MANOVA, except for homogeneity of variance-covariance matrices which is a part of MANOVA output. Table 25 demonstrated the results of Box's test.

Table 25

The Results of Box's Test Regarding GPA

Box's M	39,972
F	,905
df1	40
df2	3606,205
Sig.	,641

When the table above was analyzed, it could be inferred that the assumption of homogeneity of variance-covariance matrices was satisfied since the significance value is not less than .001 ($p=.64>.001$). In the second phase, Levene's Test was evaluated to determine whether equality of variance was assured for the proficiency levels of participants. The results were demonstrated in Table 26.

Table 26

The Results of Levene's Test of Equality of Error Variances Regarding GPA

	F	df1	df2	Sig.
Student Related Factors	,890	4	534	,470
Teacher Related Factors	,818	4	534	,514
Characteristics of the Course	1,487	4	534	,205
Nature of the Course	,834	4	534	,504

As it is shown in the table, all of the variables were non-significant due to having a value higher than .05. Hence, in the present study, equal variances could be assumed. Now, the data is appropriate to conduct multivariate test which was presented in Table 27.

Table 27

The Results of Multivariate Tests (MANOVA) Regarding GPA

	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's Trace	5,217	16,000	2136,000	,000	,038
Wilks' Lambda	5,446	16,000	1622,869	,000	,039
Hotelling's Trace	5,627	16,000	2118,000	,000	,041
Roy's Largest Root	19,876 ^c	4,000	534,000	,000	,130

As indicated in the table above, statistically significant differences were found among variables (Wilks' Lambda = .00; $F(16, 1622) = 5,44$; $p = .00$ $p < .05$; Partial eta squared = .039). Hence, it could be stated that proficiency in English differed significantly in terms of demotivation to speak English. Since significant results were obtained from multivariate tests, further investigations could be made regarding dependent variables separately. Therefore, test of between-subjects effects was performed and presented in Table 28. In order to decrease the probability of Type 1 error, setting a higher level of alpha is suggested by Bonferroni adjustment (Pallant, 2007). For this reason, the original alpha level of .05 is divided by the number of dependent variables which is 4 in this research. Therefore, the new alpha level was set as .012 for this study. In other words, the results would be considered significant only if the significance value of variables were less than .012.

Table 28

Results of Between-Subjects Effects Test Regarding GPA

Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Student Related Factors	24,301	4	6,075	19,608	,000	,128
Teacher Related Factors	4,459	4	1,115	4,113	,003	,030
Characteristics of the Course	7,384	4	1,846	3,710	,005	,027
Nature of the Course	4,756	4	1,189	4,121	,003	,030

According to the table above, based on GPA demotivation to speak English differ significantly in the dimension of student related factors ($F = 19,608$, $p = .000$, $p < .012$), teacher related factors ($F = 4,113$, $p = .003$, $p < .012$), characteristics of the class ($F = 3,710$, $p = .005$, $p < .012$) and nature of the course ($F = 4.121$, $p = .003$, $p < .012$). Therefore, it can be concluded that participants' proficiency level made a statistically significant difference in their demotivation to speak English in all sub-dimensions of the scale.

As far as the effect size of the variables were concerned, an inspection of the partial eta squared values were based on. For comparing the strength of the effect size according to each dependent variables, Cohen's guideline was used. The values of partial eta for student related factors,

teacher related factors, characteristics of the course and nature of the course were .000, .003, .005 and .003 respectively, which represents a quite small effect.

Although it is now known that student with high and low proficiencies in English differ in terms of demotivation to speak English, it is not known which independent variable affect demotivation to speak English the most. To find this out, means of the sub-dimensions were analyzed and demonstrated in Table 29.

Table 29

The Results of Estimated Marginal Means of Sub-Dimensions According to GPA

Dependent Variable	Grade	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Student Related Factors	1	2,983	,197	2,597	3,370
	2	2,322	,135	2,056	2,587
	3	2,288	,074	2,143	2,433
	4	2,122	,045	2,033	2,211
	5	1,840	,032	1,777	1,902
Teacher Related Factors	1	1,821	,184	1,460	2,183
	2	1,546	,126	1,298	1,794
	3	1,716	,069	1,580	1,851
	4	1,651	,042	1,568	1,734
	5	1,494	,030	1,436	1,553
Characteristics of the Course	1	2,750	,249	2,260	3,240
	2	2,471	,171	2,135	2,807
	3	2,570	,093	2,387	2,754
	4	2,678	,057	2,565	2,790
	5	2,421	,040	2,341	2,500
Nature of the Course	1	2,708	,190	2,335	3,081
	2	2,327	,130	2,071	2,583
	3	2,294	,071	2,155	2,434
	4	2,243	,044	2,157	2,328
	5	2,126	,031	2,066	2,186

The analysis of mean scores revealed that in general, there was an upward trend in the demotivation of students to speak English with low marks in their report cards. When the sources of demotivation were examined discretely, in student related factors sub-dimension, students with low grade reported slightly higher levels of demotivation ($\bar{x}=2,98$) than students with high

grade ($\bar{x}=1,84$). It was also observed that the higher grades students got, the less demotivation they had in terms of student related factors.

As for teacher related factors, similarly, the least proficient students ($\bar{x}=1,82$) were more demotivated to speak English than the most proficient ones ($\bar{x}=1,49$). However, in this sub-dimension, it cannot be claimed that there was an inverse correlation between GPA and demotivation. Because the mean score of students with grade of 2 ($\bar{x}=1,54$) was less than those with grade of 3 ($\bar{x}=1,71$) and 4 ($\bar{x}=1,16$).

Regarding characteristics of the class sub-dimension, it was revealed that students with the lowest GPA ($\bar{x}=2,75$) were demotivated more than the ones with the highest ($\bar{x}=2,42$). Nevertheless, in this sub-dimension, it cannot be claimed that there was an inverse correlation between GPA and demotivation. Because the mean score of students with GPA of 2 ($\bar{x}=2,47$) was slightly less than those with grade of 3 ($\bar{x}=2,57$) and 4 ($\bar{x}=2,67$).

The analysis of mean scores indicated that in nature of the course sub-dimension, students with low grade reported higher levels of demotivation ($\bar{x}=2,70$) than students with high grade ($\bar{x}=2,12$). It was also observed that there was an inverse correlation between GPA and demotivation. Therefore, it could be stated that the higher grades students got, the less demotivated they were in terms of nature of the course.

4.3.3. Having Been Abroad

In order to investigate whether demotivation to speak English for students varies significantly according to having been abroad, one way MANOVA was performed. All the assumptions were met before conducting MANOVA, except for homogeneity of variance-covariance matrices which is a part of MANOVA output. Table 30 demonstrated the results of Box's test.

Table 30

The Results of Box's Test Regarding Having Been Abroad

Box's M	9,020
F	,881
df1	10
df2	51580,662
Sig.	,551

As seen in the table above, the assumption of homogeneity of variance-covariance matrices was not violated since the significance value was not less than .001 ($p=.55>.001$). In the second phase, Levene's Test was performed to decide whether or not equal variances were assured for this variable. The results were demonstrated in Table 31.

Table 31

The Results of Levene's Test of Equality of Error Variances Regarding Having Been Abroad

	F	df1	df2	Sig.
Student Related Factors	,714	1	537	,398
Teacher Related Factors	,587	1	537	,444
Characteristics of the Course	,897	1	537	,344
Nature of the Course	,499	1	537	,480

As it could be seen in the table above, all variables were non-significant having a value higher than .05. Hence, in the present study, equal variances could be assumed. Now, the data is appropriate to conduct multivariate test which was presented in Table 32.

Table 32

The Results of Multivariate Tests (MANOVA) Regarding Having Been Abroad

	F	Error df	Sig.	Partial Eta Squared
Pillai's Trace	3,463b	534,000	,008	,025
Wilks' Lambda	3,463b	534,000	,008	,025
Hotelling's Trace	3,463b	534,000	,008	,025
Roy's Largest Root	3,463b	534,000	,008	,025

When Table 32 was examined, a statistically significant difference could be found among variables (Wilks' Lambda = .008; $F(4, 534) = 3,46$; $p = .008 < .05$; Partial eta squared = .025). In other words, having been abroad made a difference in students' demotivation to speak English. Since significant results were obtained from multivariate tests, further investigations could be made regarding dependent variables separately. Therefore, test of between-subjects effects was conducted which was demonstrated in Table 33.

Table 33

Results of Between-Subjects Effects Test Regarding Having Been Abroad Variable

Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Student Related Factors	2,703	1	2,703	7,760	,006	,014
Teacher Related Factors	,458	1	,458	1,655	,199	,003
Characteristics of the Course	,011	1	,011	,021	,885	,000
Nature of the Course	,055	1	,055	,185	,667	,000

The results in the table above revealed that basing on having been abroad, demotivation to speak English differed significantly only in the dimension of student related factors ($F = 7.760$, $p = .006$, $p < .012$). On the other hand, the results of test of between-subjects demonstrated that demotivation to speak English did not differ significantly in teacher related factors ($F = 1,655$, $p = .199$, $p > .012$), characteristics of the class ($F = .21$, $p = .885$, $p > .012$) and nature of the course ($F = .185$, $p = .667$, $p > .012$).

As far as the effect size of the variables were concerned, an inspection of the partial eta squared values were used. The partial eta squared values for the student related factors, teacher related factors, characteristics of the course and nature of the course were .014, .003, .000, and .000 respectively. According to Cohen's guideline the values were considered to have a small effect.

Although it is now known that the level of demotivation of students who have been abroad and who haven't differed in terms of student related demotivational factors, it is not known which independent variable affected demotivation to speak English the most, yet. To find this out, means scores were analyzed and demonstrated in Table 34.

Table 34

The Results of Estimated Marginal Means of Sub-Dimensions Regarding Having Been Abroad

Dependent Variable	Being Abroad	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Student Related Factors	Yes	1,804	,074	1,658	1,950
	No	2,025	,027	1,972	2,078
Teacher Related Factors	Yes	1,649	,066	1,518	1,779
	No	1,558	,024	1,510	1,605
Characteristics of the Course	Yes	2,503	,090	2,327	2,680
	No	2,517	,033	2,453	2,581
Nature of the Course	Yes	2,164	,069	2,029	2,299
	No	2,195	,025	2,146	2,244

For student related factors, the mean score for the students who had been abroad was 1,80 while it was 2,02 for the ones who had not been. Therefore, it could be noted that students with no overseas experience were more demotivated to speak English than the others with that experience.

4.3.4. Having Private English Lessons or Attending English Courses

In order to investigate whether demotivation to speak English for students varies significantly according to having private English lessons or attending an English courses, MANOVA was performed. All the assumptions were met before conducting MANOVA, except for homogeneity of variance-covariance matrices which is a part of MANOVA output. Table 35 demonstrated the results of Box's test.

Table 35

The Results of Box's Test Regarding Having Private/ English Course

Box's M	13,478
F	1,310
df1	10
df2	35695,184
Sig.	,218

As it could be observed in the above table, homogeneity of variance-covariance matrices was satisfied since significance value was higher than .001 ($p=.21 > .001$). In the second phase, Levene's Test was conducted to determine whether or not equal variances were assured for this variable. The results were given in Table 36.

Table 36

The Results of Levene's Test Regarding Having Private/ English Course

	F	df1	df2	Sig.
Student Related Factors	9,452	1	537	,002
Teacher Related Factors	,001	1	537	,980
Characteristics of the Course	,086	1	537	,770
Nature of the Course	1,073	1	537	,301

As it was indicated in the table above, all variables had non-significant values ($p=.98$, $p=.77$, $p=.3$ $p>.05$) except for student related factors ($p=.002$, $p<.05$). Hence, in the present study, equal variances were violated for student related factors. However statistical significance is more likely with large samples greater than 30 and in such cases Pallant (2007) suggests determining a more conservative cut-off significance criteria rather than .05 level. Therefore, the new alpha level was determined as .001. When the results were interpreted with new alpha level, it was observed that student related factors variable was also non-significant ($p=.002$, $p>.001$). As a result, the variances were not significantly different and equality of variances were assumed. Now, the data is appropriate to conduct multivariate test which was presented in Table 37.

Table 37

The Results of Multivariate Tests (MANOVA) for Having Private English Course

	F	Error df	Sig.	Partial Eta Squared
Pillai's Trace	3,081 ^b	534,000	,016	,023
Wilks' Lambda	3,081 ^b	534,000	,016	,023
Hotelling's Trace	3,081 ^b	534,000	,016	,023
Roy's Largest Root	3,081 ^b	534,000	,016	,023

When Table 37 was examined, a statistically significant difference was found among variables (Wilks' Lambda = .016; $F(4, 534) = 3,081$; $p = .016$ $p<.05$; Partial eta squared = .023). In other words, having private English lessons or attending English courses differed significantly in terms of demotivation to speak English. Since significant results were obtained from multivariate tests, further investigations could be made regarding dependent variables separately. Therefore, test of between-subjects effects was conducted and demonstrated in Table 38.

Table 38

Results of Between-Subjects Effects Test Regarding Having Private English Course

Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Student Related Factors	4,145	1	4,145	11,993	,001	,022
Teacher Related Factors	,223	1	,223	,805	,370	,001
Characteristics of the Course	,835	1	,835	1,647	,200	,003
Nature of the Course	,510	1	,510	1,731	,189	,003

The results in the table above revealed that based on having a private English lesson or attending an English course, demotivation to speak English differed significantly only in the dimension of student related factors ($F = 11.993$, $p = .001$, $p < .012$). On the other hand, the results of test of between-subjects demonstrated that demotivation to speak English did not differ significantly in teacher related factors ($F = .805$, $p = .37$, $p > .012$), characteristics of the class ($F = 1.647$, $p = .2$, $p > .012$) and nature of the course ($F = 1.731$, $p = .189$, $p > .012$).

As far as the effect size of the variables were concerned, an inspection of the partial eta squared values were used. The partial eta squared values for the student related factors, teacher related factors, characteristics of the course and nature of the course were .022, .001, .003, and .003 respectively. According to Cohen's guideline, the values were considered to have a small effect.

Although it is now known that the demotivation levels of students who had private lesson or attended an English course and who didn't, differed from the other in terms of student related demotivational factors, it is not known yet, which independent variable affected demotivation to speak English the most. To find this out, means scores were analyzed which was demonstrated in Table 39.

Table 39

The Results of Estimated Marginal Means of Sub-Dimensions According to Having Private English Course

Dependent Variable	Private Course	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Student Related Factors	Yes	1,733	,081	1,575	1,892
	No	2,028	,027	1,975	2,080
Teacher Related Factors	Yes	1,507	,072	1,365	1,649
	No	1,575	,024	1,528	1,622
Characteristics of the Course	Yes	2,396	,098	2,204	2,588
	No	2,528	,032	2,465	2,592
Nature of the Course	Yes	2,099	,075	1,952	2,245
	No	2,202	,025	2,153	2,250

With regard to student related factors, the mean score for the students who had private lesson or attended an English course was 1,73 while it was 2,02 for the ones who did not. Therefore, it can be noted that students who were supported with extra English lessons along with the ones

they take at school were less demotivated to speak English than those who weren't in terms of student related factors.

4.3.5. Watching English Broadcasts

In order to investigate whether demotivation to speak English for students differed significantly according to watching English broadcasts, one way MANOVA was used. All the assumptions were met before conducting MANOVA, except for homogeneity of variance-covariance matrices. Table 40 demonstrated the results of Box's test.

Table 40

The Results of Box's Test Regarding Watching English Broadcasts

Box's M	17,190
F	1,700
df1	10
df2	369840,024
Sig.	,074

As indicated in the table above, the assumption of homogeneity of variance-covariance matrices was not violated since the significance value was more than .001 ($p=0741>.001$). In the second phase, Levene's Test was performed to determine whether or not equality of variance was assured for this variable. The results of Levene's test were given in Table 41.

Table 41

The Results of Levene's Test Regarding Watching English Broadcasts

	F	df1	df2	Sig.
Student Related Factors	2,813	1	537	,094
Teacher Related Factors	2,502	1	537	,114
Characteristics of the Course	,066	1	537	,797
Nature of the Course	3,137	1	537	,077

As it could be inferred from the table above, all variables were non-significant having a value higher than .05 ($p=.094$, $p=.114$, $p=.797$, $p=.077$, $p>.05$) Hence, in the present study, equal variances could be assumed. Now, the data is appropriate to conduct multivariate test which was presented in Table 42.

Table 42

The Results of Multivariate Tests (MANOVA) Regarding Watching English Broadcasts

	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's Trace	13,358 ^b	4,000	534,000	,000	,091
Wilks' Lambda	13,358 ^b	4,000	534,000	,000	,091
Hotelling's Trace	13,358 ^b	4,000	534,000	,000	,091
Roy's Largest Root	13,358 ^b	4,000	534,000	,000	,091

When Table 42 was examined, it could be concluded that there was a difference among variables (Wilks' Lambda = .000; $F(4, 534) = 13,358$; $p = .000$ $p < .05$; Partial eta squared = .091). In other words, it could be claimed that demotivation of students who watched English broadcasts differed significantly from the ones who did not watch movies, series etc. in English. Since significant results were obtained from multivariate tests, further investigations could be made regarding dependent variables separately. Therefore, test of between-subjects effects was conducted which was given in Table 43.

Table 43.

Results of Between-Subjects Effects Test Regarding Watching English Broadcasts

Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Student Related Factors	15,886	1	15,886	49,066	,000	,084
Teacher Related Factors	1,191	1	1,191	4,322	,038	,008
Characteristics of the Course	,069	1	,069	,136	,713	,000
Nature of the Course	2,147	1	2,147	7,358	,007	,014

The results in the above table revealed that demotivation to speak English differed significantly in the dimension of student related factors ($F = 49.066$, $p = .000$, $p < .012$) and nature of the course ($F = 7.358$, $p = .007$, $p < .012$) in terms of watching English broadcasts. On the other hand, the results of test of between-subjects indicated that watching English broadcasts didn't make a statistically significant difference in students' demotivation to speak English in terms of teacher related factors ($F = 4.322$, $p = .38$, $p > .012$) and characteristics of the class ($F = .136$, $p = .713$, $p > .012$).

As far as the effect size of the variables were concerned, an inspection of the partial eta squared values were used. The partial eta squared values for the student related factors, teacher related factors, characteristics of the course and nature of the course were calculated as .084, .008, .000, and .014 respectively. According to Cohen's guideline the values were considered to have a small effect except for the dimension of student related factors which was in the medium effect band.

Although it is now known that students who watched English broadcasts and who didn't, differed in terms of student related factors and nature of the course, it is not known which independent variable affected demotivation to speak English the most. To find this out, means scores were analyzed which was demonstrated in Table 44.

Table 44.

The Results of Estimated Marginal Means of Sub-Dimensions Regarding Watching English Broadcasts

Dependent Variable	Watching Broadcast	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Student Related Factors	Yes	1,893	,029	1,837	1,950
	No	2,278	,047	2,186	2,370
Teacher Related Factors	Yes	1,539	,027	1,487	1,592
	No	1,645	,043	1,560	1,730
Characteristics of the Course	Yes	2,508	,036	2,438	2,579
	No	2,534	,059	2,419	2,649
Nature of the Course	Yes	2,153	,027	2,099	2,207
	No	2,294	,044	2,207	2,382

As for student related factors, the mean score for the students who watched English broadcasts was 1,89 while it was 2,27 for the ones who didn't. Therefore, it can be noted that students who watch movies, TV series etc. are less demotivated to speak English than those who don't in terms of student related factors.

Regarding the nature of the course, the mean score for the students who watched English broadcasts was 2,15 while it was 2,29 for the ones who did not. Therefore, it can be noted that students who watch movies, TV series etc. are less demotivated to speak English than those who don't in terms of nature of the course.

4.3.6. Using Chat Applications in English

In order to investigate whether demotivation to speak English for students differs significantly according to using chat applications, one way MANOVA was performed. All the assumptions were met before conducting MANOVA, except for homogeneity of variance-covariance matrices. Table 45 demonstrated the results of Box's test.

Table 45

The Results of Box's Test Regarding Using Chat Application

Box's M	15,246
F	1,504
df1	10
df2	194228,800
Sig.	,131

When the table above was analyzed, it could be stated that the assumption of homogeneity of variance-covariance matrices was satisfied since significance value was more than .001 ($p=.131 > .001$). In the second phase, Levene's Test was performed to determine whether equality of variance was assured for this variable. The results were given in Table 46.

Table 46

The Results of Levene's Test Regarding Using Chat Applications

	F	df1	df2	Sig.
Student Related Factors	12,221	1	537	,001
Teacher Related Factors	,138	1	537	,711
Characteristics of the Course	4,269	1	537	,039
Nature of the Course	,003	1	537	,955

As indicated in the table, the variables teacher related factors ($p=.711$, $p > .05$) and characteristics of the class were non-significant ($p=.955$, $p > .05$) while student related factors ($p=.001$, $p < .05$) and nature of the course ($p=.039$, $p < .05$) were significant. Hence, in the present study, equal variances were violated for student related factors and nature of the course variables. However, statistical significance is more likely to be violated with large samples greater than 30 and in such cases Pallant (2007) suggests determining a more conservative cut-off significance criteria rather than .05 level. Therefore, the new alpha level was determined as .001. Based on new alpha level, it was revealed that student related factors ($p=.001$, $p \geq .001$) and nature of the course

($p=.039$, $p>.001$) variables were also non-significant. As a result, the variances were not significantly different and equality of variances were assumed. Now, the data is appropriate to conduct multivariate test which was presented in Table 47.

Table 47

The Results of Multivariate Tests (MANOVA) for Using Chat Applications

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's Trace	,044	6,180 ^b	4,000	534,000	,000	,044
Wilks' Lambda	,956	6,180 ^b	4,000	534,000	,000	,044
Hotelling's Trace	,046	6,180 ^b	4,000	534,000	,000	,044
Roy's Largest Root	,046	6,180 ^b	4,000	534,000	,000	,044

When Table 47 was examined, a statistically significant difference was revealed among variables (Wilks' Lambda = .000; $F(4, 534) = 6,180$; $p = .000$ $p < .05$; Partial eta squared = .044). In other words, demotivation of students who used chat applications differed from those who didn't use them to improve their English. Since significant results were obtained from multivariate tests, further investigations could be made regarding dependent variables separately. Therefore, test of between-subjects effects was conducted which was given in Table 48.

Table 48

Results of Between-Subjects Effects Test Regarding Using Chat Applications

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Student Related Factors	7,836	1	7,836	23,132	,000	,041
Teacher Related Factors	,947	1	,947	3,429	,065	,006
Characteristics of the Course	2,136	1	2,136	4,233	,040	,008
Nature of the Course	3,202	1	3,202	11,050	,001	,020

The results in the above table revealed that basing on using chat applications, demotivation to speak English differed significantly in the dimensions of student related factors ($F = 23.132$, $p = .000$, $p < .012$) and nature of the course ($F = 11.050$, $p = .001$, $p < .012$). On the other hand, the results of test of between-subjects demonstrated that demotivation to speak English did not differ significantly in teacher related factors ($F = 3.429$, $p = .065$, $p > .012$) and characteristics of the class ($F = 4.233$, $p = .04$, $p > .012$).

As far as the effect size of the variables were concerned, an inspection of the partial eta squared values were used. The partial eta squared values for the student related factors, teacher related factors, characteristics of the course and nature of the course were .041, .006, .008, and .02 respectively. According to Cohen's guideline, the values were considered to have a small effect.

Although it is now known that student who used chat applications in English and who didn't, differed in terms of student related factors and nature of the course, it is not known which independent variable affected demotivation to speak English the most. To find this out, means scores were analyzed which was demonstrated in Table 49.

Table 49

The Results of Estimated Marginal Means of Sub-Dimensions Regarding Using Chat Applications

Dependent Variable	Chat	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Student Related Factors	Yes	1,766	,055	1,659	1,873
	No	2,061	,028	2,006	2,117
Teacher Related Factors	Yes	1,487	,049	1,391	1,584
	No	1,590	,025	1,540	1,640
Characteristics of the Course	Yes	2,394	,067	2,263	2,525
	No	2,548	,034	2,480	2,616
Nature of the Course	Yes	2,043	,050	1,944	2,142
	No	2,232	,026	2,180	2,283

As for student related factors, the mean score for the students who used chat applications in English was 1,76 while it was 2,06 for the ones who did not. Hence, it could be claimed that students who practiced English via chat applications were less demotivated to speak English than those who did not.

Regarding the nature of the course, the mean score for the students who used chat applications in English was 2,04 while it was 2,23 for the ones who didn't. In spite of gathering significant results, the difference between two sources of demotivation was considered to be very small.

4.3.7. Using English Websites

In order to investigate whether demotivation to speak English for students differed significantly according to using websites to improve English, one way MANOVA was performed. All the

assumptions were met before conducting MANOVA, except for homogeneity of variance-covariance. Table 50 demonstrated the results of Box's test.

Table 50

The Results of Box's Test Regarding Using Websites

Box's M	14,492
F	1,435
df1	10
df2	468582,514
Sig.	,158

As indicated in the table above, the assumption of homogeneity of variance-covariance matrices was not violated since the significance value was more than .001 ($p=.158>.001$). In the second phase, Levene's Test was performed to decide whether equality of variance was assured for this variable. The results were given in Table 51.

Table 51

The Results of Levene's Test of Equality of Error Variances Regarding Using Websites

	F	df1	df2	Sig.
Student Related Factors	5,836	2	536	,003
Teacher Related Factors	2,851	2	536	,059
Characteristics of the Course	1,540	2	536	,215
Nature of the Course	,903	2	536	,406

As indicated in the table, all variables had a non-significant value ($p=.059$, $p=.215$, $p=.406$ $p>.05$) except for student related factors ($p=.003$, $p<.05$). Hence, in the present study, equal variances were violated for student related factors. However statistical significance is more likely to be violated with large samples greater than 30 and in such cases a more conservative cut-off significance criteria rather than .05 level is determined (Pallant, 2007). Therefore, the new alpha level is determined as .001. When the results were interpreted with the new alpha level, it was observed that student related factors variable was also non-significant ($p=.003$, $p>.001$). As a result, the variances were not significantly different and equality of variances were assumed. Now, the data is appropriate to conduct multivariate test which was presented in Table 52.

Table 52

The Results of Multivariate Tests (MANOVA) Regarding Using English Website

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's Trace	,063	4,334	8,000	1068,000	,000	,031
Wilks' Lambda	,938	4,364 ^b	8,000	1066,000	,000	,032
Hotelling's Trace	,066	4,394	8,000	1064,000	,000	,032
Roy's Largest Root	,057	7,646 ^c	4,000	534,000	,000	,054

When Table 52 was examined, it could be deduced that there was a statistically significant difference among variables (Wilks' Lambda = .000; $F(8,1066) = 4364$; $p = .000$ $p < .05$; Partial eta squared = .032). In other words, using websites to improve English made a significant difference in students' demotivation to speak English. Since significant results were obtained from multivariate tests, further investigations could be made regarding dependent variables separately. Therefore, test of between-subjects effects was performed which was presented in Table 53.

Table 53

Results of Between-Subjects Effects Test Regarding Using English Websites

Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Student Related Factors	9,566	2	4,783	14,229	,000	,050
Teacher Related Factors	,456	2	,228	,821	,441	,003
Characteristics of the Course	1,962	2	,981	1,939	,145	,007
Nature of the Course	,771	2	,386	1,307	,271	,005

The results in the above table revealed that basing on using websites to improve English, demotivation to speak English differed significantly only in the dimension of student related factors ($F = 14.229$, $p = .000$, $p < .012$). On the other hand, the results of test of between-subjects indicated that demotivation to speak English did not differ significantly in teacher related factors ($F = .821$, $p = .441$, $p > .012$), characteristics of the class ($F = 1.939$, $p = .145$, $p > .012$) and nature of the course ($F = 1.307$, $p = .271$, $p > .012$).

As far as the effect size of the variables were concerned, an inspection of the partial eta squared values were used. The partial eta squared values for the student related factors, teacher related

factors, characteristics of the course and nature of the course were .05, .003, .00, and .005 respectively. According to Cohen's guideline the values were considered to have a small effect. Although it is now known that student who used websites to improve English and who didn't, differed in terms of student related factors, it is not known which independent variable affected demotivation to speak English the most. To find this out, mean scores were analyzed and demonstrated in Table 54.

Table 54

The Results of Estimated Marginal Means of Sub-Dimensions Regarding Using Websites

Dependent Variable	Using Website	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Student Related Factors	Yes	1,798	,046	1,708	1,887
	No	2,087	,030	2,028	2,145
Teacher Related Factors	Yes	1,538	,041	1,457	1,619
	No	1,580	,027	1,527	1,634
Characteristics of the Course	Yes	2,477	,056	2,367	2,586
	No	2,529	,037	2,457	2,601
Nature of the Course	Yes	2,134	,043	2,051	2,218
	No	2,217	,028	2,162	2,272

As for student related factors, the mean score for the students who used websites to improve English was 1,79 while it was 2,08 for the ones who did not. Therefore, it could be noted that students who studied English via websites were less demotivated to speak English than those who didn't in terms of student related factors.



CHAPTER V

CONCLUSION

In this part, conclusions reached as a result of findings were discussed. The implications are also presented in the light of the conclusions.

5.1. Conclusion

The conclusions gathered from the findings of this study, which aimed at investigating demotivational factors affecting Anatolian high school students towards speaking English and examine these factors in terms of some variables were discussed below in terms of sub-problems.

Within the scope of current study, “Speaking Demotivation” scale was developed in order to investigate students’ sources of demotivation affecting development of learners’ speaking skills. As a result of factor analysis, four sources of demotivation to speak English were revealed. They are as follows:

1. student related factors,
2. teacher related factors,
3. characteristics of the class,
4. nature of the course and attitudes towards English.

Among these four categories, the salient source of demotivation for the students to speak English was the factors related to characteristics of the class according to the results. The second demotivating factor was found to be nature of the course while student related factors ranked third in terms of speaking English. On the other hand, the sub-dimension of teacher related factors was the weakest demotivator to speak English for the participant students. In conclusion,

as a result of the first sub-problem, it can be deduced that factors related to the characteristics of the class demotivates the students to speak English the most while teacher related factors affect them the least.

When the related literature is examined, it is seen that this study substantiates with the research conducted by Heidari and Oghli (2015) who also examined the sources of demotivation affecting students' English speaking performance. In their research, Heidari and Oghli (2015) also found out that the most effective demotivational factors were classroom related factors among three sources of demotivation.

This study also contrasts with the findings of Heidari and Oghli (2015) in terms of the weakest demotivating factor. While teacher related factors were revealed as the least demotivator in the current study, it was found out in the study of Heidari and Oghli (2015) that factors related to teacher did not affect students' speaking performance more than student related factors. This discrepancy between studies may be due to the fact that the studies were conducted in different countries, even if they were aimed at the same age group.

When the factors related to the characteristics of the course are examined, it is revealed that students were most demotivated towards speaking English because they cannot find opportunity to use English in real life situations. Similarly, in the study conducted by Gök Çatal (2015), it was concluded that almost half of the teachers thought that foreign language was not used as a means of communication in daily life and that there is not enough opportunity. In this regard, it can be said that both students and teachers in Turkey agree that practicing English in daily life situations has utmost importance in order to improve speaking skill.

Students stated that the second demotivating factor to speak English was uncommunicative English courses. It is a significant result when evaluated with the previous demotivator which also indicates students' expectation to use English communicatively in real life situations. When this finding is compared with the result of studies in which the method used in the class was in question, it can be said that it is not surprising to cause demotivation. Because in the study conducted by Gezmiş Ceyhan and Peçenek (2010), it was concluded that teachers generally used rules and formulas in teaching grammar structures and made students use these structures with various activities and they did the activities in the book after teaching the grammar structure at the beginning of the unit. There are also other studies (Hamada, 2008; Kikuchi and Sakai 2009)

conducted on demotivation in different parts of the world that non-communicative lessons were identified as a demotivational factor towards learning English for the students. Students begin to dislike English when grammar instruction starts (Hamada, 2008).

However, there are also other studies which contradicts with the current study in this point, as well. In the study carried out by Ökmen (2015), most of the participant teachers stated that the primary goal of them as an English teacher was to teach speaking and listening skills to the students. Furthermore, Şahin (2013) also concluded that nearly 65% of teachers used Communicative Language Method, 21% used Grammar Translation Method and almost 14% used both methods. As a result, it can asserted that there is a contradiction between the students' and teachers' views on uncommunicative and grammar based lessons which cause a strong demotivation for students.

When all the findings are evaluated together, in Turkey where English is taught as a foreign language, students have limited opportunities to gain experience to use target language with the purpose of communication in daily life. In this context, considering that the main environment in which students can use the target language as a means of communication is inside the classroom, English lessons should be designed to meet this demand and need of students. Therefore, it is thought that communicative based lessons, the creation of the environments in which foreign language learners will be exposed to the target language in foreign language classes, communication activities that will encourage the use of English in daily life and the integration of authentic materials into the classes will contribute to decrease students' demotivation to speak English.

Participant students of this study found the speaking activities in their coursebooks boring which was identified as one of the salient demotivators. This finding is in line with the other studies conducted in Turkey. In the study of Taylan (2013), English coursebooks were found to be inadequate in terms of meeting student's interests and needs and insufficient number of exercises for the development of communicative skills. Additionally, Tekir and Arıkan (2007) concluded that the majority of the students thought that English textbooks were insufficient in terms of authenticity.

Along with the finding of this study, coursebooks were identified as a source of demotivation towards English for the students around the world, as well (Arai, 2004; Hamada and Kito, 2008;

Kikuchi and Sakai, 2009; Mahbudi and Hosseini, 2015, Muhonen, 2004). Since Turkey's education system heavily depend on coursebooks, it can be stated that interesting, communicative and updated coursebooks has an important role in increasing students' motivation towards learning and speaking English.

As for the factors in the nature of the course sub-dimension, students reported that they were most demotivated to speak English when their mates didn't like English classes. This view seems to be applicable to the results of the study conducted by Hamada (2008). Group dynamics and learning environment are key factors that contribute to the motivation of the learners (Dörnyei and Murphey, 2004). There are also other studies in which attitudes towards English were identified as source of demotivation for students (Amemori, 2012; Lee and Lee, 2011; Muhonen, 2004).

It was also concluded that unwillingness to cooperate during activities of their peers demotivated students, as well. In the study conducted by Özkurt (2016), it was revealed that almost all of the teachers thought that group works should be given importance in communicative language teaching. Because in pair or group problem solving activities, students are able to analyze the meaning of the speeches, access to new information (Larsen-Freeman, 2003).

As the third demotivating factor in this sub-dimension, students stated that they took too many hours of English and following it came the compulsory nature of English classes. Heidari and Oghli (2015) also found out that compulsory foreign language teaching demotivated Iranian students to speak in English. Because in Iran, it is obligatory for the students to take English classes and pass English exams so that they can have a chance to be successful in the university exam which cause unwillingness and demotivation among students to speak English. It can be said that it is nearly the case in the context of Turkey. In addition to this, Dörnyei (2001), Kikuchi (2009) and Tsuchiya (2006) identified compulsory English courses as a source of demotivation in their studies.

In terms of the hours of English classes, English teachers thought that the weekly teaching hours of English were insufficient (Erdem, 2016; Şahin, 2013). When evaluated with the finding of the current study, it can be said that there is a contradiction between the students' and teachers' opinions about teaching hours of English in Turkey.

As far as the student related factors are concerned, participants reported that they were most demotivated to speak English when there were certain students who often participated in speaking activities. Indeed, it is an interesting and multi-dimensional finding because, the reason of this feeling in students may have different roots. Firstly, it might be something related to students' perceptions of themselves. In other words, some students may not have enough self-esteem to speak in front of the class and might blame their friends who often participate in the lesson for their demotivation. In this point, Hamada (2008) identifies four sub-demotivators regarding lack of confidence issue which are anxiety, time, content and the test. First of all, students may fear to make a mistake while speaking. Second, students might experience a loss of confidence as they move to the next year. Third, students may have difficulty to understand the course and finally, they might have lost confidence and self-belief due to low marks, continuous failure in the class etc. In short, if the main cause to this demotivator is about self-esteem, the underlying reasons for the students may be one of the above mentioned situations which is just one dimension of the demotivation. As for the second dimension on the other hand, the reason of students' belief that there are certain students who speaks in the English classes might be teacher favorites. In other words, the teacher might not give equal rights to all the students in the class which cause a demotivation for the introvert, shy or less successful students. Students also stated that being lack of sufficient vocabulary demotivated them to speak English. In the study carried out by Kim (2015) demotivational factors hindering English language learning were investigated by means of interviews. One student stated "My vocabulary was weak and there were a lot of words that I didn't know. I spent all day just studying English. But the score was not good at all for what I did." (Kim, 2015, p. 39). As it can be understood from the excerpt, students do not feel competent in the target language as long as they know a considerable number of words. Therefore, vocabulary sometimes puts burden on students' shoulders and may demotivate them.

In a study conducted by Hu (2011) with the participation of Taiwanese students, it was found that students had difficulty in especially vocabulary memorization while learning foreign language, and this increased anxiety towards foreign language and reduced their motivation. Similarly, memorization of the words or vocabulary was identified as a source of demotivation by Kikuchi and Sakai (2009) in their studies which is consistent with the finding of this study.

As for the current study, students might think that they need to know most of the words in English in order to be a good speaker of English. Vocabulary memorization is not the one and only way of learning English, but it is not possible to learn English without sufficient vocabulary, though (Hu, 2011).

It was revealed as a result of this study that students felt anxious when they started to speak English in front of the class which cause demotivation. Students also reported that they felt ashamed when they make a mistake while speaking in English. These two findings of the current study can be evaluated together since they are closely interrelated. In other words, students' feeling of anxiety may stem from the fear of making a mistake in front of the classroom or being fun of their friends. As a result of the study by Hamada (2008), similar findings were gathered. Students feel anxious for making mistakes and they have such a wrong idea that they are the only one making mistakes in the class (Hamada, 2008). In Turkish context, Şener (2014) conducted a research investigating Turkish students' willingness to communicate and found out that students didn't prefer friends who criticize them too much and insult on them in front of the others while making presentations. In this regard, it can be said that all of the above mentioned studies share the same results.

As the last and least source of demotivation to speak English, factors related to teachers were found. When factors in this category were considered separately, it was revealed that students got demotivated the most by the method used in English classes. When the studies on foreign language demotivation are examined, it is observed that the factors related to teachers are the strongest source of demotivation to learn English (Bahramy and Araghy, 2013; Chambers, 1999; Dörnyei, 1998; Hamada, 2008; Hasegawa, 2004; 1992; Muhonen, 2004; Oxford, 1998; Sakai and Kikuchi, 2009; Zhang 2007). Among the factors related to the teacher, the teaching method was found to be the salient demotivator for the students in some of the studies (Dörmyei, 2001; Hamada, 2008) which is in line with the finding of the current study. In a study conducted in Turkey by Aygün (2017), similar results were gathered. According to Kikuchi and Sakai (2009), although it is strongly emphasized by the Ministry of Education that the ultimate goal of teaching and learning a foreign language is to improve students' communication skills and create a positive attitude towards speaking English, English lessons are still grammar or

university entrance exam oriented. Hence, it can be noted that uncommunicative methods, grammar centered lessons lead students to be demotivated towards English learning.

Students also stated that they were demotivated to speak English when their teacher didn't guide them how to speak in English. English especially speaking skill might seem to be challenging and demanding for most students. Therefore, they may need assistance of their teachers in the learning process. In parallel with this, Hamada (2008) also found that learners didn't know how to study English on their own which resulted in demotivation. In the context of Turkey, Aygün (2017) concluded in her study that Turkish students thought that their teachers didn't encourage them to take active part in the classroom activities. On the other hand, in communicative language teaching method, it is aimed that the students communicate with each other and the teacher directs the students in accordance with the language teaching purposes (Demirel, 2014).

As the third strongest demotivator among the teacher related factors, students stated that their teacher was not fair with all of the students in the class. In the student related factors, students also reported that they were demotivated the most because there were certain students who always participated in speaking activities. These two findings can be evaluated together since the reason behind these sources of demotivation is most probably the same. In this sub-dimension, students thought that their teacher call on some students more in the class which cause inequity and demotivation among learners. In the same vein, Lee and Lee (2011) stated that unequal attention of teachers caused demotivation among the students. In this regard, it can be concluded that students need to feel that they are noticed and considered important by their teachers.

In this sub-dimension, students also reported that they were demotivated because explanations of their teacher was complicated and their teacher didn't give positive reinforcement to them while speaking English. Likewise, Lee and Lee (2011) found out that students' demotivation was strongly affected by complex explanations made by teachers. On the other hand, the current study revealed that students expected to be encouraged by their teachers. Taken all the findings together, Christophel and Gorham (1995) give some suggestions to decrease teacher related demotivation:

- encouraging students to speak in English and participate the classroom activities,
- discussing about the issues that students are interested or choose,

- taking feedback from them regarding the flow, pace and content of the course and homework.

In the second sub-problem of the research, it was attempted to find out whether there were any correlations among the sources of demotivation. As a result, a relationship was found among all of the demotivational factors. However, the strongest relationship was between nature of the class and characteristics of the class. On the other hand, it was the weakest between teacher and student related factors. In this context, each of the factors that demotivate students to learn English has an effect on the other and demotivation emerges as a result of the combination of some of these factors (Hamada, 2008). Additionally, demotivation causes students to feel burnout, which leads to a decrease in students' success in English lessons (Ghanizadeh and Jahedizadeh, 2015).

As for the third sub-problem, the relationship between the demotivational factors was sought to be investigated based on some variables. In this regard, as far as gender is concerned, this study indicated that there was no statistically significant difference between female and male students in terms of demotivation to speak English. This finding is consistent with some earlier studies conducted on willingness to communicate in L2. Valadi, Rezaee and Baharvand (2015) found out that there was a strong correlation between oral proficiency in L2 and willingness to communicate; however, no meaningful difference was revealed in terms of gender. Similar results were obtained from the study of Baker and McIntyre (2000). On the other hand, it is also very likely to encounter studies in this field which is inconsistent with the findings of the current study. Gholami (2015) concluded that female students outperformed male students regarding willingness to communicate. Similarly, Williams, Burden and Lanvers (2002) found out in their demotivation study that boys were more demotivated towards English than girls. Considering the converse findings on this issue, no conclusive claim could be made. Because gender based demotivation is such a context specific issue that different results could be gathered in different contexts due to various socio-cultural backgrounds every country even region has peculiar to themselves.

When it comes to GPA, current study revealed that demotivation to speak English differed according to English proficiency of learners. In other words, it was concluded that the most

proficient students were demotivated the least while the least proficient ones were demotivated the most.

When the related literature is examined, Falout, Elwood, and Hood (2009) concluded that students with lower grades were more likely to cope with the demotivational factors that lead to negative attitudes towards English than students with higher grades. In line with this, Falout and Maruyama (2004) found that both groups had a certain degree of demotivation; however, students with low proficiency in English were more demotivated towards learning English than those with high proficiency.

In their study, Lee and Lee (2011) concluded that lower motivated students' learning motivation decreased due to factors such as lack of interest, difficulty in learning English, and negative attitude towards foreign language. Hence, it can be noted that the results obtained from the present study are similar to those mentioned above. As a matter of fact, students' negative attitudes towards English, negative perceptions and prejudices are among the most important factors that affect student achievement negatively (Özer and Korkmaz, 2016).

When the findings gathered from the present study are considered in terms of having been abroad; significant differences were observed between the students with overseas experience and without regarding demotivation to speak English. When the factors of demotivation were analyzed separately, it was concluded that only student related demotivational factors differed between two groups of student. In other words, students who had not been abroad were more demotivated to speak English than those with an overseas experience. Considering the items in the student related factors dimension, this finding can be regarded as striking because it might be concluded that having been abroad contribute to students' confidence, interest towards target language, perception of themselves and motivation to speak English. It can be stated that students who have been abroad feel the need to use English as a communication tool in real life, and find the opportunity to experience the culture of the target language which increases the students' level of interest towards foreign language and motivation to speak English. In addition, it can be noted that the overseas experience increase students' self-confidence and positively affect oral performance of the students since confident students are more likely to take responsibility for their own learning by taking a more active role in the learning process.

When the related literature is examined, it is seen that Acat and Demiral (2002) conducted a study on motivation in language learning. In this context, it was stated that the students discouraged due to the lack of real environments in which they could use the target language and the anxiety of failure negatively affected their motivation. Arslan and Akbarov (2009) also argue that students communicating with a native speaker of English even a few sentences positively motivates them, while advocating that trips to the foreign country to practice target language is an important approach for foreign language teaching.

As far as having private English course or attending an English course is concerned, significant differences were observed between the students who took supplementary English course and those who didn't regard demotivation to speak English. When the factors of demotivation were analyzed separately, it was concluded that only student related demotivational factors differed between two groups of students. In other words, it was revealed that students who took private lessons or attended an English course were less demotivated to speak English than those who didn't. It can be assumed that taking an extra English course apart from the school may contribute to development of speaking skill for students. Another possibility is that students might find more opportunities to practice English in a course or they might focus on speaking skill more than they do at school during private lessons. Accordingly, it can be interpreted that taking English courses or private lessons develops a positive attitude for students towards speaking English and contributes to their success.

Acat and Demiral (2002) state that students attending public schools go to a foreign language course with the idea that they will succeed in foreign language exams or knowing a foreign language will offer better job opportunities. Considering that out of 4073, 3512 participant students have taken English courses or private lessons, it can be thought that the English language education given at the school is found insufficient and therefore, students need to take English courses or private lessons. When the results are evaluated together, the vast majority of students tend to attend English courses or take private lessons in order to learn English and students who do not take courses or private lessons are more demotivated than those who take courses or private lessons. However, it should be noted that there are certain sources of demotivation to speak English in learning environments for two groups of students to some degree.

According to Özcan (2005), since school lessons depend on traditional rules, they have difficulty in showing innovation and vitality. On the other hand, those who take private lessons may find a little more learning opportunities since they get much closer attention and pay some money for the education they receive. Those who go to the courses are the ones who fail to study on their own and feel compelled to study because they come under a certain expense. For this reason, although the number of students who really benefit from the courses is very few, the great majority still cannot help themselves from attending the courses. Accordingly, it can be said that students who take courses or private lessons in English can learn and speak English with their own efforts as long as they are guided, the correct additional resources are provided, and appropriate methods are employed.

It is seen that the majority of the students (72%) participating in this study watch English broadcasts (movies, series etc.). In this regard, a correlation was found between watching broadcasts in the target language and demotivation to speak English in terms of student related factors and nature of the course. In this sense, it can be concluded that watching English movies and series, which show the use of daily language and reflect the culture of the target language, positively affects students' attitudes towards the language, and increases their interest and motivation.

When the related literature is analyzed, it is stated in a study carried out by Özer and Korkmaz (2016) on the factors affecting student success in foreign language teaching that providing students with the opportunity to watch movies in English with subtitles increases the interests of the students towards target language. Considering the fact that Turkish society spends a lot of time in front of television, Arslan and Akbarov (2010) advocate that broadcasting foreign films on television in their original language with Turkish subtitles will open the way for individuals to naturally be familiar with English and learn the words and phrases they hear in the original language. When the results are evaluated together, it can be noted that the exposure of the students to the target language by means of films, series, and songs outside the class contributes to the development of the oral performance and to increasing their interest to the foreign language.

Within the scope of this study, some students (27%) reported that they use online chat applications in order to improve their speaking skills. In this regard, a correlation was found

between using chat applications and demotivation to speak English in terms of student related factors. In other words, using English to communicate with real people via chat programs increases students' interest and awakens positive attitudes towards target language. Additionally, students might feel less or no anxiety while speaking on the chat applications since they don't communicate face-to-face which makes them feel more relaxed and comfortable. In line with this, Acat and Demiral (2002) concluded that the use of foreign language to communicate with people and understand the written sources is the second strongest motivators for students in terms of learning a foreign language.

It is observed that a few students (30%) participating in this study use websites to improve their English. In this regard, a correlation was found between using a website to practice target language and demotivation to speak English in terms of student related factors. Accordingly, it can be thought that using an additional technology-based program, website or application to learn English increases students' motivation towards foreign language and contributes positively to their success. Because the visual and audio programs developed for teaching foreign languages in a computer assisted environment are preferred as a way of learning foreign languages and especially attract the attention of young people (Arslan & Akbarov, 2010).

As a result, it can be concluded that there is correlation between all of the variables and demotivation to speak English except for gender. It is an interesting finding that when the sub-dimensions are considered discreetly, student related factors is affected by GPA, being abroad, using website, taking English course or private lesson, using chat applications and watching English broadcasts. In this regard, it can be noted that there is an inverse proportion between all of the aforementioned variables and demotivation regarding student related factors.

5.2. Suggestions

In this part, some suggestions will be made for teachers, policy makers and further studies considering the finding of the present study.

5.2.1. Suggestions for Teachers

Determining the factors that decrease students' motivation to learn English and improving their learning processes in this context depends largely on the awareness and effort of English teachers in this regard. From this point of view, teachers should have sufficient knowledge of motivation strategies and be able to re-motivate students who are demotivated to speak English by using these strategies through techniques suitable for the age and developmental stage of students.

Considering the age of sample group, it can be stated that friends are important parts of students' lives. Therefore, their mates' preferences, likes and dislikes as well as attitudes towards English also affect theirs. Being aware of this fact, teachers should build such an atmosphere in the class that students have good relationships with their mates and cooperate during the lesson.

Students' fear of making mistakes while speaking English is demotivating for them. Most of the students feel ashamed when they say something wrong in front of the class. Therefore, making mistakes while speaking should be tolerated by the teacher and the peers so that students can feel more comfortable and confident while speaking.

Speaking seems to be one of the most challenging and demanding skills of English for students. Because of this reason, during speaking activities, students need much more guidance from their teachers. Because of this, teachers should provide students with guidance in speaking better, making clear explanations appropriate to their level and giving feedback to them.

The method used by the teacher and the speed of the lesson are among the sources of demotivation for students. In this respect, the number of teachers who still use grammar and teacher centered techniques cannot be underestimated. However, this is perceived as a source of demotivation for students. The students think that the lessons that allow communication in English, and collaboration with others would positively affect their motivation to speak English. In this context, teachers need to use more authentic materials in the lessons and use foreign language teaching methods that prioritize communication. They can use techniques such as role-playing, interviews, knowledge gaps, games, discussions, pair and group works and presentations.

Considering that we are in an age where technology is developing rapidly, there are many stimuli to prevent students from subjects related to the course in school and out-of-school settings. In this context, it is important to make students interested in the subject with new trends, methods and techniques. At this point, teachers play such a crucial role in the evaluation of the materials used in the lesson in terms of the needs of the students, integration of the lessons with technology and the development of students' positive attitudes towards the lesson so that they can participate actively in the lesson.

The experience of success increases students' efforts to achieve more. Successful students are more motivated to learn with a belief that they can achieve more. For this reason, it is important for teachers to allow their students to experience the sense of accomplishment. Accordingly, teachers should take individual differences into consideration while giving tasks and assignments, and give appropriate feedback when students attend classes and activities.

Having been in a foreign country or feeling the need to use English to communicate in real life situations has positive effects on students' English speaking motivation. Accordingly, it is recommended that teachers should apply to international projects such as e-Twinning where students can communicate with their peers in another country, or Erasmus + where school mobilities take place.

5.2.2. Suggestions for Policy Makers

In countries where English is taught as a foreign language, students cannot find the opportunity to use the target language in real life and therefore, teaching and using English as a means of communication remains limited. This results in lessons being taught with classical methods such as exam-oriented and grammar translation method, which result in decreasing students' motivation to speak English. Considering this, more communicative activities should be included in the coursebooks. Furthermore, an additional set of activities can be developed, consisting of authentic materials and communication-based activities that teachers can use in their lessons to foster communication.

Teachers have a key role in the development of students' speaking skill. However, in Turkey, grammar based teaching is still used in foreign language teaching context as in the world.

Therefore, interactive in-service trainings on new approaches and methods to teach English could be held for teachers of English in certain periods.

The education in Turkey largely depends on textbooks. This brings along the fact that the quality of the textbooks has a direct effect on the learning outcomes. For this reason, the speaking activities in the English textbooks should be in accordance with students' needs and interests. Furthermore, it is thought that the inclusion of elements of foreign language culture learned in textbooks will positively affect students' motivation to learn English.

One of the most important stages of education and training is undoubtedly measurement and evaluation. It is thought that the assessment and evaluation processes for the English are not suitable for the communicative language approach. In this context, it is recommended that performance of students should be evaluated in terms of four basic language skills: reading, writing, listening and speaking. Accordingly, it is considered that it would be appropriate for the students to differentiate the English score in their report cards according to four basic language skills. Thus, it is believed that students will have the chance to see in which skill they need to improve themselves.

Supporting and enhancing the use of technology in English language teaching contributes to the development of speaking skills in students and increases students' interest and motivation towards the course. In this context, it is important to enrich the contents of EBA in order to facilitate access to digital resources throughout the country.

It is observed that the students who do not take English courses or private lessons are more demotivated to speak English compared to their counterparts who take it. In this context, it is thought that increasing the quality of English language learning environments in all dimensions in line with the above-mentioned issues may meet the needs of students to attend a foreign language course outside the school.

5.2.3. Suggestions for Further Studies

Current study has some limitations in itself. For this reason, there are some points that might be taken into consideration in the future studies. First of all, this study was carried out with the participation of 9th grade students studying in Anatolian high schools in Ankara. The sample of

the research can be expanded in terms of grade, school type and province and it can be checked whether the demotivational factors differ accordingly.

This research, which investigates demotivational factors to speak English in line with the opinions of the students, is also limited in terms of the opinions of the teachers on the subject. In this regard, the sources of demotivation to speak English can be determined from the eyes of teachers and the opinions of students and teachers can be compared.

In the current research, students' demotivations were examined in terms of such variables as gender, grade, GPA, being in a foreign country, taking private lessons, watching English broadcasts, using website and/or chat applications in English. In addition, the effects of other variables such as personality traits, motivation, burn-out, self-confidence, willingness to communicate can also be investigated.

Finally, quantitative method was used in the present study. However, qualitative research techniques such as interviews can be utilized, as well so that in-depth information can be obtained about the demotivational factors to speak English for foreign language learners.

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APPENDICES

APPENDIX 1. Speaking Demotivation Scale

Değerli Öğrenciler,

Bu çalışmanın amacı yabancı dil olarak İngilizce öğretiminde konuşma becerisi motivasyonunu azaltan faktörleri araştırmaktır. Verilen cevaplar gizli tutulacak olup sadece araştırma çerçevesinde kullanılacaktır. Eğer çalışmanın sonuçlarını öğrenmek isterseniz benimle ysavas@meb.gov.tr adresinden iletişime geçebilirsiniz. Zamanınız ve iş birliğiniz için teşekkürler.

A. KİŞİSEL BİLGİLER

1. Cinsiyet:

Erkek Kadın

2. Geçen yılki İngilizce notu:

5 4 3 2 1

3. Yabancı bir ülkede bulundunuz mu?

Evet Hayır

4. İngilizce kursu ya da özel ders alıyor musunuz?

Evet Hayır

5. İngilizce yayın (film, dizi vs.) izliyor musunuz?

Evet Hayır

6. İngilizce konuşma becerinizi geliştirmek için çevrimiçi sohbet uygulamalarını (Hit Me Up, Speaking7, To Learn English vs.) kullanıyor musunuz?

Evet Hayır

7. İngilizcenizi geliştirmek için herhangi bir web sitesi (Duolingo, Livemocha vs.) kullanıyor musunuz?

Evet Hayır

B. İNGİLİZCE KONUŞMA MOTİVASYONUNU AZALTAN FAKTÖRLER

Aşağıda yer alan ifadeler İngilizce dersinde konuşma motivasyonunuzu olumsuz etkilemesi bakımından sizin için ne kadar doğru? İngilizce dersi tecrübelerinize göre her bir ifade için size karşılık gelen ifadeyi işaretleyiniz.

No	Maddeler	Kesinlikle katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
	<i>İngilizce konuşma motivasyonum düşük çünkü...</i>				
1.	... İngilizce konuşmaya yönelik özgüvenimi kaybettim.				
2.	... sınıf önünde İngilizce konuşmaya başladığımda kendimi kaygılı hissediyorum.				
3.	... İngilizce'yi iyi konuşabileceğimi düşünmüyorum.				
4.	... İngilizce konuşurken hata yaptığımda utanıyorum.				
5.	... İngilizce konuşma aktivitelerinin seviyesi benim seviyemin üzerindedir.				
6.	... İngilizce seviyemden ötürü kendimi arkadaşlarımdan küçük görüyorum.				
7.	... yeterince kelime dağarcığım yok.				
8.	... İngilizce sınavlarında genellikle düşük not alıyorum.				
9.	... İngilizce dilbilgisi becerilerim zayıf.				
10.	... İngilizce konuşmayı sevmiyorum.				
11.	... İngilizce dersine ilgimi kaybettim.				
12.	... İngilizce konuşma aktivitelerinde Türkçe konuşmak yasaktır.				
13.	... sınıfta konuşma aktivitelerinde sürekli söz alan belli öğrenciler var.				
14.	... İngilizce dersinde edindiğim önceki tecrübeler İngilizceye karşı olumsuz duygular beslememe neden oldu.				
15.	... benim için İngilizce konuşmanın bir anlamı yok				
16.	... öğretmenimizin yönergeleri açık değildir.				
17.	... ders esnasında İngilizce konuşurken öğretmenimiz bizi yeterince dikkatli dinlemez.				
18.	... öğretmenimizin İngilizce telaffuzu yeterince iyi değil.				
19.	... konuşma aktivitelerinden önce öğretmenimiz aktivitenin amacını net bir şekilde bize açıklamaz.				

20.	... öğretmenimiz İngilizce konuşurken yaptığımız hatalara güler.				
21.	... öğretmenimiz sorularımızı göz ardı eder.				
22.	... İngilizce konuştuğuktan sonra öğretmenimiz bize geri dönüt vermez.				
23.	... öğretmenimizin açıklamalarını anlamak güçtür.				
24.	... öğretmenimiz İngilizce konuşurken yaptığımız hatalara kızar.				
25.	... öğretmenimiz bize arkadaşça yaklaşmaz.				
26.	... İngilizce konuştuğumuzda öğretmenimiz bize olumlu dönütler (Güzel gidiyorsun vb.) vererek İngilizce konuşmaya yeterince teşvik etmez.				
27.	... öğretmenimizin İngilizce öğretme tarzını sevmiyorum.				
28.	... İngilizce'yi daha iyi nasıl konuşacağımız konusunda öğretmenimiz bize yeterince rehberlik etmez.				
29.	... öğretmenimiz tüm öğrencilere adil davranmaz.				
30.	... İngilizce konuşurken hata yaptığımızda öğretmenimiz hemen düzeltir.				
31.	... İngilizce dersleri iletişim becerilerimizi geliştirmeye yönelik değildir.				
32.	... İngilizce konuşma becerisini geliştirmek için derste farklı aktiviteler (drama, oyun vb.) yapmıyoruz.				
33.	... ders boyunca konuşma becerisine ayrılan süre çok kısıtlı.				
34.	... sınıfımız konuşma becerimizi geliştirmek için çok kalabalıktır.				
35.	... sınıfta İngilizce konuşmamızı teşvik edecek görsel materyaller yok.				
36.	... öğretmenimiz bize yeterince İngilizce konuşma fırsatı vermez.				
37.	... İngilizce dersleri genellikle öğretmen merkezlidir.				
38.	... gerçek hayattan alınmış otantik materyaller (gazete, dergi, ilan vs.) konuşma aktivitelerinde yeterince kullanılmıyor.				
39.	... ders kitabımızdaki konuşma konuları ilgi çekici değil.				
40.	... gerçek hayatta İngilizce iletişim kurma fırsatı bulamıyoruz.				

41.	... arkadaşlarım İngilizce dersini sevmez.				
42.	... Çok fazla İngilizce dersi alıyoruz				
43.	... sınıf arkadaşlarımla İngilizce konuşmaya yönelik olumsuz tutumları var.				
44.	... İngilizce dersi seçmeli değil zorunludur.				
45.	... grup çalışmalarında arkadaşlarım benimle iş birliği yapmaz.				
46.	... çevremdeki insanlar İngilizceye karşı olumsuz tutum içindeler.				
47.	... ailem İngilizce konuşma becerimi geliştirmem için çok fazla baskı yapıyor.				
48.	... İngilizce dersi çok sıkıcı.				



GAZİLİ OLMAK AYRICALIKTIR..